

الرابطة الأمريكية لأساتذة العربية
American Association of Teachers of Arabic
Newsletter

July 2009

1

AATA ADMINISTRATION

President

Mustafa Mughazy, Western Michigan University

Editor of *Al-ʿArabiyya*

Clarissa Burt, United States Naval Academy

Book Review Editor

Mustafa Mughazy, Western Michigan University

Executive Director

Elizabeth M. Bergman, Miami University of Ohio

Business Office

Prime Management Services

AATA EXECUTIVE BOARD

Ghazi Abuhakema, College of Charleston

Iman Hashem, Occidental College

Barbara Romaine, Villanova University

Martha Schulte-Nafeh, University of Texas at Austin

Kassem Wahba, Georgetown University

Hussein Elkhafai, University of Washington

Kirk Belnap, Brigham Young University

Ahmad Ferhadi, New York University

Karin C. Ryding, Georgetown University

AATA INSTITUTIONAL MEMBERS

Miami University of Ohio (Sustaining Institutional Member)

Cornell University (Sustaining Institutional Member)

Georgetown University

Hedayet Institute, Egypt

Princeton University

Qalam Wa Lawh Center, Morocco

United States Naval Academy

(Sustaining Institutional Member)

University of Pennsylvania (Sustaining Institutional Member)

University of Texas at Austin

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,

It's hard to believe that summer is almost over here, isn't it? **As you make your fall plans, please save Saturday, 21 November.** That is the date of the AATA Panel and Business Meeting, in conjunction with the Middle East Studies Association in Boston. We're very excited about this year's AATA Panel, "The Arabic Proficiency Initiative: Addressing Arabic-Specific Issues." The AATA Business Meeting follows the panel. Both take place on Saturday, 21 November. We'll have more information about the Panel and the Business Meeting in upcoming issues of the *AATA Newsletter*.

Please cast your vote for new members of the AATA Executive Board. The Executive Board Ballot accompanies this issue of the *AATA Newsletter*. All Regular (sorry, students) AATA Members whose membership is paid for 2009 are eligible to vote in the AATA Executive Board Elections. Please mail your ballot via **regular mail** (sorry, we don't have online voting – at least, not yet) to by **01 September 2009**. Send your completed ballot to

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

AATA is pleased to welcome new Institutional Members for 2009. New Institutional Members are Hedayet Institute, Egypt, University of Pennsylvania (Sustaining Institutional Member) and University of Texas at Austin.

Questions about your AATA membership? Please see below.

With best wishes for a pleasant end to a productive summer,

Elizabeth M. Bergman, Ph.D.
Executive Director

3416 Primm Lane, Birmingham, AL 35216
telephone: 205.822.6800; fax: 205.823.2760

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

AATA Membership FAQs

How do I know if my membership is paid for 2009? Please go to the AATA for “Current AATA Members – Update your membership information” (<http://aataweb.org/Login.aspx?ReturnUrl=%2fmembers%2fDefault.aspx>). That page asks you to log in, using your email address and a password you selected at the time of your membership. As soon as you log in, you will see your membership status. Please note that membership status is a new feature of the website – it will go live on Friday, 01 August.

I can't log in. What should I do? If you have forgotten your AATA membership password, please click on “Forgotten your password?” Your password will be sent to your email address. You may have moved recently, trying to log in with an email address that is different from the address you used when you joined AATA or last renewed your membership. If you can't remember the email you used when you joined AATA or last renewed your membership, please contact the AATA Business office at info@aataweb.org for help.

How can I join AATA? If you got this issue of the *AATA Newsletter* by email, a membership application is also attached. Complete the application, enclose your check for membership, and mail it to AATA with your ballot. If you prefer to use a credit card to pay for your membership, please go directly to (<http://www.aataweb.org/shopping/Membership.aspx>).

UPCOMING CONFERENCES

❖ ACTFL Arabic SIG

The Arabic Special Interest Group (SIG) was created during the ACTFL annual conference in Orlando last November 2008. The Arabic SIG gives a voice to our community of Arabic educators in the ACTFL organization. You may be pleased to know that the Arabic SIG will be sponsoring three Arabic sessions (in addition to other regular sessions selected by the ACTFL committee) during the upcoming ACTFL conference in San Diego, 20 – 22 November 2009, another great benefit of having this group.

If you are not a member of the Arabic SIG yet, please be sure to do so whenever you renew your memberships by just adding the extra \$5 to join in. Follow this link to join the group.
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3495>

❖ 2009 ACTFL Annual Convention and World Languages Expo

Register and make your hotel reservations now for the 2009 ACTFL Annual Convention and World Languages Expo, Nov. 20-22, 2009. Pre-Convention Workshops will be held Thursday, Nov. 19 at the San Diego Convention Center in San Diego, CA. This is one of the most exciting educational events of the year with over 600 sessions and events to choose from during the Convention!

This year you will have an opportunity to hear another terrific keynote speaker at the Opening General Session. Steve Hildebrand, Deputy Campaign Manager for Barack Obama, will address “Organizing for Change: Foreign Languages and the Obama Administration.” He will demonstrate how focused grassroots efforts and the application of technology helped introduce a relatively unknown candidate to the broad population of American voters and will show how many of those strategies can be applied to the task of enlisting grassroots demand and support for stronger language programs across the U.S. And he will suggest how language educators can best craft their policies and advocacy efforts to blend with the broader policies of the Obama administration.

You will find complete housing and registration information online at ACTFL. Make your hotel reservations now.

Need financial assistance to attend? There are several resources available to ACTFL members so that you can be a part of the 2009 Convention in San Diego, CA. Click here to see the list of Funding Options.

Links for registration, hotel reservations, and funding options are located at:
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4894>.

❖ **ARABELE2009: International Congress on Teaching Arabic as a Foreign Language**

The University of Murcia, the Escuela de Traductores de Toledo, and Casa Árabe-IEAM are pleased to announce ARABELE2009: International Congress on Teaching Arabic as a Foreign Language, to be held at Casa Arabe, Madrid (Spain) on 25-26 September 2009.

