

الرابطة الأمريكية لأساتذة العربية
American Association of Teachers of Arabic
Newsletter

March 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're already making plans for the 2011 AATA Annual Meeting. Please save the date – Thursday, 01 December. John Eisele and Rajaa Aquil are organizing what looks to be a very interesting panel, "Using new media and other electronic resources in the Arabic classroom." And the AATA Business Meeting will award the Lifetime Achievement Award to Raji Rammuny, University of Michigan.

In the meantime, this issue of the *AATA Newsletter* has a number of calls for papers and announcements of upcoming conferences. Please note that both NECTFL and NCOLCTL have special sessions on Arabic. There are also a number of position announcements for jobs starting in fall 2011. This month's "Professional Development Opportunities" includes a list of TAFL programs compiled by Paula Santillán that was originally posted on Arabic-L.

Kirk Belnap, AATA President, continues his series of short but succinct articles on developments in the field in "The Teachers' Corner." This month, he's written a very interesting piece on "chunk learning." The article appears at the end of the *Newsletter* – so please keep reading!

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

AATA members in 2005, 2006, 2007, and 2008 should be enjoying their copies of *Al-Arabiyya* by now. If you have not yet received your copy, please contact Ms. Anna Trott at the AATA Business Office (info@aataweb.org).
With best wishes for the spring term,

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

EMPLOYMENT OPPORTUNITIES

Please contact the hiring institution directly for further information.

❖ BARD COLLEGE: VISITING ASSISTANT PROFESSOR OF ARABIC

The Division of Languages & Literature at invites applications for a for the academic year 2011-2012, to teach a 3-3 course load, including Intermediate Arabic; Advanced Arabic; and one section each semester in the Bard First-Year Seminar. The successful applicant must hold a Ph.D. or be ABD. Native or near-native proficiency in Arabic and English is required. The candidate must have demonstrated excellence in and enthusiasm for the communicative teaching of language, and a commitment to the Liberal Arts.

Bard's growing faculty in Middle Eastern studies on the Annandale campus reflects the College's commitment to scholarly inquiry and undergraduate teaching in the region. It stands as a complement to Bard's partnership with Al-Quds University through the Honors College for Liberal Arts and Sciences, located in East Jerusalem.

Please send letter of application, C.V., three letters of recommendation, teaching portfolio and an article-length scholarly writing sample to Professor Elizabeth Holt by email only to hr11013@bard.edu. Review to begin immediately until position filled. Bard College is an equal opportunity employer and we welcome applications from those who contribute to our diversity. AA/EOE

❖ C.V. STARR-MIDDLEBURY SCHOOL IN THE MIDDLE EAST – JORDAN: DIRECTOR

Middlebury College seeks an energetic and innovative person to serve as Director of Middlebury's C.V. Starr-Middlebury School in the Middle East – Jordan (Amman), which will be located at the University of Jordan.

The Director will administer, implement, and develop Middlebury's academic program in Jordan at the University of Jordan, playing a central role in launching the second site within Middlebury's School in the Middle East. The Director will work closely with the Arabic Department and the Office of International Programs & Off-Campus Study in consultation with the appropriate Middlebury faculty, programs and departments, the

School in the Middle East Faculty Advisory Board, the Director of the Arabic School, and the Vice President for Language Schools, Schools Abroad, and Graduate Programs. Because this is a new program, the Director will be required to develop and manage key relationships in a cooperative, strategic manner.

The School in the Middle East - Jordan opens in fall 2011, and the preferred start date for the Director will be July 1, 2011. The incoming director will be expected to come to Middlebury, VT, in July 2010 for training and the summer conference of all the directors of the C.V. Starr Middlebury Schools Abroad.

Candidates should have a Ph.D. in Arabic language, linguistics, literature, or area studies (or a related field), native or near-native language competency in both Arabic and English, as well as knowledge of both the Jordanian and U.S. academic systems. Administrative and study abroad experience strongly preferred. Computer literacy essential. Candidates with relevant teaching experience, knowledge of language pedagogy, and a demonstrated interest in second-language acquisition in the U.S. and Jordan, as well as strong interpersonal skills and leadership ability, will receive the strongest consideration. The successful candidate will spend the academic year in residence in Amman, where s/he will be responsible for overseeing the study abroad experience of approximately 10-20 students per semester, and will spend up to three weeks each summer in Middlebury, Vermont (while the Language Schools are in session), meeting with students, faculty, and staff.

For a full description of the position and to apply, please visit:

https://middlebury.igreentree.com/CSS_MIDD_External/CSSPage_Welcome.asp

Review of applications will begin March 25, 2011.

Middlebury College is an Equal Opportunity Employer and encourages applications from women and members of minorities.

❖ **UNIVERSITY OF DURHAM: READER (ASSOCIATE PROFESSOR) IN ARABIC**

The Faculty of Arts and Humanities of the University of Durham seeks to appoint a full-time Reader (Associate Professor) in Arabic who is able to make an outstanding contribution to both research and teaching in the School of Modern Languages and Cultures and the Department of Arabic. The successful candidate will have:

- a wide range of teaching experience and a significant record of high-quality delivery at undergraduate and postgraduate levels;
- a very substantial, internationally distinguished research and publication record;
- a proven ability to attract major research funding;
- considerable experience in the successful supervision of research postgraduate students;

- an active and realistic research programme, which should include future publication plans, a dissemination strategy to ensure high international impact, and plans for attracting external research income.

