

الرابطة الأمريكية لأساتذة العربية
American Association of Teachers of Arabic
Newsletter

December 2008/January 2009

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

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

FROM AATA'S EXECUTIVE DIRECTOR

Dear AATA Members,

Let me start the first *AATA Newsletter* of 2009 with my best wishes to all for a peaceful and productive new year.

It was wonderful to see so many AATA members at the AATA Annual Meeting in Washington in November. Many thanks to all members who made an effort to express their interest in the organization or just to say "hello."

This is such an exciting time for our profession, with new opportunities and new members joining us. Because there is so much news, I hope you'll forgive my listing some of the most interesting development in my letter to you.

AATA's New President

AATA is pleased to announce that the AATA Executive Board elected Mustafa Mughazy, Western Michigan University as new AATA President. We look forward to a rewarding and fruitful collaboration with him.

Thanks to Outgoing AATA President

Karin Ryding, Georgetown University, served as AATA President during an extremely challenging transition period. Many thanks to her for her energy, enthusiasm, and good ideas. We look forward to her continuing service with the Executive Board and AATA.

AATA Lifetime Achievement Award 2008

The AATA Executive Board was delighted to award the Lifetime Achievement Award for 2008 to outgoing AATA President Karin Ryding, Georgetown University. Professor Ryding accepted the award at the AATA Annual Meeting. Remarks made on her behalf by Dilworth Parkinson, Brigham Young University, and Zeinab Taha, American University in Cairo, appear below.

Have you renewed your membership for 2008?

Please accept my apologies for the late mailing of AATA membership renewals for 2008. If you have not yet renewed for 2008, please take advantage of the renewal notice that accompanies the emailed *AATA Newsletter* (or go to the AATA website, <http://aataweb.org/Default.aspx?pageID=11>). Your membership is important to us. And

please remember that benefits to members include the monthly *AATA Newsletter* and annual *Al-'Arabiyyah*, the journal of

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

AATA. If you would consider serving as a member of the Executive Board in the future, please remember that only those who have been members for the two years before their nomination are eligible to serve.

AATA Institutional Membership

AATA launched an institutional membership drive at the November Annual Meeting. All those in attendance received an application for AATA Institutional Membership. Is your institution an AATA Institutional Member? To learn more about AATA Institutional Membership, please contact me at admin@aataweb.org.

AATA panels at MESA 2009

The AATA Annual Meeting Panel, in conjunction the Middle East Studies Association Meeting, will take place on Saturday, 21 November, 2009, in Boston. Kirk Belnap, Brigham Young University, and Martha Schulte-Nafeh, University of Texas at Austin, have agreed to serve as the Program Committee for that panel. Mahmoud Abdalla, Michigan State University will work with them to organize a panel on assessment. Please contact them if you are interested in participating in this panel.

AATA can sponsor up to three other panels that take place during the regular MESA sessions (21 – 24 November), in addition to the AATA Annual Meeting Panel. Proposals for AATA sponsored panels must be approved by the AATA Executive Board before they are submitted to MESA by the 16 February deadline. You can find complete information about the MESA panel submission process at <http://mesa.wns.ccit.arizona.edu/annual/call.htm>. To request AATA sponsorship of your panel, please send the complete panel proposal to admin@aataweb.org before the MESA deadline.

ACTFL Arabic SIG

The Arabic Special Interest Group (SIG) at ACTFL became official at the November ACTFL meeting. For a message from Arabic SIG Chair Salah Ayari, Texas A&M University, see below.

Once again, best wishes for the New Year,

Elizabeth M. Bergman, Ph.D.
Executive Director

ACTFL ARABIC SPECIAL INTEREST GROUP: A MESSAGE FROM THE CHAIR

Dear AATA members,

As many of you know, the ACTFL Arabic Special Interest Group was formed during the last ACTFL convention in Orlando, Florida. This is a milestone that was the result of the hard work of many AATA members and officials, whom I would like to thank, in my capacity as the Chair of the Arabic SIG. I hope and expect – inshaAllah - that the Arabic SIG will advance the teaching of Arabic by improving the networking capability among Arabic language educators at all levels of education and enhance the presence of Arabic at future ACTFL conventions.

The purpose of this message is to invite and encourage you to join the Arabic SIG (membership in the Arabic SIG is open to any ACTFL member for an extra \$5, and is valid for one year). I also would like to invite you to submit proposals to present at the 2009 ACTFL convention in San Diego. During the last ACTFL convention, there were very few sessions focusing on Arabic (six out of several hundred sessions), hardly a reflection of the growing number of Arabic educators who attend this convention. Let's hope that this dismal participation will change in the future.

In addition to submitting proposals to ACTFL for regular sessions (deadline is January 9, 2009), I also would like to invite you to propose topics you deem important, that could be discussed during the 2009 Arabic SIG business meeting and special events.

In order to join the Arabic SIG or submit a proposal, please visit the Web page on www.actfl.org.

Again, and on behalf of the Arabic SIG officers, I would like to thank AATA and its members for all their support.

Salah Ayari (Chair, Arabic SIG)

Director
Arabic and Asian Languages
4224 TAMU, 103B Academic
College Station, Texas 77843-4224
979-458-1342 Fax: 979-458-3581

<http://aalo.tamu.edu>

AATA LIFETIME ACHIEVEMENT AWARD 2008: DR. KARIN C. RYDING (GEORGETOWN UNIVERSITY)

Remarks by Zeinab Taha, American University in Cairo

It is a true pleasure to speak in this celebration about a very dear person to me. Asking me to speak about Karin Ryding made me think of several hard but very productive years in my life. It made me remember details I had almost forgotten. Thinking of Karin for me is thinking of a story of struggle and success. In the early 90's I entered Karin Ryding's office for the first time and I asked her to give me the opportunity to work with her as a research assistant in partial fulfillment of my doctoral scholarship. It did not take her long before she assigned me to work with her and hence to start a very special and collegial relationship with her.

Karin took the risk and entrusted me with reviewing her work. I worked very hard and soon after we started working together she realized that she did not make a mistake by giving me the opportunity. This incident taught me a lot. It taught me that in academia it is very important that you give younger people the opportunity to show their potential and that it is your duty as a mentor to coach them, and follow up with their work. I know of many people who would not take the risk and would not entrust young ones with their work. But, Karin did that graciously and later, I was able to transfer this positive experience to my own work.

I also took two courses with Karin through which I came to know her as a great teacher; someone who not only cares for her students but more importantly encourages them to excel in whatever areas they wanted to investigate. It was in her class on historiography of Arabic linguistics that I started an acquaintance with Ibn As-Sarraj; an acquaintance that developed very fast into a close relationship for three years and resulted in a dissertation on him and other earlier grammarians.