TOPICS

Investigation in the field of TAFL: Methods and materials
Teacher training
Approaching diglossia: Registers of Arabic and dialectal variation
e-Arabic learning
Arabic for specific purposes
Curriculum and evaluation

PARTICIPANTS

Mahdi Alesh, US Militar Academy, NY (USA).
Henri Awaiss, Saint Joseph University, Beirut (Lebanon).
Rana Bekdache, Saint Joseph University, Beirut (Lebanon).
Abdellah Chekayri, Al Akhawayn University in Ifrane (Morocco).
Frederik Imbert, Université de Provence (Aix-Marseille I), (France).
Waleed Saleh, Autonoma University, Madrid (Spain).
David Wilmsen, American University of Beirut (Lebanon).
Munther Younes, Cornell University, NY (USA).

The program includes keynote lectures, workshops and papers.

Important dates:

15 September 2009: registration deadline
15 October 2009: papers submission deadline

For more information on abstracts submission and participation, visit the provisional congress website at:
<http://arabele.org/congreso2009/index.html>.

CALLS FOR PAPERS

❖ **24th Arabic Linguistics Symposium: Arabic Linguistics across Traditions**

University of Texas, Austin, April 9-11, 2010

Call for Papers: The Arabic Linguistics Society and the University of Texas at Austin are pleased to announce the Twenty-Fourth Annual Symposium on Arabic Linguistics to be held at the University of Texas, Austin, April 9-11, 2010.

Papers are invited on topics that deal with theoretic and applied issues of Arabic Linguistics. Research in the following areas of Arabic linguistics is encouraged: grammatical analysis (phonology, morphology,

syntax, semantics), applied linguistics, socio-linguistics, psycholinguistics, discourse analysis, historical linguistics, corpus linguistics, computational linguistics, etc.

This year's theme will be "Arabic Linguistics across Traditions." Submissions that compare or combine two traditions, approaches, or analytic frameworks are especially encouraged. The conference will also offer a special session on Formal and Functional Approaches to Syntax featuring papers that either (1) compare two or more syntactic analyses to a problem or (2) present a solution to a syntactic problem using a particular approach that other approaches are unable to solve. The goal of this session is to discuss the various approaches to syntactic analysis with a general linguist audience.

Persons interested in presenting papers are requested to submit a one-page abstract giving the title of the paper, a brief statement of the topic, and a summary clearly stating how the topic will be developed (the reasoning, data, or experimental results to be presented). Authors are requested to be as specific as possible in describing their topics. Abstracts should be submitted by PDF email attachment (all fonts embedded) to: mustafa.mughazy@wmich.edu.

Presenters' names should not appear on the abstracts. Rather, the author's name, title and affiliation, and return email address should be included in the body of the email message. It will be removed before being forwarded to the review committee. Deadline for Receipt of Abstracts: November 15, 2009

2009 ALS membership dues of \$25 and conference fees of \$50 (total \$75) are to be submitted with all abstracts and must be received by the abstract deadline. Membership dues are non-refundable; conference fees are refundable, if requested, only to those whose papers are not accepted.

Conference Registration Fees:

- Before March 1, 2010: \$35 for students and \$50 for non-students.
- From March 1, 2010: \$45 for students and \$60 for non-students.

❖ **Conference on Distinguished Language Studies**

Linthicum, Maryland, December 4-5, 2009

In cooperation with the Global Language Center and Language Learning Center, the Coalition of Distinguished Language Centers, the only international organization dedicated to research and application of research in the area of teaching and achieving native-like foreign-language proficiency, will be holding its seventh annual symposium at the Embassy Suites Hotels in Linthicum, Maryland (near Baltimore-Washington Airport), December 4-5, 2009.

Professors, researchers, administrators, and others with experience in teaching, studying, translation/interpretation, or assessment at the near-native level of proficiency in any foreign language are invited to submit a one-page abstract (exclusive of bibliography) on any aspect of language study at the distinguished level. (For those looking for a definition of "distinguished" level/ILR Level 4, a description can be found at www.govtilr.org). There will be several areas of focus: teaching methods and practices, language learning experiences, research, translation/interpretation, program development/management, and assessment (proficiency, diagnostic, dynamic, other). Whole panels may be suggested and abstracts submitted together, if desired. The working language of the conference will be English. However, presentations may be in any language, as long as there are enough presentations in that language to form a panel. Abstracts should be written in the language in which they will be presented and should be sent to the CDLC Operations Director, Boris Shekhtman, via email (sb@mysltc.com) no later than October 1, 2009.

Abstracts will be peer-reviewed. Notification of acceptance (or rejection) of proposals will be made on or about October 15. Following the conference, presentations will be published in a Proceedings volume.

Updated information about the conference will be posted on the CDLC website through the opening of the conference: www.distinguishedlanguagecenters.org. Before the conference begins, an emergency number for contacting CDLC staff during the conference will be posted on the website.

❖ **2009 Cultures and Languages Across the Curriculum (CLAC) Conference: Intercultural Competency Across the Curriculum: Infusing Culture and Language Campus-Wide**

October 15-16, 2009, Hosted by Baldwin-Wallace College, Berea, OH

The Fall 2009 conference on Cultures and Languages Across the Curriculum (CLAC) is designed for students, faculty, international education professionals, and campus administrators interested in exploring the use of languages and cultures as a tool for internationalizing the curriculum across all disciplines. Teachers from elementary and secondary schools will also find useful information that can be adapted to their instructional circumstances.

A specific focus of the 4th annual conference on Cultures and Languages Across the Curriculum will be on global or intercultural competency across the curriculum. While existing LAC programs at institutions across the country are remarkably diverse in their shape and structure, as a general rule they tend to focus on language use and on the development of content-specific language skills. The 'C' in CLAC represents a new focus on integrating cross-cultural perspectives into Languages Across the Curriculum programs and into courses in all disciplinary areas.

We invite individual presentations and panels that address any of the following themes:

Cultures and Languages Across the Curriculum: How can CLAC programs highlight culture and intercultural communication and analysis? Can we use improvements in cross-cultural competence as a “hook” to promote language use throughout the curriculum and the adoption of CLAC methods?