The successful applicant is expected to make an immediate and significant leadership contribution to research both within the Department of Arabic and the School.

Contract Type: Permanent.
Salary (£): £46510 – £52347.

The closing date for applications is 11 April 2011. For more detailed information on the job requirements, please visit: <http://www.dur.ac.uk/jobs/>.

❖ **OAKLAND UNIVERSITY: FULL-TIME TEACHING POSITION, ARABIC LANGUAGE/ISLAMIC STUDIES**

Oakland University invites applications for a full-time, non-tenure track Assistant Professor of Arabic to start Fall 2011. Ph.D. in Arabic and/or related field should be completed by August 15, 2011. ABD candidates, close to finishing, will be considered. Native or near-native fluency. Evidence of strong teaching ability, including the use of instructional technology.

Teaching duties to include all levels of Arabic for the Department of Modern Languages and Literatures and an occasional course in Middle East culture and/or Islamic studies. Position to include administrative duties overseeing the Islamic Studies Program (currently an undergraduate minor), which is part of the Religious Studies concentration. This initial full-time adjunct appointment is for two years; subsequent multiple year appointments are anticipated.

Send cover letter, C.V., transcripts and three letters of recommendation, all in hard copy to: Professor Seigo Nakao, Department of Modern Languages and Literatures, Oakland University, Rochester, MI 48309-4486. Consideration of applications begins April 15, 2011, and continues until the position is filled.

❖ **UNIVERSITY OF GEORGIA: LECTURER IN ARABIC**

The University of Georgia, Department of Religion seeks a non-tenure-track, full-time Lecturer in Arabic, beginning August 2011. Possibilities of annual renewal and promotion to rank of Senior Lecturer after seven years. Required: Ph.D. in Arabic or related field; ability to teach spoken, written, college-level Modern Standard Arabic/Fus'ha; proficiency in explaining in English the rules of Arabic grammar; high proficiency in Fus'ha, one dialect of Arabic, and English. Preferred experiences: college teaching of Arabic; creating media oriented course material; curriculum development in

Arabic. Duties: teach eight courses per academic year at elementary, intermediate, advanced levels.

Send letter of application, vitae, three reference letters, and evidence of teaching skills by email to Arabic Lecturer Search Committee at religion@uga.edu. To assure full consideration, application must be received by April 7, 2011. The Franklin College of Arts & Sciences, its many units, and the University of Georgia are committed to increasing the diversity of its faculty and students, and sustaining a work and learning environment that is inclusive. The University of Georgia is an Equal Opportunity/Affirmative Action Institution.

❖ **UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN: LECTURER/INSTRUCTOR IN ARABIC**

The Department of Linguistics at the University of Illinois at Urbana-Champaign invites applications for a Lecturer/Instructor in Arabic in its Languages Program, with a target start date of August 16, 2011. Deadline: April 15, 2011. For complete details, see <http://www.linguistics.illinois.edu>. The U of I is an AA-EOE www.inclusiveillinois.illinois.edu

❖ **UNIVERSITY OF MISSISSIPPI: ARABIC INSTRUCTOR**

The Department of Modern Languages at The University of Mississippi is seeking a full-time (12-month appointment) Instructor for its intensive Arabic program beginning June 1, 2011. The instructor will teach all levels of Arabic following the program's curriculum and guidelines. Candidates must demonstrate substantial training and experience in teaching Arabic to American university students, as well as work in second language acquisition. M.A. degree or equivalent in Arabic or second language acquisition and native or near-native proficiency in Arabic are required.

This position may be renewable pending continued funding and positive evaluations. Visit <https://jobs.olemiss.edu/> to complete an application and upload your resume and names and contact information for three references. Review of applications begins immediately and will continue until the position is filled or an adequate applicant pool is established. The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA employer.

❖ **WAYNE STATE UNIVERSITY: TENURE-TRACK POSITION IN ARABIC**

The Department of Classical and Modern Languages, Literatures, and Cultures seeks applicants for a tenure-track position in Arabic beginning August 2011. Requirements: 1) Ph.D in appropriate field within Arabic and/or Linguistics by date of appointment; 2) University-level teaching experience in Arabic language; 3) evidence of an active publication agenda and continued scholarly promise; and 4) native or near-native fluency

in Arabic and English. Preference will be given to candidates with one or more of the following: interest/experience in teaching a course in translation, experience in grant writing for agencies and foundations, experience in working with a College of Education in Arabic teacher certification.

Apply online for posting **037589** at <https://jobs@wayne.edu> or send resume to Margaret E. Winters, Chair, Classical & Modern Languages, Literatures, & Cultures, Wayne State University, 906 West Warren, 487 Manogian, Detroit, MI 48202.

Wayne State University is an equal opportunity/affirmative action employer; we encourage applications from those in underrepresented categories including minorities and women.