Professor Karin Ryding was not only a teacher for me. She was a role model. I saw her chairing the Arabic department at Georgetown University, teaching graduate and undergraduate courses and doing original research on Al-Khalil Ibn Ahmad. I also saw the other side of her, the humane side. I saw Karin the very kind and honest person: Someone who likes people to progress in their lives and be happy.

I am very happy that Karin is being honored today. She certainly deserves the honor and I am proud to be speaking here on her behalf. I thank you Karin for all what you did to help me be a better student and a better person at work. I wish you many more years of good health and success in all your endeavors.

Remarks by Dilworth Parkinson, Brigham Young University

I am very pleased today to speak in honor of Dr. Karin Ryding, this year's recipient of AATA's Lifetime Achievement Award. Karin has been, and is, the consummate professional. Through a series of important positions she has served her students, her university, her country, and her field with passion and ability. Karin received her B.A. at Middlebury College,

her M.A. from the American University of Beirut, and her Ph.D. from Georgetown University. (Reading this early part of her CV made me nostalgic for the pre-Lebanese civil war Middle East.) After teaching for a time at SAIS and Georgetown, she worked for six years as the Language Training Supervisor at the Foreign Service Institute, where she developed her ideas about a practical level of Arabic which would allow people to function on various levels, ideas which bore fruit in a number of publications.

After her State Department stint, Karin returned to Georgetown University and stayed there the remainder of her career. She served numerous terms as chair of the Arabic Department, head of the Eastern Mediterranean Languages section, and Dean of Interdisciplinary Studies. She also held the Sultan Qaboos bin Said Professorship of Arabic. I find this to be a remarkable level of administrative service, and quite unusual for a professor of Arabic.

In the profession she has served several terms as a member of the AATA Executive Board, and recently as President of AATA. She has served on numerous other boards, including AMIDEAST, the Georgetown University Press Arabic Publications Advisory Board, MLA committees, NCOLCTL, the Joint National Committee on Languages, and many, many others.

Dr. Ryding's interests are wide and varied, ranging from pedagogy to modern grammar, the medieval grammatical tradition, and even Arabic alchemy. Her publications include the extremely useful Reference Grammar of Modern Standard Arabic, her Formal Spoken Arabic courses, and a book and other publications on early medieval Arabic and the Arabic grammatical tradition. She has also been the series editor for Georgetown University Press' recent flurry of publications and republications of important texts on the Arabic language.

In short, Karin's record of achievement is remarkable and impressive, and we are deeply indebted to her both for her contributions to our field, and to her service to our organizations. On a personal note, I must state that when I first became active in this field, Karin made a point of reaching out to me and other young scholars, offering friendship and helpful advice. She has been a constant voice of reason and competence throughout our association in various organizations and meetings. She is a warm and helpful person, and has been such a stalwart in our field that I felt a little shocked when she told me last year that she was retiring. Things would not be the same.

In any case, I am very pleased to congratulate Dr. Karin Ryding on this Lifetime Achievement Award. I believe it is richly deserved. She has been a marvelous example of scholarship, teaching and service to our profession.

CALLS FOR PAPERS

❖ *Annual of Afroasiatic Languages and Linguistics*

Brill's *Annual of Afroasiatic Languages and Linguistics* is a new peer-reviewed international forum devoted to the descriptive and theoretical study of Afroasiatic languages. Its target audience comprises specialists in Afroasiatic languages and general linguists.

Submission of Articles: The editors of the new annual are soliciting (proposals for) articles to be included in the 2009 edition and later years. The 2009 edition is scheduled for publication in November 2009 and the deadline for submission is: 1 March 2009. For further information on Brill's Annual of Afroasiatic Languages and Linguistics or to download the Author Guidelines go to: <http://www.brill.nl/baall>.

For enquiries or to submit a paper, please contact:

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❖ **Special issue of the *ACM Transactions on Asian Language Information Processing (TALIP)***

This special issue of the ACM Transactions on Asian Language Information Processing (TALIP) is intended to present the state-of-the-art in research on Arabic natural language processing, Arabic computational linguistics, applied Arabic linguistics and related areas. This call is intended to be as broad as possible. We solicit original research papers on topics including, but not limited to:

- * Linguistic resources (corpora, electronic dictionaries, treebanks, etc.)
- * Transliteration, transcription and diacritization
- * Part of speech tagging
- * Morphological analysis and generation
- * Shallow and deep parsing
- * Machine translation
- * Word sense and syntactic disambiguation
- * Semantic analysis
- * Information extraction and retrieval
- * Question answering
- * Text clustering, and classification
- * Text summarization
- * Text and web content mining
- * Named entity recognition
- * Colloquial-based language processing

Important Dates:

- * Submissions due for review: 1 April 2009
- * Notification of 1st decision: 1 July 2009
- * Revisions due: 15 August 2009
- * Notification of acceptance: 1 October 2009
- * Final version submitted: 1 November 2009
- * Issue publication: March 2010

Submission Guidelines: Papers should be formatted following the style guidelines for the ACM Transactions on Asian Language Information Processing (<http://talip.acm.org>). Please submit papers in PDF format using the web-based submission system Manuscript Central (<http://mc.manuscriptcentral.com/talip>). In order to identify the submission as for the special

issue, please indicate, "This paper is being submitted to the Special Issue on Arabic NLP" on the first page of the paper. Please notice that the typical paper length is 20-30 pages.

Guest Editors:

- * Prof. Khaled Shaalan, (Fellow) School of Informatics University of Edinburgh, UK; Faculty of Computers & Information, Cairo University; Faculty of Informatics, British Univ. in Dubai. Email: k.shaaalan_AT_fci-cu.edu.eg.
- * Prof. Ali Farghaly, Senior Member of Technical Staff, Text Group, Oracle USA, CA; Adjunct Professor of Arabic Linguistics, Monterey Institute of International Studies, Monterey, CA, USA. Email: ali.farghaly_AT_oracle.com

❖ Second International Conference on Arabic Language Resources and Tools

The second international conference on Arabic Language Resources and Tools is organised by the MEDAR consortium in Cairo, Egypt. MEDAR (Mediterranean Arabic Language and Speech Technology) is a follow-up of NEMLAR, and is supported by the European Commission.

Conference aims: Language Resources (LRs) are a central component of the linguistic infrastructure, necessary for the development of HLT applications and products, and therefore for industrial development. In this conference we will focus on Arabic language technology and on the necessary language resources and tools for both research and commercial development of language technology for Arabic. Multilingual language technology is a particular focus, as well as general methodologies. The other important aspect for the promotion of Arabic language technology is cooperation: Cooperation is extremely important for the advancement of the field, be it cooperation between European, Arabic and American partners, cooperation between Arabic partners, cooperation between research and industry etc. MEDAR will present its first proposal for a Cooperation Roadmap, and will seek discussion and collaboration for its final version.