CLAC and Co-curricular Programs (Study Abroad, Service Learning, Internships, others): How can CLAC be used before, during, and after such activities to maximize acquisition of intercultural knowledge and skills? How might language and cultural learning be enhanced by innovative use of language and cultural knowledge outside the classroom?

CLAC and Assessment: How should we assess CLAC programs and learning? Are language proficiency and cross-cultural skills assessment tools (such as ACTFL standards and the IDI) appropriate to the goals of CLAC?

CLAC and K-16 Articulation: How can we establish workable K-16 articulation models that promote international and multicultural education?

The conference organizers also welcome and encourage proposals for creative presentations. This might include videos, examples of CLAC assignments and exercises, or testimonials from student and faculty CLAC participants. For proposals of this variety, please submit the same information listed below.

Proposals should include:

To offer a (25-minute) presentation or (75-minute) panel presentation, please provide the following, in the form of MS Word documents attached to an email message:

A cover sheet including:

- Type: Paper (25 minutes, including at least 5 minutes for discussion) or Panel (75 minutes, including at least two separate presentations and at least 15 minutes for questions and comments from the audience)
- Title (of your paper or panel)

- Brief Description (75-100 words)
- Names of Presenter(s) (including, as appropriate, specification of their roles, contact information for each, titles and affiliations, email addresses, telephone and fax numbers.
- Brief biographical sketch (50-75 words) for each participant
- Relationship to Conference Themes
- Target Audience(s) (including what the audience(s) can expect to “take away” from your paper presentation)
- A one-page abstract (350 words) of your presentation or panel, clearly indicating what each presenter, if more than one, will contribute.
- A list of needs for your presentation or session (Internet access and on-site computers may be limited. Come prepared.)

Deadline for proposal submissions is Saturday, August 15, 2009. Submissions and questions should be directed to the Program Chair, Dr. Javier Morales-Ortiz at clac2009@bw.edu. Please review the program proposal requirements, theme descriptions, and abstract format description located in the Call for Proposals. Only proposals submitted using the online proposal form will be considered. For more information about online proposal submission process, please visit the conference site at <http://www.bw.edu/clac2009/>.

You will be informed about the status of your proposal by September 1, 2009. The preliminary program will be posted by September 15th at the CLAC 2009 conference website <http://www.bw.edu/clac2009/>.

❖ **Fostering Multiliteracies Through Education: Middle Eastern Perspectives**

The American University of Sharjah and Zayed University, two of the leading institutions in the Gulf region, are happy to announce a joint conference on bilingualism and bilingual education in the Middle East. The theme of the conference is: Fostering Multiliteracies Through Education: Middle Eastern Perspectives.

Keynote Speakers:

Suresh Canagarajah, PhD, Director, Migration Studies Project, Departments of Applied Linguistics and English, Pennsylvania State University
Nancy Hornberger, PhD, Director, Educational Linguistics Program, Language and Literacy in Education Division, Graduate School of Education, University of Pennsylvania
Arabic Specialists to be announced.

Call for Papers: Please submit proposals related to the following subthemes:

Bilingualism, multilingualism and multiculturalism,
Bilingual acquisition,
Language planning and policies in K-12 and higher education,
Content and language integrated learning (CLIL) approaches,
Uses of languages in multilingual contexts,
Applied language research,
Bilingual identities,
Language and politics,
Teaching Arabic in a global context,
Teacher training in bilingual settings,
Language attrition,
Realities and challenges to bilingual education.

Although the focus of the conference is on the Middle East, proposals dealing with bilingual issues in different geographical and cultural contexts are welcome.

Abstracts in either Arabic or English are welcome. During the conference, English translations will be provided.

Submission and Contact Information: All proposals must be submitted as an email attachment sent to the following address: bilingualism.tesol2@aus.edu. In the body of the email, please give the following information:

1. First name and family name, institution or affiliation, country of residence (where you are currently working or living), telephone and fax number, and e-mail address.
2. The title of your abstract
3. Summary of your presentation: 50-word maximum to be included in the conference program.
4. Biography: 40-word maximum to appear in the conference program.

Submit your abstract as an attachment. Please include the following:

1. Title of presentation
2. Subtheme
3. Abstract: 250 words.
4. Type of Presentation: Indicate whether your presentation is a paper, part of a panel or workshop.
5. Equipment Required: Each room is already equipped with a laptop, LCD projector, and screen.

Other information:

Deadline for submitting your proposal: August 15, 2009

Notification of acceptance: September 15, 2009

Information about housing and local transportation will be available shortly on the conference website.

Selected papers will be published in conference proceedings.

For further information, please click on the following conference link:

<http://www.aus.edu/conferences/tesol09/>

Registration:

Early registration: Before November 1, 2009

Regular: 75 US\$

Special for primary and secondary school teachers: 50 US\$

After November 2, 2009

Regular: 90 US\$

Special for primary and secondary school teachers: 75 US\$

Students: 15 US\$

Method of payment: Checks, debit and credit cards or bank transfers options are available. For details please check the conference website at <http://www.aus.edu/conferences/tesol09/>

Conference Co- chairs:

Fatima Badry: badry@aus.edu

Ingrid Piller: Ingrid.Piller@zu.ac.ae

❖ **Georgetown University Round Table (GURT) 2010: Arabic Language and Linguistics**

Washington, DC, 11-14th March 2010

Arabic, one of the official languages of the United Nations, spoken by more than half a billion people around the world, is of increasing importance in political and economic spheres. The study of the Arabic language has a long and rich history: earliest grammatical accounts date from the 8th century, and included full syntactic, morphological and phonological analyses of both the spoken dialects and classical Arabic-

the religious language of the Quran and the language of poetry. In recent years the academic study of Arabic has become increasingly sophisticated and broad.

We invite researchers engaged in the analysis of Arabic to share original research in areas of Arabic language study, including but not limited to:

- Syntax, semantics, morphology, phonology, and phonetics.
- Computational analysis
- Historical analysis
- Sociolinguistics
- Anthropological linguistics
- Discourse analysis
- Teaching and learning of Arabic

Presentation formats include:

- (1) Colloquia: Scheduled for 2-hour blocks. Colloquium organizers may organize as they choose, but time should be allocated for opening and closing remarks, presentations, discussion and audience response. Organizers serve as the liaison between participants and the conference organizers. Organizers may choose to participate in the panel as a presenter or discussant.
- (2) Individual papers: 20 minutes long with a 10-minute discussion period.
- (3) Poster presentations: displayed for a 2-hour block of time; an opportunity to report on work in progress in one-on-one discussions.