NEW SCHOLARLY PUBLICATIONS

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

❖ ***WORTATLAS DER ARABISCHEN DIALEKTE BAND I: MENSCH, NATUR, FAUNA UND FLORA***

Peter Behnstedt, Manfred Woidich

The *Wortatlas der arabischen Dialekte / Word Atlas of Arabic Dialects* (WAD) intends to provide an unprecedented survey of the lexical richness and diversity of the Arabic dialects as spoken from Uzbekistan to Mauritania and Nigeria, from Malta to Sudan, and including the Ki-Nubi Creole as spoken in Uganda and Kenya. The multilingual word atlas will consist of three volumes in total with some 500 onomasiological maps in full colour. Each map presents a topic or notion and its equivalents in Arabic as collected from the dialectological literature (dictionaries, grammars, text collections, ethnographic reports, etc.), from the editors' own field work, from questionnaires filled out by native speakers or by experts for a certain dialect region, and also from the internet. Polyglot legends in German, English, French, Spanish, Italian accompany the maps to facilitate further access. Each map is followed by a commentary in German, providing more details about the sources and the individual forms, and discussing semantic and etymological issues. All quotations are in their original language. The maps mainly show lexical types, detailed and concrete forms are given in the commentaries. An introduction is provided in both German and English and an index of all lexemes in the atlas will be available.

The first volume *Band I: Mensch, Natur, Fauna und Flora / Volume 1: Mankind, Nature, Fauna and Flora* contains subjects such as 'family members', 'professions', 'human qualities'. The second volume will deal with material culture ('house', 'utensils', 'food', 'clothing', 'vehicles', etc.) and the third and final volume will focus on verbs, adjectives

and function words. The atlas will be indispensable for everyone interested in the modern spoken Arabic language, as well as for dialectologists and for semanticists.

For further information, please see

<http://www.brill.nl/default.aspx?partid=210&pid=33436>.

Reposted from Arabic-L

❖ *A BRIEF INTRODUCTION TO THE SEMITIC LANGUAGES*

Aaron D. Rubin

With a written history of nearly five thousand years, the Semitic languages comprise one of the world's earliest attested and longest attested families. Well known members of the family include Arabic, Hebrew, Aramaic, Amharic, and Akkadian. This volume provides an overview of this important language family, including both ancient and modern languages. After a brief introduction to the history of the family and its internal classification, subsequent chapters cover topics in phonology, morphology, syntax, and lexicon. Each chapter describes features that are characteristic of the Semitic language family as a whole, as well as some of the more extraordinary developments that take place in the individual languages. This provides both a typological overview and a description of more unique features. The chapters contain abundant examples from numerous languages. All the examples include morpheme by morpheme glosses, as well as translations, which help make these examples clear and accessible even to those not familiar with a given language. Concluding the book is a detailed guide to further reading, which directs the reader to the most important reference tools and secondary literature, and an up-to-date bibliography.

This brief introduction contains a rich variety of data, and covers topics not normally found in short sketches such as this. The clarity of presentation makes it useful not only to those in the field of Semitic linguistics, but also to the general linguist or language enthusiast who wishes to learn something about this important language family.

For further information, see: <http://www.gorgiaspress.com/bookshop/p-57244-rubin-aaron-a-brief-introduction-to-the-semitic-languages.aspx>.

reposted from Arabic-L

❖ *A STRUCTURAL ANALYSIS OF MOROCCAN ARABIC AND ENGLISH INTRA-SENTENTIAL CODE SWITCHING*

Najat Benchiba-Savenius

A Structural Analysis of Moroccan Arabic and English Intra-Sentential Code Switching

is a critical investigation of the merging of two typologically dissimilar languages, Moroccan Arabic and English as spoken in the UK by speakers of the Moroccan community. Such a phenomenon occurs when speakers use a code-switched style during bilingual discourse resulting in the merging of two grammars. This volume explores linguistic differences amongst speakers of different generational groups in the British-Moroccan community. An innovative form of syntax termed 'Reactive Syntax' is presented together with theoretical and practical analysis of new data.

Najat Benchiba-Savenius explores sound observations in bilingualism and provides unique data throughout this major study. This is explored in full and corroborated by sound empirical evidence gathered during the course of this study. The grammatical outcome of such code switched utterances is quantitatively and qualitatively detailed through natural parsing by bilingual speakers of Moroccan Arabic and English. The main theories and syntactic approaches to intra-sentential code switching are examined and previous research and theoretical models are also challenged.

This investigation is a useful tool in language contact, bilingualism, psycholinguistics and sociolinguistics in general. It is particularly of interest in the field of syntax, general and complex morphology as well as bilingual studies.

For further information, please see: http://s344271702.e-shop.info/shop/article_ISBN%25209783862880454/LW-41%3A-A-Structural-Analysis-of-Moroccan-Arabic-and-English-Intra-Sentential-Code-Switching.html?shop_param=cid%3D123%26aid%3DISBN%25209783862880454%26.