The aim of this conference is to provide a forum for the discussion of the state-of-the-art for Arabic resources and tools, in particular for machine translation and multilingual information retrieval, discuss problems and opportunities, exchange information regarding LR and tools, their applications, ongoing and planned activities, industrial uses and needs, requirements coming from the new e-society, both with respect to policy issues and to technological and organisational ones. The roadmap discussions will in particular bring in policy issues and collaboration and organisation issues.

Important Dates:

Submission of proposals for papers, posters, referenced demos: 30 January 2009

Notification of acceptance: 9 March 2009

Final versions for the proceedings: 6 April 2009

For Further Information:

Bente Maegaard (co-ordinator)

Tel: + 45 35 32 90 90

Fax: + 45 35 32 90 89

Email: nemlar[AT]hum.ku.dk

Web: www.medar.info

❖ Special issue of *Reading and Writing on Reading and Dyslexia in Arabic*

With the help of Prof. M. Joshi, the Editor of Reading & Writing, we are hoping to put together a special issue of the *Reading and Writing* on reading and dyslexia in Arabic. We are inviting contributions of original empirical research to be sent to the address below before the end of March 2009 on the following general topics:

- (i) Predictors of reading and/or spelling in Arabic in different age groups. (The word reading refers to decoding, i.e. word and non-word reading, and comprehension)
- (ii) Reading and/or spelling in typical and dyslexic/at-risk Arabic-speaking readers
- (iii) Development of reading correlates (including, phonological awareness, orthographic awareness, morphological awareness) in typical and dyslexic or at-risk Arabic readers
- (iv) Reading in bilinguals (Arabic as either a first or an additional language)

Please send your papers to Abdessatar Mahfoudhi at this e-mail address:
a.mahfoudhi@ccetkuwait.org and/or mabessatar@yahoo.com

❖ **International Conference on Arabic Language Processing (CITALA'09)**

Mohammadia School of Engineers (EMI) and the Institute for Studies and Research on Arabization (IERA) are organizing the third edition of the International Conference on Arabic Language Processing (CITALA'09). CITALA is the only regular event on Arabic Language Processing in the Maghreb region.

Call for Papers: The aim of this Conference is to gather studies, achievements and experiences from scholars working on Arabic language processing in order to map the progress made in this field. A special session will also be organized to enable resource mobilization and identification of partnerships for future collaborative participator project cooperation. High-level partner institutions will be invited to network with participants.

Topics: Communications (30 minutes, including question time), could address the following Arabic Language Processing topics (non limitative list):

- Lexicon: databases including linguistic resources (phonological, morphological, syntactic, and semantics)
- Design, use, standardization and normalization of linguistic resources (Arabic corpora, Arabic lexicon, anthologies, etc.)
- Use of linguistic resources in Arabic NLP applications
- Automatic generation and parsing of morphology, syntax, semantics, pragmatics and discourse.
- Evaluation and benchmarking of resources, applications and Arabic NLP products
- Resources for the evaluation of applications for the written and spoken Arabic language
- Exploitation of Arabic NLP in industrial applications
- Automatic tagging of Arabic texts
- Text briefing
- Automatic machine translation
- Optical character recognition
- Document retrieval, information searching and retrieving, search engines, and questions/answering systems
- Needs, possibilities, forms, initiatives of/for local, regional and international activities, projects and collaborative participatory cooperation

Submission: Authors are invited to submit papers using IEEE Standard template download from the conference website). The submitted articles should not exceed 10 pages. Each paper will be evaluated based on originality, significance, technical soundness, and clarity of exposition. Accepted articles will be published in the proceedings of this meeting and could be proposed for publication in an IEEE journal. Articles should be submitted in electronic MS Word format to both of the following addresses: citala2009@emi.ac.ma, citala2009@iera.ac.ma.

By submitting a paper, authors implicitly agree that at least one of them will register for the conference and present the paper.

Deadlines:

Paper submission: February 15, 2009

Notification of acceptance: March 27, 2009

Final version submission: April 3, 2009

Conference: May 4-5, 2009

Additional Information:

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EMPLOYMENT OPPORTUNITIES: TEACHING

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

❖ Carleton College: Part-time instructor or lecturer in *Modern Standard Arabic*

Carleton College invites applications for a part-time instructor or lecturer in Modern Standard Arabic beginning September 1, 2009. We seek candidates with native or near-native fluency in Modern Standard Arabic, one or more dialects, and English. A strong commitment to teaching Arabic language to a diverse body of American and international undergraduate students is essential, in ways that enhance our Arabic program within the Liberal Arts. Within a five level language sequence responsibilities include teaching two ten-week courses at the beginning and/or intermediate levels. Experience integrating computer and multi-media resources into class design is desirable. Responsibilities also include supervising one or a small number of undergraduate teaching assistants, and designing and leading innovative extracurricular activities throughout the year. The position is renewable annually, with benefits. Candidates should have a Masters degree in a relevant field and demonstrated excellence in teaching Modern Standard Arabic at the college level. Please send a letter of application including statement of teaching philosophy and CV in English, as well as three letters of recommendation **by January 15, 2009** to:

Professor Stacy Beckwith
Department of Classical Languages
Carleton College
1 North College Street
Northfield, MN 55057

❖ Cheyenne High School, Las Vegas: Arabic Teacher

Come join our Cheyenne High School Foreign Language Team.

Languages Currently Offered: Spanish, Chinese, French, Russian, Italian, and German.

Looking to add Arabic and Farsi for 2009-2010 School Year.

Cheyenne High School is the only High School in Clark County School District (Las Vegas, Nevada) that can offer teachers up to \$4000 more per year than any other High School that is retirement sensitive.

Only High School to have a K-12 Chinese Program and Chinese A.P. Class beginning in 2009-2010.

Contact:

Damon Farrimond
Cheyenne High School
North Las Vegas, N.V. 89032
702-799-4830 ext. 4502

❖ **Claremont McKenna College: Adjunct Lecturer in Arabic**

Claremont McKenna College, the Department of Modern Languages, invites applications for a full-time Adjunct Lecturer in Arabic to begin July 2009. The position is for one year with the possibility of renewal. The teaching load is five courses per academic year. We seek candidates, with native or near-native fluency in Arabic, and competence in grammar, to teach all levels of the Arabic language. PhD in Arabic or relevant field and teaching experience are preferred. Send a letter of application, CV, three letters of recommendation to: Bassam Frangieh, Arabic Search Committee, Claremont McKenna College, 850 Columbia Ave., Claremont CA 91711 (909 607-3484; bfrangieh@cmc.edu). Claremont McKenna College is an Equal Opportunity, Affirmative Action Employer. Review of applications begins March 15, 2009 and continues until the position is filled.