Submission deadline November 15, 2009. Notification of proposal acceptance: December 15, 2009. A prize will be awarded to the best student presentation or poster; no separate application is needed.

Submissions can be made via (<https://www.softconf.com/a/GURT2010/cgi-bin/scmd.cgi?scmd=basicSubmit>).

The following pre-conference workshops will also be offered:

- 1- Arabic language teaching
- 2- Arabic computational linguistics
- 3- Arabic language policies and planning.

Coordinators: Graham Katz (egk7@georgetown.edu) and Reem Bassiouney (rb369@georgetown.edu).

❖ **National Council of Less Commonly Taught Languages 13th International Conference: Moving LCLTs to a New Professional Level**

Sheraton Madison Hotel, Madison, Wisconsin, April 22 - 25, 2010

The Thirteenth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 22-25, 2010, in Madison, WI (with a pre-conference workshop scheduled for Thursday, April 22th). Proposals are solicited for individual papers, colloquia, and poster sessions. Proposals should fall broadly within the conference theme, "Moving LCTLs to a New Professional Level." Although proposed presentations may focus on individual languages, they should address issues that clearly relate to more than just that one language. Presentations may address the linkage between language study and professionalization, curriculum and material development, methodology, bilingual education, heritage language learners, autonomous and self-instructional settings, outreach and advocacy, and the use of technology in teaching languages. Other topics such as teacher training, professional development, research, and assessment are also welcome.

Individual papers are to be 20 minutes long. A paper should focus clearly on issues related to the main conference theme. Papers may be based on research or practical experience. Colloquia are to be 90 minutes

long. A colloquium proposal should specify three or more presenters who will address the conference theme. Preference will be given to colloquia that cut across different languages or language groups. Poster and presentation sessions may focus on completed work or work in progress related to the teaching and/or learning of less commonly taught languages. They may be in either the traditional poster format, such as presentation of materials or of research completed or in progress, or demonstrations of instructional or information technology.

Proposals may ONLY be submitted in electronic format using the NCOLCTL Session Proposal Submission Form (form and detailed instructions at <http://www.councilnet.org/conf/conf2010/prpsl.htm>). The Proposal Submission form is a "fillable" PDF file that can be completed with Adobe® Acrobat® or Reader® and then submitted to NCOLCTL via e-mail. This is the only format in which Proposals may be submitted. The form contains detailed instructions for its use. Please contact the NCOLCTL Secretariat (ncolctl@mailplus.wisc.edu) with any questions. For a proposal to be considered, all fields of the form, including, title, abstract, proposal, type of session, technology needs and contact information must be completed in full. Incomplete proposals may be disqualified.

The deadline for receipt of proposals is Friday, November 30, 2009. Applicants will be notified by the Program Committee by Monday, January 21st, 2010 whether or not their proposal has been accepted. At least one presenter from an accepted presentation will be required to pre-register. Details about pre-registration will be provided in the acceptance notification.

If you have any questions regarding Proposal submission, please contact the NCOLCTL Secretariat at:

ncolctl@mailplus.wisc.edu
NCOLCTL
4231 Humanities Building
455 N. Park Street
Madison, WI 53706

Tel: 608-265-7902
Fax: 608-265-7904

❖ **World Congress for Middle Eastern Studies**

Barcelona, July 19th - 24th 2010

The European Institute of the Mediterranean (IEMed), the Universitat Autònoma de Barcelona (UAB) and the Government of Catalonia are pleased to invite you to the third World Congress for Middle Eastern Studies (WOCMES), to be held in the city of Barcelona from 19th to 24th July, 2010.

The World Congress seeks to address, explore and exchange information on the state-of-the-art in Middle Eastern Studies in its broadest sense. The invitation is aimed at scholars, researchers, educators, students, professionals and other groups interested in studies on North Africa, Middle East, Muslim states of Central Asia as well as other regions of the world which are directly or indirectly affected by affairs in these areas.

The deadline for submission is December, 15th 2009. For detailed information on the types of presentations and the submission process, please see http://wocmes.iemed.org/en/step_2/subseccio. Downloadable forms (.rtf-files) can also be sent to the WOCMES Secretariat by:

E-mail: wocmes@iemed.org.
Fax: +34 932 470 165
mail: European Institute of the Mediterranean
C/ Girona 20, 5a planta
08010 Barcelona, SPAIN

Complete registration information is located at: http://wocmes.iemed.org/en/1_registration/subseccio.

EMPLOYMENT OPPORTUNITIES: ACADEMIC

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

❖ Monterey Institute of International Studies: Assistant Professor GSTI Arabic Program

Full-time faculty to teach Master's level courses in translation and/or interpretation, as well as building the program, beginning in August 2009. Ref. No.: 3665

Arabic Program.
Initial 3-year commitment.
Teach courses matching the candidate's skill-set

Possible teaching assignments include:

Translation (Arabic English): Courses are small, intensive, learner-centered seminars (up to 12-15 students) focusing primarily on different text types typical of authentic professional assignments (commercial, scientific, technical, legal, political, journalistic) and ranging from introductory to advanced level.

Consecutive interpretation (Arabic English): Courses are small, intensive, learner-centered seminars (up to 12 students) that build from basic listening and retention skills to using consecutive notes to render the complex communication typical of technical meetings, negotiations, interviews, international conferences, as well as in diplomatic, legal and medical settings.