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❖ **VERSION 0.3 OF THE QURANIC ARABIC CORPUS**

The Quranic Arabic Corpus (<http://corpus.quran.com>) is an international collaborative linguistic project initiated at the University of Leeds that aims to bridge the gap between the traditional Arabic grammar of i'rab and techniques from modern computational linguistics. This open source resource includes word-by-word part-of-speech tagging for the Quran, morphological segmentation and a formal representation of Quranic Arabic syntax using dependency graphs. Version 0.3 of the corpus includes a number of significant improvements over the previous 0.2 release.

The Quranic Arabic Corpus is an open source project. Contributions or questions about the research are more than welcome. Please direct any correspondence to Kais Dukes, PhD researcher at the School of Computing, University of Leeds:

web: www.kaisdukes.com
e-mail: sckd@leeds.ac.uk
<mailto:sckd@leeds.ac.uk>

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PROFESSIONAL DEVELOPMENT AND FUNDING OPPORTUNITIES

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

❖ NEW YORK UNIVERSITY SUMMER INTENSIVE TEACHER TRAINING PROGRAM: ARABIC, DARI, PERSIAN AND TURKISH

June 13-24 2011

This teacher-training workshop, funded by a STARTALK grant from the National Foreign Language Center, University of Maryland is an intensive ten-day residential program designed to enhance the knowledge and skills of school, community and college teachers of Arabic, Dari, Persian and Turkish. Participants learn the most up-to-date student-centered, project and performance-based, standards-based teaching methodologies in a learning-by-doing environment. They are required to develop, observe and critique classroom procedures, strategies and teaching techniques. The program includes a cultural component whereby participants learn how to use the resources available in the community environment. The program is based on a state-approved course that is a part of the regular curriculum of the Master's program in Foreign Language Teaching at the Steinhardt School of Culture, Education and Human Development, modified for the needs of the seminar. It is offered as a credit or non-credit option.

The program will admit a total of twenty participants with language proficiency at the Advanced to Superior level on the ACTFL scale. Applicants need to submit:

- a) STARTALK application form
- b) C.V.
- c) Filled-out questionnaire
- d) A statement of purpose in English and in Arabic, Dari, Persian and Turkish.

The workshop will be held from 13 through June 24 from Monday through Friday. It runs for five hours daily (9:00 am -3:00 pm.) It includes nine work days and one field-trip day. Every session consists of interactive presentations of a theoretical framework by a second language acquisition specialist and of hands-on language-specific applications supervised by language specialists. The language-specific activities address communicative ways of teaching literacy skills, register use and use of authentic materials, as well as the

designing of culture-based authentic and quasi-authentic activities. The participants will observe and discuss video-taped classes.

The program provides thirty contact hours of classroom instruction and twenty contact hours of field experience, equivalent to a one-semester course. Participants can elect to take it as a continuing education course or a credit-bearing one. All participants receive a final grade and a transcript from NYU. The program aims to recruit and support instructors at small colleges and departments, and community schools and organizations. It provides training and network information to members of the heritage community with a minimum of a Bachelor's degree and superior or higher language skills considering a career in the language-teaching field. It is also an opportunity for practicing school teachers of South Asian/Middle Eastern descent who teach other disciplines to consider developing an additional skill in teaching their native language and eventually to pursue a foreign language teaching certificate. The continuing education course tuition is \$900 plus \$20 registration fee (The STARTALK grant covers \$700 per person.) Credit registration information is available upon request.

Classes are held on the NYU campus in Greenwich Village in classrooms equipped with audio-visual aides and internet-connected computers loaded with Arabic, Dari, Persian and Turkish fonts. Out-of-town participants in need of accommodation will reside at the NYU residence halls, which are conveniently located on campus. Accommodation, learning materials and textbooks, breakfast, lunch and coffee break expenses are covered by the grant.

For more information:

E-mail: startalk.nyu@nyu.edu

Tel.: 609-275-1968

Or visit: www.scps.nyu.edu/startalk

reposted from Arabic-L

❖ PROGRAMS IN TEACHING ARABIC AS A FOREIGN LANGUAGE

[Editor's note: The following list was compiled by Paula Santillán and submitted to Arabic-L. It is reposted here for AATA members who may not subscribe to Arabic-L]

University of Michigan

<http://www.umich.edu/~neareast/about.html>

MA

Monterey Institute of International Studies

<http://www.miis.edu/academics/programs/tfl>

MA in Teaching Foreign Languages

Wayne State University (does not offer courses that focus specifically on TAFL)
<http://www.clas.wayne.edu/mall/>
Master of Arts in Language Learning (MALL)

Georgetown University
<http://schedule.georgetown.edu/>
MA course (ARAB 547) Fall semester only

STARTALK – a program of the National Security Language Initiative (NSLI)
<http://startalk.umd.edu/programs/search?year=2010&participant-type=teacher&language=Arabic>
TAFL programs on different locations

The American University in Cairo, Egypt
1) School of Humanities and Social Sciences
http://catalog.aucegypt.edu/preview_program.php?catoid=15&poid=1786&returnto=475
2) The School of Continuing Education
<http://www.aucegypt.edu/sce/courses/arabic/Pages/cctafl.aspx>
MA
Career Certificate (CCTAFL)

University of Jordan
MA

Gazi Faculty of Education, Ankara, Turkey, Department of Foreign Languages Teaching
http://www.yabancidiller.gazi.edu.tr/arapdili/Ects_Eng/index.htm
BA