❖ **College of William and Mary: Instructor in Arabic language**

The Department of Modern Languages and Literatures at the College of William and Mary invites applications for an instructor position in Arabic language beginning Fall Semester 2009. Employment is for one year, with renewal possible for up to five years. We are looking for professional, skilled language instructors with experience and competence in teaching Modern Standard Arabic (MSA) in a communicative, proficiency-based manner from elementary to advanced levels. Applicants should have native or near native fluency in MSA, one dialect and English. An MA or higher in Arabic language study or literature is required, in addition to a successful proficiency-based teaching record. Salary is commensurate with qualifications and teaching experience.

Review of applications will begin January 31, 2009 and continue until the position is filled. Please send a letter of application, current curriculum vitae, supporting materials about teaching to the online recruitment system at <http://jobs.wm.edu>, and three letters of recommendation to: Arabic Search Committee, c/o Ms. Sheila Eubank, Office Manager, Department of Modern Languages and Literatures, College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795. The College is an Equal Opportunity/Affirmative Action Employer.

❖ **Dartmouth College: Visiting assistant or associate professor of Arabic language, literature/culture**

Dartmouth College, the Department of Asian and Middle Eastern Languages and Literatures invites applications for a visiting assistant or associate professor of Arabic language, literature/culture, for the academic year 2009-10. PhD in Arabic language, literature, culture or a related field is required by the starting date, 7/1/2009. Candidates should provide evidence of excellence in teaching (including Arabic language courses) at the college level. Candidates should have near or native fluency in Modern Standard Arabic.

Send letter of application, vita, along with three letters of recommendation, to: Chair of Arabic Search Committee, 6191 Bartlett Hall, Dartmouth College, Hanover NH 03755-3530. Applications may be sent via email to: Gerard.F.Bohlen@Dartmouth.edu.

Dartmouth College is an Equal Opportunity, Affirmative Action employer, and encourages applications from women and minorities. Search will continue until the position has been filled.

❖ **Dartmouth College: Arabic Language Lecturer**

Dartmouth College, the Department of Asian and Middle Eastern Languages and Literatures, invites applications for a full-time Arabic Language Lecturer position to begin 7/1/2009. Initial appointment will be for a term of one year with the possibility of renewal and a multi-year contract.

Applicants must have native or near-native fluency in modern standard Arabic. Minimum qualifications are M.A. in some area of linguistics, literature, Middle Eastern Studies, or related field. Preference will be given to applicants with experience teaching at all levels of Arabic language instruction.

Send letter of application, CV, evidence of teaching excellence, along with three letters of recommendation, to: Chair of Arabic Lecturer Search Committee, 6191 Bartlett Hall, Dartmouth College, Hanover NH 03755-3530. Applications may be sent via email to: Gerard.F.Bohlen@Dartmouth.edu.

Dartmouth College is an Equal Opportunity, Affirmative Action employer, and encourages applications from women and minorities. Search will continue until the position has been filled.

❖ **George Mason University: Adjunct Instructors of Arabic**

The Arabic program at the Department of Modern and Classical Languages at George Mason University has received a grant from the Department of Education to create a Minor in Arabic. As an extension of this program, the department seeks Adjunct Instructors of Arabic for Spring 2009 and Fall 2009. Masters degree in Arabic linguistics, Literature, or related field is required at the time of the appointment, or Masters with at least 18 graduate hours of Arabic language or literature; with special expertise in the teaching of Arabic as a foreign language.

Other requirements: Interested applicants must have native or near native proficiency in English and Modern Standard Arabic (written and spoken), knowledge of the Arabic geography and culture, familiarity with Arabic and English software and keyboard, and ability to use technology in the classroom, with at least one semester of college teaching experience in the U.S. Candidates should provide evidence of commitment to excellent teaching.

The successful candidate will teach content-oriented Arabic courses at the elementary and or intermediate levels. Applicants must apply online at: jobs.gmu.edu

George Mason is an equal opportunity/affirmative action institution.

Please note that applicants must have a working visa-permit prior to teaching.

You may send me the resume to shilmi@gmu.edu, or fax to 703-993-1245 to my attention.

Miss Sana Hilmi, M.A.
Arabic Professor and Coordinator
Modern and Classical Languages
George Mason University
4400 University Drive, MS 3E5
Fairfax, VA 22030
Fax: 703-993-1245

❖ **High Point University: Instructor of Arabic**

High Point University is looking for a part-time instructor of first-year Arabic for the academic year 2009-2010.

High Point University is a small (about 2200 students at present), private (Methodist affiliated) liberal arts university located in High Point NC. We will be offering Arabic for the first time in the academic year 2009-2010. At this point I anticipate only one section of Arabic 101 (3 credit course) in the fall 2009 and one section of Arabic 102 (3-credit course) in spring 2010. If warranted by enrollment, we could offer two sections of each.

Qualifications: The instructor should possess a Masters degree in Arabic Studies, Arabic Language or in a related field, such as linguistics or another language. An applicant with a minimum of 18 graduate credits could be considered. Being a native speaker of Arabic or possessing near-native fluency in Arabic would be a plus, as would be prior experience teaching Arabic.

Interested parties may contact: Dr. Carole Head, 336-841-9289; thead@highpoint.edu

Carole A. Head, Chair
Modern Foreign Language Department
High Point University
High Point NC
336-841-9289; thead@highpoint.edu

❖ **Khalil Gibran International Academy: Arabic language position**

Khalil Gibran International Academy (KGIA), New York City's first school themed in Arabic language and culture, is in search of candidates with superior oral and written Arabic skills to teach in a full-time Arabic language position beginning in January.

KGIA is a New York City public school currently serving students in grades 6 and 7. Focusing on a rigorous interdisciplinary curriculum using project-based learning, KGIA aims to prepare students for college and successful careers. Through its rigorous academics, linguistic acquisition and cultural exchange, KGIA fosters a nurturing and inclusive environment in which students acquire, cultivate and enhance the skills necessary to become responsible, respectful and inspiring leaders in today's ever changing global society.

Qualified applicants must meet ALL of the following requirements:

1) Hold a valid NY State teaching certification (or comparable, reciprocal out of state certification) and be eligible to teach in the NYC Department of Education. Candidates certified in any subject area are encouraged to apply. Preference will be given to candidates with ESL, Arabic, or 1-6/5-8 generalist certifications.

2) Be willing to teach classes in Arabic language, literature, and/or culture at the middle school level.

