U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE 84.017A-3
CFDA # 84.017A
PR/Award # P017A090315
Grants.gov Tracking#: GRANT10263334

OMB No. 1840-0795, Expiration Date: 08/31/2010
Closing Date: APR 23, 2009

Table of Contents

Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e5
3. *SF 424B - Assurances Non-Construction Programs* e7
4. *Disclosure of Lobbying Activities* e9
5. *427 GEPA* e10
   - *Attachment - 1* e11
6. *ED 80-0013 Certification* e13
7. *Dept of Education Supplemental Information for SF-424* e14

Narratives

1. *Project Narrative - (Abstract Narrative...)* e15
   - *Attachment - 1* e16
2. *Project Narrative - (Project Narrative...)* e17
   - *Attachment - 1* e18
3. *Project Narrative - (Other Narrative...)* e48
   - *Attachment - 1* e49
   - *Attachment - 2* e56
   - *Attachment - 3* e64
   - *Attachment - 4* e67
   - *Attachment - 5* e69
   - *Attachment - 6* e71
   - *Attachment - 7* e73
   - *Attachment - 8* e74
4. *Budget Narrative - (Budget Narrative...)* e75
   - *Attachment - 1* e76

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The College of William and Mary

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 112,113	$ 144,912	$ 148,933	$ 0	$ 0	$ 405,958
2. Fringe Benefits	$ 15,983	$ 26,931	$ 28,037	$ 0	$ 0	$ 70,951
3. Travel	$ 4,800	$ 4,300	$ 1,600	$ 0	$ 0	$ 10,700
4. Equipment	$ 4,500	$ 0	$ 0	$ 0	$ 0	$ 4,500
5. Supplies	$ 2,500	$ 1,000	$ 1,000	$ 0	$ 0	$ 4,500
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 3,591	$ 5,182	$ 5,182	$ 0	$ 0	$ 13,955
9. Total Direct Costs (lines 1-8)	$ 143,487	$ 182,325	$ 184,752	$ 0	$ 0	$ 510,564
10. Indirect Costs*	$ 59,764	$ 78,400	$ 79,443	$ 0	$ 0	$ 217,607
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 203,251	$ 260,725	$ 264,195	$ 0	$ 0	$ 728,171

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2010 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): Office of Naval Research
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: The College of William and Mary	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-projectabstract.pdf**

Abstract:

Teaching Arabic Variation: Developing language resources for integrating Modern Standard Arabic and Arabic dialects

This instructional materials project aims to develop, produce and widely disseminate a curriculum integrating Modern Standard Arabic and several major Arabic dialects.

At the present time there is a demonstrated need for greater numbers of individuals who are knowledgeable about and fluent in the Arabic language, as recognized by all branches of the US government, as well as by large segments of the American public. An important but often overlooked aspect of gaining fluency in Arabic is the attainment of productive fluency (in speaking) in at least one of its dialects, and some passive fluency in one or more other dialects (in listening). Recently more attention has been paid to this aspect of learning Arabic, but there has so far not been a curriculum that has addressed it in a serious manner. The curriculum and language learning resources proposed in this grant are an attempt to address the issue of teaching Arabic variation in both an integrative as well as discrete manner. The curriculum is discrete in its approach by having a primary series of three resource levels focused on Modern Standard Arabic (with 12 thematic units each), along with a parallel series of four resource modules each dealing with one of the four main dialect areas: Maghrebi, Egyptian, Levantine, and Iraqi (each based on the dialect of the capital city, the unofficial "standard dialect"). This allows a discrete focus on different varieties in order to limit linguistic dissonance on the part of the learners. The curriculum is integrative in that each level or module includes information on other varieties. For example, in the Modern Standard Arabic module each unit has as its cultural focus a different urban cultural center in the Arab world, and as part of that feature distinctive phrases in the local dialect are provided to give students their first taste of Arabic linguistic reality in all its variety. In the dialect modules information is likewise provided on important local dialects within the national spheres treated: for example, the Egyptian Arabic module would include information on distinctive features of Sa`iidi, Alexandrian, and Bedouin dialects, among others, which are an important part of the linguistic competence of native speakers of this dialect. We are asking for support for the development, testing, revision, and production of a little more than half of the project: two levels of MSA, and two modules of the dialects (Moroccan and Iraqi). The project in its entirety will eventually provide materials for at least three to five years of study of Modern Standard Arabic and at least one of the Arabic dialects covered by the materials, depending on the number of class hours per week and the amount of time devoted to the study of a dialect. They will be learner centered, technology-rich, and tasked based, with each unit developing the four skills in a coordinated and focused manner. The materials will be pilot-tested at The College of William and Mary as well as at several institutions in the United States and abroad, and will be published in both printed form as well as in an online format.