King Saud University, Saudi Arabia, Arabic Language Institute
<http://colleges.ksu.edu.sa/ali/Teacher%20training%20department/Pages/Programs.aspx>
Postgraduate Diploma and one-semester course

AALIM, Meknes, Morocco
www.aalimorocco.com
offers two 2-week intensive TAFL workshops per year

Qasid Institute for Teaching Classical Arabic and Modern Standard Arabic, Amman, Jordan
<http://www.qasid.com/>
Occasional courses

American University in Beirut, Lebanon
not at the moment

SOAS, London (UK)

<http://www.soas.ac.uk/languagecentre/languages/arabic/postgraduate-certificate-diploma-in-teaching-arabic.html>

Postgraduate Certificate / Diploma in Teaching Arabic

Sofia University "St. Kliment Ohridsky," Department of Arabic and Semitic Studies
MA in Applied Linguistics (two related TFL courses: Learning, Teaching & Assessing
Modern Foreign Languages, and TAFL)

Universidad de Granada, Spain

<http://www.ugr.es/~estsemi/master.html>

MA course

CASAW, UK

http://www.casaw.ac.uk/index.php/weoffer/more/best_practice_fo_teaching_arabic_a_communicative_approach_3-7_august_british/

(once a year workshop on TAFL)

Manchester Metropolitan University

langcourses@mmu.ac.uk

+0161-247-3945

20-hour course on Teaching Arabic and Chinese as Foreign Languages

The International House London, Modern Languages Department: Mo.La.Co: The 4th
Conference for Modern Language Teachers of Arabic, French, Italian and Spanish
12-13th November 2010

Occasional 2-day workshop in Arabic by M. Al-Batal

ON-LINE TRAINING

The University of Texas at Austin, US (Texas Language Technology Center)

Online Methods course

<http://coerll.utexas.edu/methods/>

Foreign Language Teaching Methods focuses on 12 different aspects of language teaching, each taught by a different expert instructor. The site contains video footage from an actual methods course held at the University of Texas at Austin. This flexible resource is designed to be used by foreign language teachers as a component of a classroom methods course or as a stand-alone course for independent learners.

No degree

NB: The listening module is conducted by Prof. Al-Batal who uses an advanced AFL class as a case study.

Al Deen Foundation

<http://www.aldeenfoundation.org/teacheronline2010.html>

8 weeks of online training

one unit credit from Loyola Marymount University
No degree

❖ **WESTERN MICHIGAN UNIVERSITY SUMMER TRANSLATION INSTITUTE**

The Summer Translation Institute (STI), hosted by the Department of Foreign Languages at Western Michigan University, offers a unique opportunity for advanced language learners and professionals to improve their translation skills while working on language proficiency. This four-week summer intensive program in Kalamazoo, Michigan will teach students about the business and practice of translation in:

Arabic
Japanese
Russian

Translators in these languages are in high demand in the marketplace, and WMU is one of only a few institutions that offer this type of training at the undergraduate and graduate level. In order to do translation accurately and efficiently, it is necessary to develop special skills above and beyond the ordinary skills developed in language studies.

The deadline for initial consideration of applications is April 1, 2011, but applications received after that will be considered based on available space. Applications, as well as more information regarding how to apply, housing, fees, Western Michigan University, or Kalamazoo in general, are now available at our website.

We would like to share our excitement about this program. If you have a colleague, classmate, or student who would be interested in the Institute, we would appreciate your assistance in forwarding this email to him/her.

Questions? Please contact Paula Bucknell via email or call (269) 387-4174.

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.

❖ **ARABIC COMPLETE PROJECT**

<http://www.arabiccomplete.com>

Our project <http://www.arabiccomplete.com> uses a visual approach to learning Arabic with color-coded text, up to 7,000 audio clips of high frequency phrases, videos, and podcasts.

We are a group of teachers, students, and developers from New York, Egypt, Ontario,

Punjab, and New Delhi. This project is four years in the making, and we are continuing to build a platform for students to share and learn together online!

Materials were tested at New York University by me in the Speaking Freely Program in 2009.

"For visual learning materials, audios, and podcasts": And here is a demo link on our site:

<http://freevideocoding.com/flvplayer.swf?file=http://arabiccomplete.com/tom-jerry-final.flv>

Please feel free to ask any questions on the project.

Enaya Gad Founder of www.arabiccomplete.com
646-652-6615 (Skype)

❖ ***ARABIC LANGUAGE THROUGH DIALOGUE 1 (AVAILABLE STARTING MARCH 30, 2011)***

This is to announce that we are now taking orders on the first edition on the *Arabic Language through Dialogue 1* textbook. The book attempts to make the learning of the Arabic language more accessible and enjoyable to the non-native speakers of Arabic using dialogues and communicative exercises in each lesson. The series (now: books 1, 2 and 3 in addition to the Iraqi dialect textbook) was made possible by funding from the Language Acquisition Resource Center (LARC).

Features: Dialogues, listening materials, fun exercises, art, culture and inclusive grammar all in full color.