To be considered for a teaching position at KGIA, please e-mail a brief cover letter and your resume to teachingjobs@newvisions.org with the subject line "Arabic Position".

❖ **Middlebury-Monterey Language Academy (MMLA): Assistant Arabic Language Director (Location: VT)**

Middlebury-Monterey Language Academy (MMLA) is now accepting applications for the following opportunities in our Summer Language Immersion Program:

- Assistant Arabic Language Director (Location: VT)
- Assistant Chinese, French, Spanish Language Directors (Location: MA or VT)
- Chinese Language Director (Location: VT)

- Residential Life Director (Location: VT)
- Site Director (Location: VT)

About our program: Directors and Assistant Directors are part of a community that creates an intensive four-week immersion program for middle and high school students each summer. Located on two college campuses, MMLA offers students the opportunity to study Arabic, Mandarin Chinese, French or Spanish with skilled language educators.

MMLA follows the traditions and success of the Middlebury College immersion programs and the Monterey Institute of International Studies curriculum development expertise. All staff and students adopt the Middlebury Language Pledge©, modified as needed for the student age group and language level, so that a full-immersion environment is created.

Assistant Language Director and Language Director applicants must command a high degree of spoken and written proficiency in Arabic, Chinese, French or Spanish. All applicants should have extensive experienced working with middle or high school students or should be an experienced educator; and should have strong leadership skills. Applicants interested in the Residential Life Director should be an experienced counselor or have experience as a residential life administrator. All Director and Assistant Director positions are residential. All employees will be provided room and board and will have scheduled time off each day and week. All employees pay for their travel to and from program locations. Housing is not provided for family members of faculty.

Program locations: Great Barrington, Massachusetts and Poultney, Vermont

Program duration: June 20 - July 27, 2009

For more information about the program visit, www.mmla.middlebury.edu.

Interested? To view complete job descriptions and to apply on-line via our website, please visit: <http://go.middlebury.edu/jobs>. Please call Human Resources at (802) 443-5465 for assistance.

Equal Opportunity Employer

❖ **Director of Arabic Language Program: NYU Abu Dhabi**

NYU Abu Dhabi is now recruiting faculty of exceptional quality in teaching and in professional accomplishment. As part of its mission as a first-tier liberal arts college on the American model, NYU Abu Dhabi plans to establish a high-quality Arabic language program. We envision a four-year curriculum in language and cultural study. To this end, we seek a Director for the Arabic Language Program. A Ph.D. or equivalent in Arabic language, literature, or linguistics is expected. Candidates should have native-like fluency in Modern Standard Arabic, at least one spoken Arabic dialect, and English. We seek applicants with considerable experience in Arabic language teaching and familiarity with proficiency guidelines and interactive classroom teaching techniques. Experience supervising other teachers is also desirable. Candidates must also demonstrate experience in or aptitude for developing an Arabic language and culture program within a liberal arts environment.

In addition to structuring a comprehensive curriculum in Arabic language and culture and overseeing other teachers, the Director will be expected to teach three courses per year, one of which could be in the Literature major. The terms of employment are competitive compared to U.S. benchmarks and include housing and educational subsidies for children. Faculty may spend time at NYU in New York and at its other global campuses. The appointment may begin as soon as September 1, 2009 but could be delayed until July 1, 2010.

*The review of applications will begin on **February 15, 2009** and will continue until the positions are filled.* Send vita, statement of research and teaching interests, representative publications, and three letters of reference via email to: nyuad.humanities@nyu.edu. Electronic submissions are preferred, but you may send a hard copy to: NYUAD Humanities Search Committee, New York University, 70 Washington Square South, Rm. 1242, New York, NY 10012. Information

concerning the faculty, programs, and facilities of NYU Abu Dhabi can be obtained at: <http://nyuad.nyu.edu>. NYU Abu Dhabi is an Equal Opportunity/ Affirmative Action Employer.

❖ **University of Iowa: Lecturer in Modern Standard Arabic**

The University of Iowa Department of French and Italian invites applications for a non-tenure-track lecturer position in Modern Standard Arabic for the academic year 2009-10, renewable for a total of three years (2009-12) and renewable thereafter in three year increments pending collegiate approval and demonstrated excellence in teaching. PhD or equivalent in a related field preferred. Ability to coordinate a language program and to teach all levels of Modern Standard Arabic, from beginning to advanced, required. Ability and experience teaching courses on Middle Eastern culture in English and integrating computer and other audiovisual technologies in teaching are desirable.

Candidates must submit applications online at <http://jobs.uiowa.edu/>. Do not mail paper applications. Screening of applications begins February 1, 2008 and will continue until the position is filled. Attachments to the application should include cover letter, curriculum vitae, and the contact information for three letters of recommendation. Refer to requisition number 056465.

The Department and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the University, College and Department reflect this commitment. The University of Iowa is an equal opportunity/affirmative action institution. Women and minorities are encouraged to apply.

❖ **University of Oklahoma: Assistant Professor of Arabic**

The University of Oklahoma announces a tenure-track position in Arabic at the level of Assistant Professor beginning August 2009 as part of its Language Flagship program. The position is a joint appointment in the University's Department of Modern Languages, Literatures and Linguistics and the School of International and Area Studies. Applicants must have a Ph.D. in Arabic language and literature in hand at the time of appointment, native or near-native proficiency in Arabic (MSA), and a demonstrable commitment to both teaching and research. Research focus on Arabic literature and/or culture is preferred. The teaching load is four courses per year and includes courses in Arabic language, literature, and culture at the undergraduate level. Salary is competitive. Send applications to include cover letter, CV, three letters of recommendation, transcripts, and sample publications to the Chair of Arabic Search Committee, School of International and Area Studies, University of Oklahoma, 729 Elm Avenue, Hester Hall Room 105, Norman Oklahoma, 73019. Review of applications will begin January 15, 2009. Women and minorities are encouraged to apply. The University of Oklahoma is an Affirmative Action/Equal Opportunity employer

❖ **University of Oxford: University Lectureship in Modern Arabic Language and Literature**

The University proposes to appoint a University Lecturer in Modern Arabic Language and Literature with effect from 1 October 2009 or as soon as possible thereafter. This is a joint appointment to be held in conjunction with an Official Fellowship at St John's College. The combined salary will be according to experience on the scale £42,315 - £56,917.

The successful applicant will be a specialist in one or more fields of modern Arabic literature (from circa 1800 C.E.), and will be able to teach undergraduates and supervise graduate students across the whole field of modern Arabic literature.