The project is meant to address the gap between pedagogical theory and linguistic reality in Arabic L2 learning materials, as well as to provide a platform for decreasing the time needed to bring Arabic learners up to the higher levels of proficiency as measured by ILR/ACTFL guidelines. It addresses Competitive Preference Priority 1 in its focus on Arabic, both in its Modern Standard and dialectal forms.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1245-projectnarrativerev.pdf**

1. NEED FOR THE PROJECT (10 points)

a) Need for the proposed materials in the educational area to be served:

In order to seriously address the national security need for trained professionals in Arabic, Arabic language pedagogy today more so than at any time in the past has to confront several interrelated issues in dealing with the great diversity that exists among its many different varieties. While this has often been a topic of (sometimes heated) discussion in the past, more and more Arabic pedagogues are coming to grips with it in new and different ways, and it continues to be a topic of discussion in various media and forums. The issues touched upon in this discussion may be summed up in the following manner:

1. Linguistic reality: The reality of the Arabic language situation as it confronts learners and pedagogues is that there are many different varieties of Arabic, each with its own distinctive cultural and communicative significance, and each requiring acquisition of competence in it, as well as competence in mixing them. Past practice of ignoring this variety until several years into learning Modern Standard Arabic (MSA) is recognized as not being sufficient, that teaching only MSA does not serve learners adequately, and consequently there has been a paradigm shift recently away from whether to teach colloquial toward how to teach it. In confronting how to teach this kind of linguistic reality Arabic language pedagogues have expressed concern about two issues: that teaching a dialect along with MSA will create confusion (*linguistic dissonance*), and the question of which dialect to choose (*linguistic choice*).

2. Linguistic dissonance is defined here as the confusion created in adult learners by having to learn two different forms of a language simultaneously. It may be viewed from both the point of view of the learner as well as the instructor. Learners, for their part, have an expectation in their learning process of dealing with a consistent and logical set of structures and behaviors and *dissonance* often occurs when a learner is given a choice between two or more linguistic

structures which express the same or similar things but in structurally distinct fashions—for example, expressing “I want to go” as either *'uriidu 'an 'adhhab* (MSA) or *`aayiz 'aruuH* (Egyptian colloquial) or *bighiit nimshi* (Moroccan colloquial), etc. Confronting this variation could lead to a linguistic dissonance in the learning process, resulting in stalling the learner’s progress in acquiring the language. Instructors for their part have a desire to maximize clarity by focusing on specific aspects of the target language in their presentation. Dealing with multiple structures from multiple target language varieties will tend to decrease this clarity and focus and increase learners’ dissonance. Initial attempts to reduce this dissonance generally take the form of teaching only one form at a time and delaying dealing with *linguistic reality* for several semesters or years. Avoiding dissonance means avoiding reality, but dealing with reality must take the issue of possible learner dissonance into account in devising a program of instruction.

3. Linguistic choice: In confronting the linguistic reality of Arabic the first issue that confronts one is the choice of which variety or varieties to teach, and then how one deals with possible linguistic dissonance. Previous attempts at doing this have either delayed dealing with dialects for several years, or have chosen a dialect (usually Egyptian, the most widely understood one but also Levantine) and used that as a starting point for the class.

Proposed project: The proposed curriculum is meant to provide a flexible and nuanced approach to the issue of linguistic choice, as well as addressing the issues of linguistic reality and linguistic dissonance. It first of all recognizes that there is no one "correct" way to teach Arabic, but rather various possibilities that instructors or programs may use to achieve the goals they set for themselves and for their students. It makes allowances for these possible variations by providing resources for training in MSA as well as four main dialect areas, and instructors/programs may choose the path they wish to take: whether starting and keeping with

MSA for time before taking up a dialect, doing both MSA and a dialect concurrently, or starting with a dialect before taking up MSA. The expectation is also that the availability of materials such as these will encourage more programs to include training in a dialect at an earlier stage than they normally would have, and also to include some training in a dialect where it would not otherwise have occurred.