Authors: Dr. Hanada Taha-Thomure, Mr. Ghassan Zakaria, Ms. Lina Kholaky, Mr. Youniss El Cheddadi, Ms. Lina Hariri, Ms. Shereen Hijazi

Publisher: Montezuma Publishing, San Diego State University

For a sample chapter and to make an order please contact: Ms Lina Hariri
Email: lhariri@projects.sdsu.edu.

❖ ***A FREQUENCY DICTIONARY OF ARABIC CORE VOCABULARY FOR LEARNERS***

By Tim Buckwalter, Dilworth Parkinson

A Frequency Dictionary of Arabic is an invaluable tool for all learners of Arabic, providing a list of the 5,000 most frequently used words in Modern Standard Arabic (MSA) as well as several of the most widely spoken Arabic dialects.

Based on a 30-million-word corpus of Arabic which includes written and spoken material from the entire Arab world, this dictionary provides the user with detailed information for each of the 5,000 entries, including English equivalents, a sample sentence, its English translation, usage statistics, an indication of genre variation, and usage distribution over several major Arabic dialects.

Users can access the top 5,000 words either through the main frequency listing or through an alphabetical index arranged by Arabic roots. Throughout the frequency listing there are thematically-organized lists of the top words from a variety of key topics such as sports, weather, clothing, and family terms.

An engaging and highly useful resource, *A Frequency Dictionary of Arabic* will enable students of all levels to get the most out of their study of modern Arabic vocabulary.

A CD version is available to purchase separately. Designed for use by corpus and computational linguists it provides the full text in a format that researchers can process and turn into suitable lists for their own research work.

For further information, please see:

<http://www.routledge.com/books/details/9780415600309/>.

❖ ***AN INTRODUCTION TO MOROCCAN ARABIC AND CULTURE***

by Abdellah Chekayri

Published by Georgetown University Press

An Introduction to Moroccan Arabic and Culture and the accompanying multimedia DVD are designed to enable students to communicate effectively using Moroccan Arabic. Since Moroccan Arabic is rarely written or used in formal communication, the strength of the book lies in training learners in speaking and listening skills that can be used in everyday situations.

The book uses Romanized transcription alongside Arabic script for the first three chapters and thereafter only the Arabic script. It also includes a glossary and answer key. It requires approximately 120 contact hours, plus 180-240 additional hours of preparation outside class. A novice student should reach the intermediate-mid level of proficiency by the end of this course.

Visit the publisher's website at <http://press.georgetown.edu/book/languages/introduction-moroccan-arabic-and-culture>.

❖ **MODERN STANDARD ARABIC GRAMMAR: A LEARNER'S GUIDE**

Mohammad T. Alhawary
Published by Wiley-Blackwell

Modern Standard Arabic Grammar is comprehensive guide that introduces readers to the basic structure and grammar of the Arabic language. Its features include:

- Comprehensive coverage of Arabic grammar and structure in current standard use (MSA), from entry level to advanced proficiency
- Balanced treatment of the phonological, syntactic, and morphological rules of the Arabic language
- An intuitive presentation of grammar rules and structures, in order of frequency and functional use
- Straightforward explanations with minimum linguistic jargon and terminology, explaining the key issues

Packed throughout with symbols, tables, diagrams, and illustrative examples, this book is essential reading for anyone in the early years of studying the language.

For further information, see: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1405155019.html>.

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CALLS FOR PAPERS AND UPCOMING CONFERENCES

❖ **ARABIC AT NECTFL CONFERENCE**

I would like to draw your attention to the upcoming conference of NECTFL in Baltimore this coming weekend. For more information about the conference, please check out the NECTFL website at:

<http://www2.dickinson.edu/prorg/nectfl/Conference/Conference2011.html>

There are many sessions of interest to all of you as Arabic teachers. (See list below!) However, there are many other sessions that will provide you with state of the art professional development and creative and practical ideas for how to improve your teaching. Even if you missed the pre-registration deadline, you still can attend and pay on-site. The conference will take place in the Baltimore Marriott Waterfront Hotel, 700 Aliceanna Blvd, Baltimore MD 21202. (Click on the link for a map and directions: <http://www.marriott.com/hotels/maps/travel/bwiwf-baltimore-marriott-waterfront/>)

In addition, I will be chairing a special session about the creation of an association for Arabic teachers in our region. It is Session 217: Networking for Greater Washington

Teachers of Arabic on Sunday, April 3, 4:15-5:30 p.m. in the Falkland Room of the convention hotel. Here is the description: "All Arabic teachers in the greater Washington area (Maryland, Washington DC, and Virginia) are invited to attend this networking session and help establish a local chapter of the American Association of Teachers of Arabic (AATA) or their own local group tentatively called Greater Washington Association of Teachers of Arabic (GWATA). The association will join forces with local groups such as MFLA, GWATFL, and FLAVA and will participate in their conferences. In English with examples in English and Arabic and of interest to educators at all levels of instruction."