Further particulars, including details of how to apply, should be obtained from <http://www.admin.ox.ac.uk/fp/> or from the office of: The Faculty Board Secretary, Oriental Institute, Pusey Lane, Oxford, OX1 2LE (+44 1865 288200; fax: +44-(0)1865-278190; orient@orinst.ox.ac.uk). Interviews are likely to be held during the first week of March 2009. The University is an Equal Opportunities Employer. Send applications and references no later than Monday February 2, 2009.

EMPLOYMENT OPPORTUNITIES: OTHER

❖ Association for Supervision and Curriculum Development Middle East: Program Consultant

The Association for Supervision and Curriculum Development Middle East (ASCD ME) seeks educators experienced in K-12 professional development and curriculum and instruction to serve as program consultants/coaches for six to eight months. This contract position will be located in the field and will require extensive travel in the United Arab Emirates. Key responsibilities will include facilitating workshops, and providing onsite coaching, observation, and feedback for capacity building professional development participants. Additional responsibilities will include initiating and participating in meetings, events, and activities with ASCD Middle East staff, ministry of education officials, university staff, school leaders, and other consultants in support of the professional development project. Preferred candidates will be familiar with ASCD programs, products, and services, and have experience interacting with a variety of cultures. Knowledge of Arabic language, customs, and culture is highly desirable.

ASCD Middle East is a nonprofit organization focused on professional development for educators. We provide resources that promote effective teaching and learning in the Middle East.

Please send a cover letter and resume to the address below.
Contact e-mail: jghali@ascdme.org

❖ Central Intelligence Agency: National Clandestine Service Careers - Linguists

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

Applicants must possess a high degree of personal integrity, a love of country, a team-player attitude, strong interpersonal skills and advanced English and foreign language skills. We welcome applicants from various academic and professional backgrounds. All applicants must successfully undergo several personal interviews, medical and psychological exams, aptitude and language testing, a polygraph interview, and a background investigation. Following entry on duty, candidates will undergo job-specific training. US citizenship required. An equal opportunity employer and a drug-free work force.

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

FUNDING OPPORTUNITIES

❖ Dalkey Archive Press: Fellowships in Applied Translation

Dalkey Archive Press, at the University of Illinois (Urbana-Champaign), will be offering two to three Fellowships in Applied Translation beginning in the fall of 2009.

The Fellowships are open to any student with at least a BA who wishes to gain practical experience and training in literary translation and publishing.

For further details and application information, please see <http://www.dalkeyarchive.com/news/show/17>.

❖ US Department of State: NSLI for Youth

American Councils and its fellow Consortium members are pleased to announce that the NSLI for Youth application is now available online at www.NSLIforYouth.org.

NSLI for Youth is a government-funded language initiative that provides scholarships to American high school students and recent graduates to study critical languages in overseas immersion programs. Applications are due February 2, 2009 for Summer 09, Academic Year 09-10, Fall Semester 09 and Spring Semester 10 programs. Should you have any questions, please contact American Councils at nsliv@americancouncils.org or 1-866-790-2086.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

❖ Arabic LEARN Conference, February 19 - 21, 2009, U.S. Naval Academy

The Foreign Language Programs Office of the Office of the Director of National Intelligence (ODNI) and the National Cryptologic School (NCS) are pleased to announce the Arabic LEARN Conference, February 19 - 21, 2009 U.S. Naval Academy, Annapolis, MD

Sponsored by: Language and Culture Studies Department, USNA; Center for Middle Eastern and Islamic Studies, USNA

The Arabic LEARN (Language Education and Resource Network) is one event in a series of language conferences. The purpose of the LEARN Conference series is to provide language professionals a venue to interact with other language specialists in academia, industry, and government where they can discuss and explore issues related to the art, science and technology of foreign language education.

The target audience for this conference is instructors, course developers, and other language professionals, especially from U.S. government affiliated institutions.

Presentations and panels by experts from around the world will include topics such as:

Teaching Competencies
Impediments and Obstacles to Teaching & Learning
Dialect Learning
Operational Culture
Arabic and Study Abroad
Curricula and Methodology

There is no cost to attend. For more information and to REGISTER for the conference, please visit the Arabic LEARN Conference website at www.fbcinc.com/learn.

For more information, please contact
Elizabeth Hood
Phone: 800-878-2940 x227
E-mail: liz@fbcinc.com

❖ American University in Cairo TAFL Program: A Workshop on Teaching Grammar to Promote Communicative Accuracy

March 21-22 (immediately prior to AUC's conference entitled: Teaching Language and Rhetoric.)

Location: AUC's New Campus in New Cairo (same as conference location).

Registration Fees: 50\$

Deadline for payment: February 15th, 2008.

Please make checks payable to: American University in Cairo (Arabic Language Institute).

Mailing address: AUC Avenue, P.O. 74 New Cairo 11835, Egypt.

Only 10 participants will be accepted this time.

The Arabic Language Institute in the American University in Cairo is offering a workshop on means of teaching grammar in order to promote successful communication and a high level of accuracy concurrently

With the appearance of calls for enhancing student communicative abilities during the seventies (and up till now) arguments continue to arise among Arabic teachers about the role of teaching grammar in developing AFL students' ability to express themselves fluently and accurately. Many teachers' well founded fears of stressing fluency to the point of doing away with accuracy has given rise to extensive controversies about the most useful class practices that would help teachers use grammar to develop AFL learners accuracy without impeding learners' fluency.

This workshop will address such controversy through:

- 1- Helping teachers reflect upon their goals and their current practices in teaching grammar.
- 2- Presenting alternatives to practices that do not or are not expected to help them fulfill their class goals.
- 3- Showing means of using the various language skills to enhance learners' knowledge of new grammatical structures and using them to understand and produce meaningful texts.

Registration form:

Full name:

Name of institution you are affiliated to:

Address of institution:

Contact numbers:

Email address:

Previous Teaching experience (if any):

For further information please contact:

Dr. Raghda El Essawi, TAFL Director

Email address: ressawi@aucegypt.edu

STUDY OPPORTUNITIES

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

❖ Al Akhawayn University in Ifrane: Arabic Language and North African Studies, Summer 2009 in Morocco

One year of Arabic in 8 weeks: June 1 – July 24, 2009

One semester of Arabic in 4 weeks: Session 1: June 1 – 26, Session 2: June 29 –July 24, 2009

Application Deadline April 22, 2009

Modern Standard Arabic: Arabic language courses carry 6 to 8 semester credit hours.

- * ARA 1411/1412 Beginning Arabic
- * ARA 2311/2312 Intermediate Arabic
- * ARA 3311/3312 Advanced Arabic
- * ARA 4611 Journalistic and Literary Arabic
- * Moroccan Colloquial Arabic

North African Studies (June 1 - July 16): North African Studies courses carry 3 semester credit hours.