The availability of both dialectal modules along with MSA ones also addresses the issues of linguistic reality (by directly dealing with variation) and linguistic dissonance: having separate modules for different varieties allows for instructors and students to give a more detailed and disciplined focus on each variety, to develop a deeper proficiency in each, as they move toward integrating them in the advanced level and beyond.

b) priority of language materials and potential significance to national interest:

Developing advanced competence in Arabic has been a high priority for the U.S. government for many years now, and the materials proposed here will increase the likelihood of learners reaching that goal earlier and with a wider frame of reference than current materials do. It is important to note that in order to develop advanced competence the learner must include have some working knowledge of at least one dialect. In order to progress further up the scale, proficiency in at least one dialect must be coupled with some passive understanding of other dialects. This is something that no current curriculum in Arabic pedagogy can do. In addition to addressing linguistic competence the proposed curriculum also addresses the issue of cultural competence by integrating cultural, historical, and political information into each thematic unit, through interactive classroom exercises, video clips (authentic as well as project-specific), and student produced narratives and interviews. Increasing Americans' linguistic and cultural competence in Arabic is of the highest priority and importance at the present time, and these

materials will contribute significantly to attaining these goals.

2. POTENTIAL FOR THE USE OF MATERIALS IN PROGRAM TO OTHERS (5pts)

a) describe how the proposed materials have a good potential for being utilized by appropriate educational programs in other institutions in the United States

As noted in the previous section, the proposed curriculum is designed to be as flexible as possible, allowing instruction in different varieties of Arabic from different perspectives and for different purposes. As such, the curriculum has a very good potential for being utilized in educational programs throughout the United States and in summer language programs abroad. While designed specifically for the post-secondary level, it may also be used for the upper levels of secondary school. It will also find a ready audience among government officials and business professionals who need to develop skills in the Arabic language as part of their professional duties. In addition, the curriculum has been reviewed positively by a publisher (Pearson Prentice-Hall), which is interested in producing both textbooks as well as online websites for disseminating the resources. With the resources that Pearson provides, the proposed curriculum has the potential of reaching far beyond the current audience for presently-existing Arabic language materials, especially in the online format. The availability of internet sites will also allow for frequents updates of authentic materials, especially at the advanced levels, where media based topics often change quickly. It is assumed that the costs for the materials will be within the normal range for textbooks.

3. ACCOUNT OF RELATED MATERIALS (10 points)

a) Existing, similar materials (for the study of the language(s), region or country, or issue in question, with:

b) a critical commentary on the adequacy of such similar materials

A number of MSA textbooks published in recent years include some information on Arabic dialects (usually only one, and usually Egyptian), none of them provide either the overall breadth

of coverage of the curriculum proposed here, nor the depth of coverage for specific dialects. In addition, there is often a lack or limited amount of cultural material (both "small c" and "capital C" culture), as well as a lack of imagination when it comes to presenting linguistic material. There is an overreliance on rather outdated pedagogical methods (fill in the blanks especially), and, despite its lead in developing DVD based audio and video materials, the Georgetown University series already seems outdated, while the other textbooks never really attempted to bring themselves up to date with the latest technologies.

al-kitaab fii ta`allum al-`arabiyyah. (Kristen Brustad, Mahmoud al-Batal, Abbas al-Tonsi. Georgetown University Press. 2006 (revised ed.). 3 vol.) is by far the most widely used textbook for teaching MSA, and with good reason. It is comprehensive and has depth in its materials base, and is helped by the active involvement of its primary authors in promoting their methods through teacher training seminars. However, there has been a growing chorus of complaints against it, not all of them deserved, although some are. The lessons are not structured in such a way as to really promote oral proficiency, since the vocabulary is geared toward the video monologues (vol. 1) or a basic text (vol. 2 and 3), which do not always have a clear functional or task based goal associated with them. It therefore takes a good amount of extra work on the part of the teacher to develop those materials to go with each lesson. This series does attempt to provide some information on the Egyptian dialect in volume 1, by presenting the video monologues of each lesson both in MSA and in Egyptian Arabic, but there are no supporting materials provided to work with the dialect videos, and they are often not included as part of the curriculum. Ahlan wa Sahlan (Mahdi Alosh, Yale University Press, 2000), although used far less than the Georgetown series of textbooks, contains some interesting features at least towards the end of the book which makes it a competitor. There are two aspects of the work, however, which