Other Arabic sessions:

33. The Essentials: A Handbook for Standards-based K-16 Arabic Teaching (Saturday, 9:30-10:45 - Atlantic Room)
57. Strategies to Enhance the Chinese & Arabic Classrooms, Kane (Saturday, 11-12:15, Bristol Room)
92. ES: Yale U Press: Teaching Arabic Effectively with Ahlan wa Sahlan, Shea, Saffar (Saturday, 2-3:15 in the James Room)
101. We Don't Teach Arabic Dialect but a Spoken Variety, Chouairi (Saturday, 3:30-4:45 in Bristol Room)
124. The Interactive Notebook: A Student-Centered Approach to Arabic, Cozzens, Mifdal, Hamid, Hasan (Sunday, 8:45-10 in the Bristol Room)
144. 2009 Arabic School Survey: State of the Arabic Teaching Profession, Johnson, Keatley (Sunday, 10:15-11:30 in the Atlantic Room)
173. MSU Arabic Language Flagship: Creating Global Professionals, Hassan (Sunday, 12:30-1:45 in the Falkland Room)
195. Differentiated Instruction in the Arabic Foreign Language Classroom, Hassan (Sunday, 2-3:15 in the Falkland Room)
217. Networking for Greater Washington Teachers of Arabic, Esa (Sunday, 4:15-5:30 in the Falkland Room)

Dr. Mohamed Esa
McDaniel College
Westminster, MD 21157

❖ **CALL FOR PAPERS: EOS700, INTERNATIONAL CONFERENCE EOS700 'SEVEN CENTURIES OF ORIENTAL STUDIES IN SALAMANCA'**

Salamanca, Spain 28-30 September 2011

Dear Colleagues:

In 2011 we commemorate that exactly seven centuries ago the Pope Clemens V proclaimed a "canon" urging the universities of Bologna, Oxford, Paris and Salamanca to

teach oriental languages. On this occasion the orientalist of the University of Salamanca have decided to celebrate the INTERNATIONAL CONFERENCE EOS 700, and to invite to it all researchers interested in analyzing, in the largest sense of the word, the development, the changes and the main research lines within these studies along their history. The Conference will take place during 28, 29 and 30 September 2011, and there will be parallel sessions according to the areas of subjects indicated in the inscription form.

Organizing Committee and coordinators of the areas:

Director: Alberto Cantera (USAL)
Secretary: Ricardo Muñoz (USAL)
Anatolian Studies: Virgilio García (USC)
Central and South Asia: Ana Agud (USAL) & Alberto Cantera (USAL)
East Asia: Alfonso Falero (USAL)
Egyptology: José Manuel Galán (CSIC)
Arabic and Islam: Rachid El Hour (USAL) & Miguel Á. Manzano (USAL)
Hebrew and Aramaic: Ricardo Muñoz (USAL) & Efrem Yildiz (USAL)
Ancient Near East: Joaquín Sanmartín (IPOA, UB)

e-secretariat: eos700@usal.es
more information: <http://www.eos700.es>

The languages of the Conference will be Spanish, English and French. Scholars wanting to present a paper should send an abstract before 30th June 2011. Papers will be subjected to evaluation by the scientific committee.

Best regards,

Miguel Á. Manzano
(mglmanzano@ono.com)
(mmanzano@usal.es)
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❖ **CALL FOR PAPERS: INTERCULTURAL COMPETENCE AND FOREIGN/SECOND LANGUAGE IMMERSIVE ENVIRONMENTS**

Tucson, AZ
January 26-29, 2012

Globalization, having brought individuals in contact with one another at an unprecedented scale, has also brought forth a general challenge to traditionally recognized boundaries of nation, language, race, gender, and class. For those living within this rapidly changing social landscape, intercultural competence--as defined by

Michael Byram --is a necessary skill, and the cultivation of such intercultural individuals falls on the shoulders of today's educators.

For this conference we are seeking papers that address issues of intercultural competence development and assessment in immersive environments, which include but are not limited to:

- overseas stays (e.g., study abroad, internship abroad, service learning abroad, etc.)
- virtual environments (e.g., Web. 2.0 technologies (e.g., blogs and wikis)
- telecollaborative partnerships, social virtualities (e.g., Second Life), massively multiplayer online games (e.g., World of Warcraft), and synthetic immersive environments (SIEs)
- immersion education (e.g., one way, two way, developmental bilingual education, heritage language instruction, indigenous immersion, Language Across the Curriculum (LAC), Culture and Language Across the Curriculum (CLAC), content-based language instruction)

The conference aims to bring researchers and practitioners across languages, levels, and settings to discuss and share research, theory, and best practices and to foster meaningful professional dialogue on issues related to the development and assessment of Intercultural Competence in a foreign or second language.

This conference is organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL).

For further information about the conference and the call for papers, please see: <http://cercll.arizona.edu/doku.php/development/conferences/icc>.

Online proposal submission: All proposals must be submitted using our online form: http://cercll.arizona.edu/icc_proposal.php.

Proposal deadline: 11:59 pm (Pacific Standard Time) on September 6th, 2011.
Confirmation of receipt will be sent via email. Presenters will be notified by email of the program committee's decision by October 17th, 2011.