- * HIS 1301 History of the Arab World
- * Hum 3301 Introduction to Islamic Art and Architecture
- * SSC 2306/ SSC 5306 Issues in Contemporary North Africa

For more information:

Al Akhawayn University in Ifrane
Hassan II Avenue, IFRANE 53000, Morocco
Phone: (212) 35 86 20 10 - Fax: (212) 35 86 29 77
Contact email: arabic@au.ma
Homepage: www.aui.ma/arabic

❖ **Almadinah International University: Arabic Language for non-Arabic Speakers**

Almadinah International University (www.mediu.edu.my) has prepared a remarkable programme for teaching the Arabic Language for non-Arabic Speakers. This programme consists of an integrated, comprehensive and well-developed curriculum which starts with the basics of the language for those who have no Arabic language background and gradually develops to advanced levels.

Therefore, the curriculum will prepare you to:

1. Have a command in the skills of the Arabic language to a near-native Arabic speaker level.
2. Communicate fluently in the spoken and written Arabic.
3. Be able to use Arabic for studying as well as research purposes.
4. Understand many verses of the Holy Quran, Prophetic traditions, and Arabic poetry.
5. Understand the main categories in the Islamic jurisprudence.
6. Obtain knowledge on the biography of the Prophet peace be on him and the history of his companions and his successors.

The method of introducing the educational material in this programme is unique. It is constructed according to the following principles:

1. Interaction between the teacher and the learner.
2. Encouraging the cooperation between learners.
3. Encouraging active learning.
4. Providing immediate feed back.
5. Allowing ample time for learning.
6. Using a variety of teaching methods.

Following these principles will ensure active learning which could take place be it by traditional, presumptive/perceptive or self-education methods.

Currently is delivered by two modes including:

- A. Online Teaching Mode
- B. Traditional Teaching Mode.

To know more about the programme and sample of lesson go to: <http://www.mediu.edu.my/content/view/23/38/lang.english/>

❖ **American University of Beirut: CAMES Summer Arabic Program 2009**

The Center for Arab and Middle Eastern Studies at the American University of Beirut will be holding an intensive summer Arabic program from June 24 until August 7, 2009. The program offers intensive Modern Standard Arabic instruction at six different levels: Introductory, High Introductory, Low Intermediate, Intermediate, High Intermediate and Advanced. The typical daily workload includes five hours of MSA and one hour of Lebanese dialect, followed by lectures, field trips, clubs and movies which are integrated into the program. Students should also expect at least four hours of homework each day. The total of 186 classroom hours is the equivalent of 9 credit hours at AUB, which may be transferred to other universities.

The program uses the Georgetown Arabic language textbooks by Brustad, al-Batal, and al-Tonsi and other supplementary materials.

The application deadline is March 30, 2009. Applications may be downloaded from:
http://staff.aub.edu.lb/~webcames/sap_application.html

The breakdown of fees is as follows:

- Tuition for Modern Standard Arabic (obligatory): \$3,732
- Accommodation in AUB dorms:
 - \$682 (private)
 - \$517 (semi-private)
 - \$423 (shared)
- Health Insurance: \$130
- Sports Facilities Usage: \$42

For further information about the program, please check this link <http://staff.aub.edu.lb/~webcames/about.html> or email comes@aub.edu.lb.

❖ **Kentucky Institute for Study Abroad: Program in Meknes, Morocco**

* Spend a month in one of Morocco's "imperial cities", boasting a traditional medina and monumental architecture from the reign of Moulay Ismail.

* Take courses with U of L faculty in humanities, Moroccan culture, and Moroccan colloquial Arabic.

* Return with 3-6 hours of academic credit

For details, go to www.kiis.org and click on "Morocco" under "Latest News". For answers to all of your questions, contact Dr. Greg Hutcheson, 2009 director of KIIS's Morocco program, at gshutch@louisville.edu.

❖ **Modern Language Center, Tunisia: Spring and Summer Study**

"Ahlan" from Tunisia. My name is Chokri Hamouda and I'm the director and owner of The Modern Language Center, a private school located in Tunis. I am contacting you to inform you of our school's Arabic language study exchange programs commencing in the spring 2008-2009 term.

Our exchange program is intensive, with a four-hour daily classroom component. We are recruiting two types of students for the coming semester:

1. Students who are newcomers to Arabic and are looking to study the language from its fundamentals.
2. Students who have completed 16 or more credit hours of University level Arabic study with above a 3.0 average.

I encourage you and your students to log on to our website, www.stc-tunisia.co for more details on our program's academic components and for a brief overview of life and culture in Tunisia (that we provide ample opportunities to delve into!). I can hardly begin to express the advantages of studying Arabic in one of the most liberal and dynamic countries in the modern Arab world.

Our application deadline for spring semester study is December 20th and our deadline for summer study is March 20th. A complete application includes our school's application form, a non-official transcript, and two letters of recommendation.

Please feel welcome to contact me by phone or email with any questions you may have. I'm happy to put you in contact with our teachers (all Tunisian Fulbright scholars) should you have questions regarding curriculum specifics.

OTHER RESOURCES AND ANNOUNCEMENTS

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

❖ Arabic K – 12 Teachers: Survey on the teaching of Modern Standard Arabic and spoken Arabic

Many scholars and instructors agree that students who seek proficiency in Arabic must understand the literary form, Modern Standard Arabic (MSA), and the spoken form, Colloquial Arabic. This research will analyze current trends in high school Arabic instruction across the United States in order to explore ways in which spoken Arabic dialects can be integrated into the often heavily focused Modern Standard Arabic high school classroom.

Much research has been done at the collegiate levels regarding the use of MSA and dialects in the same course of instruction. However, very little work has been done to study Arabic instruction at the high school level.

This research relies greatly on results from a three-page survey sent to Arabic high school teachers across America. If you have received this survey, please complete it and return it shortly. If you have not received the survey but would like to participate, please contact Bridget Hirsch through her email: bjgrage@cord.edu. Your help is greatly appreciated!

❖ New resources available at ArabicK12.org

1) *Survey of schools teaching Arabic K-12:* After many phone calls and much intensive follow-up with administrators and teachers, we have finally posted the survey results on our revamped website, www.arabick12.org/schools.html. New to the list this time is a greatly expanded section on private schools teaching Arabic based on schools, many with readily accessible websites. We encourage you to go to the website and check your school's listing. And tell us about any other schools that we have missed (arabick12@gmail.com). Our funding for this activity is miniscule, so we are very much dependent on the goodwill and the cooperation of our readership to provide us with updated information.