Simultaneous interpretation (Arabic English): Courses are small, intensive learner-centered seminars (up to 12 students) that build skills to professional conference interpretation standards, with exposure to a range of other interpretation settings (e.g. interpreting for legal proceedings, and liaison interpreting for business meetings)

Building the Program: Assisting with efforts to build enrollment for the program. This will include recruiting efforts, initiating agreements with universities, governments, nongovernmental organizations, and other organizations that might serve as feeders to the program, domestic and international travel, including to the Middle East, and other duties as assigned

Requirements: The successful candidate will be a highly experienced translator and/or conference interpreter ready to shift his/her primary focus to teaching, while remaining active in the profession. M.A. required, PhD preferred. Extensive professional experience in translation and/or interpretation. International stature as a professional and/or scholar. At least three years of teaching experience in the same field at the graduate level. Rank at hire will depend on years and type of experience, graduate degree, publications, and professional standing. The successful candidate will be versatile, willing and able to teach: a variety of both translation and interpretation courses, and/or courses in more than one language combination, and/or certain non-language-specific courses (e.g. terminology management, theory of translation).

Additional Information: Other possible assignments

- Recruiting and program development
- Advising students
- Organizing exam sessions
- Assessing student applications for language proficiency
- Participating in student recruiting events
- Serving on committees
- Directing student theses

Application Instructions: Please apply online and attach the following application materials: Current CV
Letter of interest specifying particular suitability for the position Graduate Transcript Three Current Letters
of Recommendation. To apply, go to:

<http://miis.interviewexchange.com/jobofferdetails.jsp?JOBID=13174>.

EOE

❖ **University of Leeds: Chair in Arabic and Middle Eastern Studies**

<http://hr.leeds.ac.uk/jobs/ViewJob.aspx?m=all&Jid=482>

The Department of Arabic and Middle Eastern Studies (AMES) at the University of Leeds is a core constituent member of the School of Modern Languages and Cultures, the largest institutional provider of Modern Language degrees at undergraduate and postgraduate level in the UK. AMES supports a wide range of teaching and research across all areas of Islam: Qur'anic studies the Middle East and Arabic politics, history and culture. The Department teaches around 90 single honours students and 56 students on joint honours programmes. It also contributes to a range of PhD, MPhil and MA programmes, and from 2010 will be adding its own MA in Middle Eastern and Islamic Studies.

The University is currently looking to appoint an outstanding individual to a newly created Chair position in AMES. This individual will additionally be Head of Department for their first three years. This is therefore an exciting opportunity to help shape the future direction of AMES at a time of high student demand and widespread recognition of the global strategic importance of the Middle East and Islam. The appointee will be expected to design and implement a strategic plan with a view to consolidating and advancing the Department as a leading centre for Arabic and Middle Eastern Studies at home and abroad.

The successful candidate will be expected to have a significant trackrecord of achievement within research in one or more aspects of Arabic, Islamic and Middle Eastern Studies.

For further information, including details of how to apply, please visit www.perrettlaver.com, quoting reference 0513.

The deadline for applications is midday on Tuesday 1st September 2009.

Shortlisted candidates will be invited to attend formal interview for this post in Leeds on the afternoon of Monday 19th October 2009.

Salary: Please discuss with Perrett Laver

❖ **Santa Monica College: Adjunct Professor of Arabic**

Santa Monica College is currently conducting a search for an adjunct professor to teach Arabic 1 starting the Fall 2009 semester beginning August 31, 2009. The minimum qualifications for this position are an

M.A. in Arabic (or Islamic Studies or a related field) or the equivalent in education or work experience. Experience teaching college level Arabic is a preferred qualification, but not a requirement for the position.

If you are interested in interviewing for the position or would be able to refer a qualified candidate, please e-mail your CV as soon as possible and visit the Santa Monica College website (www.smc.edu) to complete the application (Campus Resources/Human Resources/Academic Personnel Human Resources/Forms). You may also contact Ms. Jeanne Laurie, Modern Language Dept. Administrative Asst. at laurie_jeanne@smc.edu or (310) 434-4248.

I would like to interview candidates the week of July 27 or as soon after that as possible.

Toni Trives, PhD
Chair, Dept. of Modern Languages
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405
Tel: (310) 434-4939
trives_toni@smc.edu

❖ **University of Montana: Adjunct Trainers**

The Defense Critical Language/Culture Program of the Mansfield Center at the University of Montana is in the process of expanding its pool of adjunct trainers to enable it to respond quickly to Department of Defense training requirements, including Iraqi Arabic language and culture.

Candidates who are potentially interested in being considered for the program are asked to respond to the contact noted below. Our interest extends to candidates who might be available to teach online. Completed files will be valid for one academic year, and teaching positions will be offered when they become available. Information on the program, including brief descriptions of the Language and Culture courses currently being offered are published on the Center's website - Defense Critical Language/Culture Program (<http://www.umt.edu/mansfield/DCLCP/index.html>).

New Applicants or former Adjuncts who have not taught within the last academic year:

- One letter of application, which indicates ones interest (or, for former adjuncts that ones current file should remain active). Please also indicate area(s) of interest, times available, and courses preferred. Indicate area(s) of interest, expertise and any appropriate experience, specify degree(s) received, and the time you are currently available.
- An updated, current resume/CV - through May 2009
- Evidence of effective teaching, including a brief Statement of Teaching Philosophy
- Courses you are qualified to teach, have experience in teaching, including area (s) you are particularly interested in teaching.
- Prior teaching experience, including any experience in working with the military
- Transcript from most recent academic study

Submit your materials to:

Defense Critical Language/Culture Adjunct Committee
Maureen and Mike Mansfield Center
University of Montana
Mansfield Library - Level 4
32 Campus Drive
Missoula, Montana 59812

Please include the following forms with your submission materials: Background Check Authorization, Self-

Identification.

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

The Department of Classical and Modern Languages, Literatures, and Cultures at Wayne State University is seeking a Lecturer in Arabic beginning fall 2009 (classes begin 3 September 2009). Qualifications: M.A. in Arabic language, literature, or applied linguistics; Ph.D. preferred; native or near-native fluency in modern Standard Arabic, at least one dialect, and English. Duties: Teaching Arabic for academic purposes along ACTFL proficiency guidelines (three courses each semester at elementary and intermediate levels), participation in the administration of the Arabic program and the Department, other duties as assigned.