❖ **NCOLCTL Pre-conference workshop on Colloquial in Arabic Curriculum**

Please note this NCOLCTL Pre-Conference Workshop that will take place on April 7, 2011 from 1:30 to 5:30 pm in Madison, Wisconsin:

“Integrating Colloquial in the Arabic Curriculum: An Examination of Programmatic Input and Learners' Output”

Presenters: Mahmoud Al-Batal (Univ. of Texas at Austin), Kirk Belnap (Brigham Young University), Munther Younes (Cornell)

This is an opportunity to see with your own eyes the results of more than 20 years of experimenting with implementing an integrated approach, including Cornell's recent experience with direct enrollment in a national university in Jordan. For more details, see:

<http://www.ncolctl.org/conference/pre-conference%20workshops>

And please do plan on staying for the rest of the conference. Arabic is well represented among the papers to be presented.

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❖ **"WHAT FUTURE FOR THE LESS COMMONLY TAUGHT LANGUAGES?"**

The Language Resource Center of Columbia University together with the Columbia Global Centers and the Consortium for Language Teaching and Learning is organizing a one day conference on the theme of "What Future for the Less Commonly Taught Languages?" This conference is the first in a planned series of conferences exploring topics germane to the teaching and learning of less commonly taught languages the Center will host in the coming years. The conference aims to bring together language teachers, educators, administrators and other stakeholders to discuss, and share research, theory, and best practices on the current state and future of the LCTL as well as initiate a meaningful professional dialogue on this topic amongst those who are interested in sustaining the teaching and learning of LCTL at US institutions.

Date: Saturday, April 30, 2011

Location: Dag Hammarskjolds Lounge, 15th Floor, School of International and Public Affairs, Columbia University

PLENARY SPEAKER: Scott McGinnis, Academic Advisor and Associate Professor, Defense Language Institute, Washington Office.

Some of the topics that will be addressed by the speakers will include: How do we conjugate the national priority in LCTL with the overall neglect for LCTL at many of our institutions? How do we address the systemic lack of funding for LCTL within our academic institutions? What structures should we put in place in order to better develop and sustain LCTL? What role do heritage learners and bilingual speakers play in reinforcing LCTL programs? How can technology help us overcome some of the barriers that prohibit us from achieving critical mass in some LCTL? Is the rise of some LCTL (Chinese, Arabic, etc) accomplished at the detriment of other LCTL in terms of institutional support? Is the emergence of lingua franca among the LCTL synonymous with diminishing support for other LCTL in the same geographic area? How can we

better coordinate our efforts to promote the teaching and learning of LCTL regionally as well as nationally?

All are welcome to attend. No registration required but please RSVP. A full program will follow shortly with an RSVP link. For more information, contact Stephane Charitos at sc758@columbia.edu

❖ **TEACHERS' CORNER: A LESSON FOR THE FUTURE FROM THE PAST**

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

One unfortunate casualty of the triumph of cognitive psychology over Behaviorism was the de-emphasis of “chunk learning” (for discussion and examples of this type of learning see link to Gatbonton and Segalowitz 2005 below). Memorization, dialogue performance, and similar activities can certainly be overused, but used well they are a powerful tool in the hands of teachers and learners striving for proficiency in a foreign language.

The best illustration I know along these lines is the story of Anna, a Chinese Flagship student. Teachers and students of Arabic would do well to learn from her example. With no background in Chinese, she began as a freshman. She approached learning it like a professional athlete, visualizing in great detail each step along the way. For example, she decided that she wanted to talk on the telephone just like a Chinese person does. She carefully observed numerous instances of native telephone performance and practiced, practiced, practiced. Using this same technique of visualization and setting realistic and very specific goals, she scripted her way to the point where she was writing legal briefs in Chinese as part of her internship in China. You'll find a video of her performing in speech contests (beginning at minute 3:15) at: <http://chineseflagship.byu.edu/chineseflagship/index.html>.

Students want fluency, teachers worry about accuracy. Both are necessary and simultaneously possible, even from the beginning—if we are patient and do not rush either process. I've been pleasantly surprised to find how much of both are possible in a matter of weeks. How? Widdowson observed that “communicative competence is not a matter of knowing rules.... It is much more a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks” (1989:135, quoted in Dörnyei 2009: 293—and I highly recommend at least the last half of this book for both teachers and students). For specifics on how to implement such an approach in a principled way, see: http://web.me.com/normansegalowitz/NS-Site/Pubs_2005-09_files/2005-Gatbonton-CMLR.pdf

Widdowson's, Dörnyei's, and Gatbonton and Segalowitz's insights hold great promise for helping the students we typically see in US classrooms nowadays to build proficiency

in Arabic quickly. Little successes can be one of the strongest motivators for them to push on with it. I have in mind the masses of students with limited knowledge of even basic grammatical categories in English or Arabic. These are students with good brains but without the background necessary to benefit—at least initially—from the rule-based approaches that predominate today. And we are likely to see many more of these students in our classrooms, if enrollment trends continue. Given that we are seeing the Arab world in the news a lot, we can expect to see yet another spike in enrollments.

Dörnyei, Zoltan. 2009. *The Psychology of Second Language Acquisition*. Oxford/New York: Oxford University Press.

Widdowson. H. G. 1989. “Knowledge of language and ability for use. “ *Applied Linguistics* 10:128-37.