2) *Useful websites for Arabic teachers:* I'm pleased to announce the completion of one of our most recent projects. We have created a new section of our website to provide you with the most useful websites for teaching and learning Arabic. Visit this site at <http://www.arabick12.org/materials/websites.html>. There are four main sections: Websites for Arabic Teachers, Websites for Arabic Students, Supplemental Websites for learning Arabic, and Websites in Arabic. Each listed website includes a brief description of the site in addition to comments on the site's usefulness. If you have suggestions for website descriptions, additions, or deletions, please let us know (arabick12@gmail.com).

3) *Professional Development:* The Professional Development section of the ArabicK12 website is constantly growing as more becomes available for Arabic teachers. This page currently contains 9 upcoming conferences, 3 workshops/institutes, and 9 Fellowship/Funding Opportunities. We're especially pleased to offer the 6th International Language Teacher Educator Conference in May 2009. We strongly encourage Arabic teacher educators to submit proposals for sessions, but please do so by the December 31 deadline. See all Arabic professional development at www.arabick12.org/profdev.html.

4) Arabic/English Glossary: We have now included a comprehensive Arabic/English glossary on our site with translations/approximations of teaching terminology. You can download it from our homepage: www.arabick12.org.

❖ **Book Publishing in Middle Eastern and Islamic Studies: Technological Academic Solutions for Scholars and Academic Publishers**

Colleagues have asked me to circulate a pre-press version of my white paper: "Book Publishing in Middle Eastern and Islamic Studies: Technological Academic Solutions for Scholars and Academic Publishers" which will be published in the upcoming issue of the *Middle East Studies Association Bulletin* (Cambridge University Press). I will make available a Microsoft Word 2003 version of my article upon request.

Dr. Josef (Yousef) Meri, D.Phil. (Oxford)
Fellow and Special Scholar in Residence
Royal Aal al-Bayt Institute for Islamic Thought
Royal Hashemite Court
11195 Amman
JORDAN
jwmeri@gmail.com

❖ **Center for Applied Linguistics: Foreign Language Assessment Directory**

We're writing to you to announce the completion and launch of the Foreign Language Assessment Directory (FLAD) and accompanying tutorial, Understanding Assessment. Both of these products are free and available to the public.

Both of the final products can be reached from the following project page: <http://www.cal.org/flad>

The directory can be accessed directly at this address: <http://www.cal.org/CALWebDB/FLAD>

The tutorial can be accessed here: <http://www.cal.org/flad/tutorial/>

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Washington, DC 20016
(202) 355-1563
VNier@cal.org
www.cal.org
CAL: Improving communication through better understanding of language and culture

❖ **Joint National Committee for Languages: "National Language Policies: Pragmatism, Process, and Products"**

The following article with its accompanying overview and bibliography provide a comprehensive examination of major national language policies in the United States since 1979. The article discusses the policy process at the federal level and provides information about significant policies created since the 1979 President's Commission on Foreign Languages and International Studies (PCFLIS). The overview briefly discusses specific important policies, programs, legislation, studies, and conferences/meetings of note regarding foreign languages since World War II. The bibliography inventories articles, books, hearings, legislative report language, studies, and proceedings dealing primarily with language policies and policy studies rather than academic or scholarly materials. The article, overview, and bibliography are attempts to provide background and understanding for those who would address and change current policies or attempt to develop new policies. It is hoped that these materials will help to set the stage and provide valuable information and insight for the discussion, planning, development, and implementation of future policies for our nation, our citizens, and our students.

To download this article in PDF format: http://www.languagepolicy.org/documents/JNCL-NCLIS_p2-42_v1.pdf

❖ **Journal of Arabic and Islamic Studies: New articles posted**

The following message has been sent by the current editor of the *Journal of Arabic and Islamic Studies (JAIS)*, Alex Metcalfe, from what will in the future be the main site of the journal. Note that vol. 9 (2009) is nearly full, but that articles are now being posted earlier than previously. The Bergen site <http://www.uib.no/jais/jais.htm> will continue to exist as a mirror site, though it will be a week or so before the newly announced articles are posted at Bergen. All Bergen URLs for previously posted files will continue to work, except for PDF files that have been withdrawn in accordance with our agreement with Edinburgh University Press to withdraw PDFs once the paper edition has appeared. Links to similarly paginated HTML files will be provided in all such cases.

The *Journal of Arabic and Islamic Studies* is pleased to announce that the following articles have recently been posted on its website at <http://www.lancs.ac.uk/jais>

Editor's Preface and Bibliography of Michael G. Carter.

Tetz Rooke: In the Presence of Absence: Mahmoud Darwish's Testament.

Maria Persson: The Role of the /b-/ prefix in Gulf Arabic Dialects as a Marker of Future, Intent and/or Irrealis.

Heikki Palva: Sedentary and Bedouin Dialects in Contact: Remarks On Karaki and Salti Dialects of Jordan.

Lutz Edzard: Principles Behind the Eighth Revised Edition of Rudolf-Ernst Brünnow's and August Fischer's *Arabische Chrestomathie aus Prosaschriftstellern*: A Tribute to the Scholarly Methods of Michael G. Carter.

Anne Sofie Roald: From Theocracy to Democracy? Towards Secularization and Individualization in the Policy of the Muslim Brotherhood in Jordan.

Gunvor Mejdell: What is Happening to *Lughatuna 'l-Gamila*? Recent Media Representations and Social Practice in Egypt.

Ludmila Torlakova: The Notion *Weapon* in Arabic Idioms.

Simon O'Meara: A Legal Aesthetic of Medieval and Pre-Modern Arab-Muslim Architectural Space.

Oddbjørn Leirvik: Conscience in Arabic and the Semantic History of *Damir*.

Abdulrazzak Patel: *Nahda* Epistolography: Al-Shartuni's *al-Shihab* and the Western Art of Letter-Writing.

❖ **Maher Language Institute: Promoting language education through performing arts**

Even though the film industry has been there for a long time, bringing the camera to the classroom and integrating it as a tool of learning is an MLI innovation. What you see in the following sample (<http://www.youtube.com/watch?v=tbwbN2B3h8k>) illustrates the extent to which learning can be an extremely glamorous experience. Learners have undergone a one-week intensive language training during which they learned basics of Tunisian Arabic. The scenario is carefully written on the basis of a number of lessons that explicated grammatical and idiomatic patterns. Improving all aspects of language from the suprasegmental features to the textual ones are mediated through acting out for the purpose of starring in a movie. In this approach, language learning becomes a tool rather than an end. Another MLI production that targets learners of French and English might be seen through these links (<http://video.google.com/videoplay?docid=-3677486432177227594&hl=en>) (<http://www.youtube.com/watch?v=NaTjMjufKOE>). Finally MLI's website provides more information about this

teaching/learning approach (<http://www.maher-language-institute.com/mli/>); your professional reviews and comments are very much welcome (mbahloul@aus.edu).