The application consists of a letter of interest and a C.V., both to be posted online at <https://jobs.wayne.edu> under position number 036399. Applications will be reviewed starting August 1st.. Please arrange for three letters of reference to be sent to

Dr. Margaret E. Winters, Chair
mewinters@wayne.edu
CMLLC
487 Manoogian
Wayne State University
Detroit MI 48202.

Questions should be addressed to Dr. Winters.

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

EMPLOYMENT OPPORTUNITIES: OTHER

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

❖ **Advanced Learning Schools, Riyadh, Saudi Arabia: Arabic Coordinator**

We invite applications for Arabic Coordinator to begin in September 12, 2009. The successful candidate must be able to demonstrate a thorough knowledge of subject area and produce curriculum documentation that reflects the International Baccalaureate requirements, plan curriculum documentation collaboratively, ensure that record keeping is maintained, and reflect the IBO assessment criteria/requirements, and demonstrates knowledge and application of different instructional strategies and methodologies. Native or near-native proficiency in Arabic and at least an MA in an appropriate discipline is required. School will provide competitive salary, housing, tickets, transportation allowance and a stipend.

Please send letter of application, curriculum vitae, and three letters of reference to: HR Manager;
admin@alsschools.com.

❖ **Basis Technology: Arabic Linguists**

Basis Technology Corp. is seeking to hire two Arabic linguists who are also native speakers of Arabic for a short term, temporary contracting assignment. The job requires the applicants to be US citizens who have security clearance. The work will start immediately and would be for about one month approximately. It includes tagging Arabic articles with names of people, organizations, cities, countries, etc. Therefore the best candidates for the position would be two native speakers who are patient, detailed oriented, can follow

directions, and have excellent command of Arabic and English. This position requires one to work approximately 20 hours per week. The pay is \$25 per hour. If you are interested in the position, please send your resume to Bushra Zawaydeh at bushraz@basistech.com.

❖ **Center for Computational Learning Systems, Columbia University: Arabic Lexicographers and Annotators**

The Columbia Arabic and Its Dialects Modeling (CADIM) group at the Center for Computational Learning Systems at Columbia University is seeking native speakers of Arabic of different dialectal backgrounds to work on a research project on the Arabic language.

WHAT: We are looking for lexicographers, and annotators. The positions are all part time.

WHO: The ideal candidate is: detail oriented, with some linguistic training, possesses a high level of modern standard Arabic (MSA) proficiency, is comfortable using computers, and is eligible to work in the US. We will provide paid job training.

WHEN: The project starts immediately.

HOW MUCH: Pay is commensurate with professional experience.

WHERE TO APPLY: Please forward your CV and a short cover letter to (colaba-annotation@ccls.columbia.edu) indicating your native dialect and your level of MSA proficiency.

The CADIM Group
Columbia University in the City of New York

❖ **Janya: Arabic Computational Linguist**

Janya Inc., located in suburban Buffalo, New York, is a leader in technology pertaining to natural language processing, machine learning, information extraction and text mining.

We are seeking a computational linguist to (i) participate in R&D efforts involving natural language processing, and (ii) enhance the Semantex platform by adding multilingual processing capabilities. Requirements: (i) PhD preferred in Computational Linguistics, Linguistics or Computer Science; (ii) work experience in production-quality NLP systems. Expertise in Arabic NLP, including familiarity with various dialects of Arabic is required; experience with Farsi and Urdu is highly desirable.

This position is in Buffalo, NY. Candidates must be eligible to work in US, although a U.S. citizen is preferred. Salary will be commensurate with education and experience. Janya offers a generous benefits package that includes health insurance, 401 (k) plan and vacation time.

Requirements:

- PhD or Masters degree in Computer Science or Linguistics
- Expertise in Arabic NLP
- 3-5 years hands-on experience in development of large-scale text processing systems
- Linux and Windows development experience

For immediate consideration, please send a MS Word or PDF version of your resume to careers@janyainc.com. Important: The subject field of your email must include Computational Linguist.

EEO.

❖ **Lingo-Ease, Bahrain: Arabic teacher for Gulf/MSA Arabic**

Lingo-Ease in Bahrain seeks an Arabic teacher who can teach Gulf/MSA Arabic for September (just after Ramadan - so to arrive in the last week of September).

Requirements: This would be a full-time teaching post requiring up to 30 hours teaching weekly with an additional 10 hours preparation/administrative commitment.

Native fluency in the Arabic language and a fluency in English an advantage

MA in teaching Arabic as a foreign language or equivalent qualification/experience

At least 2 years experience in Arabic language teaching (as a foreign language) education and methodology

Strong ability to develop leveled Arabic curricula and materials using communicative/interactive methods

Excellent communication/interpersonal skills and cultural sensitivity

Ideally in possession of a TEFL qualification

MAIL TO: lingoease@gmail.com

CV stressing language/dialect skills and experience

A cover letter

Two letters of reference (1 from current/previous employer/1 relating to teaching experience)

University/Teaching certifications

Relevant scanned passport pages

❖ **Listen & Learn: Arabic Teachers**

We are a successful language training company working with freelance trainers all over the world to provide private tuition for numerous languages, but mainly in the US and the UK.

We are looking for Arabic teachers all over USA to fill in positions of private or corporate tuition for our clients.

In order to be eligible for this position, you should be a native speaker or have a language degree and at least two years experience in teaching. You will also be required a visa/working permit if you are not a citizen of the country where we are currently searching. Candidates who do not match these criteria will not be considered in the recruitment process. The company offers free lance-part time positions, and can not sponsor your visa.

If you think you are the right teacher for this position please send your resume and references to ingrid@listenandlearn.org.

❖ **Routledge: Author for Maghrebi Arabic Book**

Routledge is looking for an author to write a new addition to the Routledge Colloquials series: Maghrebi Arabic. The Colloquial series is aimed at self-study learners and covers over 60 languages. There are already successful Colloquials for Gulf Arabic, Arabic of Egypt and Levantine Arabic. For more information on the series see: <http://www.routledgelanguages.com/books/colloquials>.

The person would need to be a native or near-native speaker of Maghrebi Arabic and have excellent English. You also need to have experience of teaching adults at beginner level, as well as insight in the special needs of someone studying without a teacher. If you are interested and qualified (you meet the above-mentioned criteria) to write such a book, please contact Andrea Hartill, Senior Commissioning Editor for Language Learning at andrea.hartill@tandf.co.uk. Please send your resume and a short covering letter detailing how you meet the above criteria.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

❖ Centre for the Advanced Study of the Arab World (CASAW): Teaching Arabic to non-native speakers using a communicative approach

The Centre for the Advanced Study of the Arab World (CASAW), a joint initiative between the universities of Edinburgh, Durham and Manchester, will be running a 1-week intensive CPD course in teaching Arabic to non-native speakers using a communicative approach. The course will take place 3- 7th August 2009.

Cost: £275 (This is simply to cover workshop costs, we are not looking to make any profit. The cost includes tea/coffee and a modest lunch.)

Location: British Council, 10 Spring Gardens, London, SW1A 2BN

Aims of the Course: The broad aim of the course is to raise the standard of the teaching of Arabic in UK academic institutions and schools. The CASAW Teaching Arabic course is designed to help participants design and deliver Arabic classes in a dynamic and communicative manner, which ensures a high level of student motivation and rapid academic progress in all four language skill-areas: speaking, listening, reading and writing.

Course Content: The course shows clearly that the latest thinking in the teaching of English as a foreign language (EFL) can be applied to Arabic with relative ease. Participants will be given the opportunity to teach real 'live' Arabic classes and given constructive feedback by tutors and peers.

- communicative teaching methodology
- effective lesson planning
- course design
- material production
- designing language drills
- student monitoring and evaluation
- correction techniques
- effective use of Arabic in class
- teaching observation
- peer observation
- self-evaluation
- micro-teaching
- e-Learning/e-Teaching skills & resources

Who should apply? Applicants to the course must have native or near-native competence in Arabic and should be teachers, either of Arabic or of another subject and interested in transferring their skills to teaching Arabic.

How to apply? To register your interest for this event please complete the form downloadable via the link below:

http://www.casaw.ac.uk/index.php/weoffer/more/best_practice_fo_teaching_arabic_a_comunicative_approach_3-7_august_british/

Course Programme: The course programme is downloadable by following the link below:

http://www.casaw.ac.uk/index.php/weoffer/more/best_practice_fo_teaching_arabic_a_comunicative_approach_3-7_august_british/

For further details, please feel free to contact:

Jonathan Featherstone: jonathan.featherstone@ed.ac.uk; Mourad Diouri: m.diouri@ed.ac.uk

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.

❖ **George Mason University: Iraqi Dialect - ARAB 380 - Topics in Arabic Dialect**

This fall 2009, George Mason University in Fairfax, VA will offer Iraqi Dialect - ARAB 380 - Topics in Arabic Dialect. This course is offered on MW 4:30-5:45. This course is open to Mason students, consortium, and the public. Students must have taken at least two years of Arabic, or they may also take ARAB 250-Gateway to Advanced Arabic in the summer, or they will need permission from the instructor.

Course Description, Goals and Objectives: Iraqi Arabic course is designed to teach the colloquial language of the people of Iraq, with the emphasis on the dialect of the capital, Baghdad, northern and southern Iraq as well. The course will teach students to converse in the target dialect and comprehend the spoken Iraqi dialect. Besides learning the daily conversation, you will be introduced to some idioms, folkloric songs, proverbs, and Iraqi literature. The Iraqi dialect course will also examine linguistic and grammatical aspects of the dialect and compare it to the Modern Standard Arabic. The linguistic background of Iraqi Arabic will cover phonology, morphology, verbs, inflection, numbering, pronouns and syntax. Through class discussion and students' presentations, you will learn more about Iraqi cities, society, culture, literature, and lifestyles of the Iraqi people.

For further information, contact Sanaa Hilmi, at shilmi@gmu.edu.

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.

❖ **Boston Public Schools: Seeking partners to field-test curriculum**

Boston Public Schools is developing, testing, and distributing a standards based high school Arabic curriculum and is seeking partners to field-test a curriculum as part of its Marhaba! Project. This curriculum is unique in that it is not textbook dependent and thus allows students to create their own workbooks under the guidance of a teacher. The course provides students with an introduction to Modern Standard Arabic and Arab cultures and is designed for students who have never studied Arabic before.

To ensure that the curriculum is well suited to secondary students in a variety of settings, the Marhaba! Project is seeking six schools who are willing to use the curriculum and gather and provide feedback throughout the 2009-2010 school year. Pilot schools will also have access to teacher training and support in implementing the Marhaba! curriculum. The feedback students and teachers provide will inform the development of the final product.

This project is being carried out under a grant from the U.S. Department of Education. For more information about the Marhaba! Project, visit <http://www.marhabaproject.org> and click on the curriculum icon to hear students talk about their experiences with it.

If your school is interested in participating in the pilot project, please contact Dora Johnson at the Center for Applied Linguistics, djohnson@cal.org.

❖ **CalligraphyQalam.com: Website for Arabic, Ottoman, and Persian calligraphy**

CalligraphyQalam.com is live! I'm writing to announce the launch of CalligraphyQalam.com (<http://calligraphyqalam.com>). This website uses interactive tools to interest students of Arabic in Arabic, Ottoman and Persian calligraphy.

CalligraphyQalam.com features

- extensive image gallery with over 300 images
- nine video clips
- interactive timeline
- discussion forum
- script recognition game
- blog about calligraphy and related arts
- information about calligraphy classes
- information about 13 different scripts
- information about nine major calligraphers
- and much, much more!

I invite you to visit the website at <http://calligraphyqalam.com>, and share this resource with your students. Please let me know if you would like to add resources to the website (I'd especially like to know about any calligraphy classes you know of in the U.S.) You can send me feedback or comments at elisabeth@calligraphyqalam.com.

❖ **CASAW: eFlashcard Sets**

As we are preparing our students here at CASAW (Centre for the Advanced Study of the Arab World), University of Edinburgh, to go abroad for their immersion Arabic programme, may I share some related resources that I designed for our learners to help them improve their spoken skills of the Arabic dialect:

- eFlashcard Set (How to say Thank you in Arabic)
- eFlashcard Set of "Commonly-used Colloquial Words and Expressions"

Hope that everyone will find the resources useful. May I request from everyone if you could kindly post some feedback and suggestions for improvement of the resources via the site.

eFlashcards and other CASAW resources are located at: <http://www.e-arabic.com/>.

❖ **ILR: Free Language Self-Assessments**

Speaking, reading and listening self-assessments are available (with comments welcome) via the main/home page of the Interagency Language Roundtable at <http://www.govtilr.org/>.

These self-assessments are not language-specific. Instead, they ask you to indicate if you can perform tasks ranked by skill level. They are intended as a guide for people who have not taken a U.S. government-sponsored language test and would like to have a rough estimate of their proficiency. The self-assessment questionnaire will produce an estimate of current foreign language abilities. It is in no way intended as a replacement for the existing ILR Skill Level Descriptions.

❖ **Joint National Committee on Language: New Paper Available**

The JNCL website has posted a paper by Meg Malone and Frederick Jackson, that attempts to provide a summary of findings about national language needs, a review of research into contexts for instructed second language teaching/learning, and some recommendations for establishing what is termed (after Dick Schmidt) a "National Language Framework."

The title of the paper is: Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework. It can be downloaded from:
http://www.languagepolicy.org/documents/synthesis%20and%20summaryfinal040509_combined.pdf.

❖ **LDC Newsbook: GALE Phase 1 Arabic Newsgroup Parallel Text - Part 2**

GALE Phase 1 Arabic Newsgroup Parallel Text - Part 2 contains a total of 145,000 words (263 files) of Arabic newsgroup text and its translation selected from thirty-five sources. Newsgroups consist of posts to electronic bulletin boards, Usenet newsgroups, discussion groups and similar forums. This release was used as training data in Phase 1 (year 1) of the DARPA-funded GALE program. This is the second of a two-part release. GALE Phase 1 Arabic Newsgroup Parallel Text - Part 1 was released in early 2009.

For a detailed description, see the catalog of the Linguistic Data Consortium at:
<http://www ldc.upenn.edu/Catalog/CatalogEntry.jsp?catalogId=LDC2009T09>.

❖ **NMELRC and CARLA: New study abroad resources**

The "2009 Director's Report: On Achieving Professional- Level Proficiency" has been posted to the website of the National Middle East Language Resource Center (NMELRC): <http://nmelrc.org/>

This short piece provides an overview of the increased demand for study abroad this year and some useful links for students, teachers, advisers, etc. We're particularly concerned that students are not prepared to make the most of their experience abroad. Please let them know about these resources.

The Center for Advanced Research on Language Acquisition (CARLA) just released *Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use*. For this and other useful resources, go to: <http://www.carla.umn.edu/maxsa/guides.html#professionals> (scroll down for *Maximizing*).

❖ **Non-native or Heritage Speakers of Arabic: Request for your participation in research project Arabic dialect comprehension**

I'm writing to invite any of you who are non-native or heritage speakers of Arabic to participate in my research project, which is on L2 Arabic dialect comprehension. The purpose of this study is to contribute to the discussion of diglossia and Arabic teaching by contributing empirical evidence about factors that affect L2 Arabic dialect comprehension.

Please feel free to encourage any of your students as well as any other non-native or heritage speakers of Arabic you know to participate in this project. I am looking for all levels of learners, from beginner to near native, and with all different exposures to colloquial Arabic, from none to full time dialectologists. The project has IRB approval from Michigan State University, and can be accessed at the following link. The activity should take about 30-45 minutes to complete, depending on how fast you type.

<http://clear.msu.edu/teaching/online/ria/mashup2/view.php?ID=1596>

Thank you for your time, and please feel free to contact me with any questions.

Emma Trentman
PhD Student, Second Language Studies
Michigan State University
trentma1@msu.edu

❖ **UCLA’s Center for Near Eastern Studies (CNES): Iraqi Tutor and Other Web-Based Instructional Programs**

In April, UCLA’s Center for Near Eastern Studies (CNES) went live with web-based instructional programs in Azeri (also known as Azerbaijani) and the Iraqi dialect of Arabic. Developed with a total of \$417,931 in grants from the International Research and Studies (IRS) program of the U.S. Department of Education, Azeri Tutor, Iraqi Tutor and the first-of-its-kind Turkish Tutor (2004) function as course supplements and as free, self-paced, standalone college courses.

Iraqi Tutor consists of interactive lessons in which students watch short video clips from a popular Iraqi TV show and listen to audio clips of dialogue and vocabulary. The program contains eight lessons, each with 4–6 scenes, and an introduction to Iraqi Arabic that covers the Iraqi phonetic system, pronunciation practices, and other characteristics of the Iraqi dialect.

Find the Iraqi Tutor at: <http://languagetutors.ucla.edu/iraqitutor/> (click on the “Help” tab for instructions on how to use the materials).

❖ **UCLA Language Materials Project (LMP): K-12 Gateway to the Less Commonly Taught Languages**

The UCLA Language Materials Project (LMP) has launched an abundant new site for elementary and secondary foreign language teachers, the K-12 Gateway to the Less Commonly Taught Languages.

The core of the site is a complete set of downloadable lesson plans and supplementary materials for teaching a first year language class. Written in English, the plans can be adapted to any language and grade level.

The lessons were created by Florence Martin of California State University Long Beach, who has taught languages at all levels from kindergarten through college, and speaks two Less Commonly Taught Languages. Pilot-tested by K-12 teachers from Anchorage to Virginia, the site offers easy navigation to a wealth of information.

In addition to the lessons, there is a section on curriculum design, standards, and proficiency-based teaching. A resource section offers links to national Language Resource Centers, language teachers associations, teachers’ forums, assessment guides, and professional development opportunities.

The K-12 Gateway resides within the larger Language Materials Project website. Gateway visitors are only a click away from the language profiles and authoritative bibliography of teaching materials for which the LMP has been known since 1992. The LMP has augmented the bibliography with detailed citations of several hundred items for younger audiences.

The Gateway was created with support from the US Department of Education’s Title VI, International Research and Studies program.

Try out the Gateway at www.lmp.ucla.edu/K-12.