make it less than appealing. The first of these is that it takes nine chapters or so to complete the introduction of the alphabet, which could lead to an inordinate delay (perhaps up to a semester) in students learning the complete alphabet. Second, all of the texts are completely vowelled throughout, which means that students are not trained to read the most common form of printed text, which is unvowelled. More to the point with regard to this proposal: it does not provide any materials for dealing with (or even mention of) Arabic dialects. (This textbook is currently undergoing a revision, which seems to include more illustrations and color, although the vowelled texts are still there, and it is not clear if there is any additional information provided on dialects). An Integrated Approach to Arabic (Elementary and Intermediate) (Munthir Younes, Yale University Press, 1999) is a pioneering effort on the part of the author, who tackles head-on the problem of Arabic variation (or diglossia (the presence of a written variety different from a spoken variety)) by taking as his starting point teaching the Levantine dialect, to which are added over the course of the textbook series more and more MSA forms. While Prof. Younes deserves much credit for developing this method, the textbooks are limited in the amount of material covered, as well as in the amount of drills and cultural materials made available by the texts. Another limitation is that it is difficult for native speaking teachers of a non-Levantine dialect to use these materials, since most would not be comfortable teaching a dialect other than their own. So while this text does address the issue of variation, it does so in a limited and not fully fleshed out way. Standard Arabic: An elementary-intermediate course (Eckehard Schulze, Gunther Krahle, Wolfgang Reushal, Cambridge University Press, 2000) is transitional in nature, trying to be a communicatively based work but really being more of a traditional grammar and translation textbook. The work suffers from a lack of focus throughout the text, in the inconsistent way in which it prioritizes the various proficiency skills and grammar topics, as well as in the lack of

cohesion in the structure of the lessons themselves. For example, in almost all of the lessons there is a difference between the topic of text 1 (meant to teach reading) and text 2, which is meant as a model for dialogues and conversations. Sometimes within a single text the kinds of topics can range over several unrelated matters, e.g. text 1 of Lesson 3 touches on a description of a city and places within it as well as names of Arab countries (no map provided), while text 2 of the same lesson deals with breakfast and food. While one can cite several other areas in which this text is less than satisfactory, it is sufficient for our purposes here to note here that even though the authors do introduce some colloquial phrases at various points in the text, it is very limited, and not followed throughout the text in a consistent manner.

Regarding colloquial Arabic materials: Quite a few new textbooks for Egyptian colloquial have appeared recently, and they are all satisfactory and well structured textbooks. Needless to day their focus is on one dialect, and they do not treat other dialects or the relationship of the dialect to the standard form. Likewise a recent textbook for Iraqi Arabic is a good contribution, but it too is very limited in its scope and extent of coverage of the dialect.

There have been several IRS awards given in recent years to projects which will develop certain types of Arabic materials, training, or assessment, and each of them is either limited in its scope and goals, or has a very different focus from the present proposal. (Note: we are leaving aside the projects dealing with K-12 materials, testing, or teacher training since the current proposal is geared toward the post-secondary level and beyond). The IRS-funded project (2007) at the University of Michigan to develop materials for an advanced level Arabic media class, including development of digitized online materials, is limited in scope to the advanced level, and appears to be more of a supplement to currently existing curricula rather than a stand-alone comprehensive one. In addition, since the project description makes no mention of dialect

variation, it can be assumed that such a topic will not figure in the final product. The IRS-funded project (2007) at the University of Montana to develop a textbook to teach the phonology of Arabic is limited in scope, emphazing as it does pronunciation (presumably) at the elementary level, although the proposal does not make this clear. In addition, the proposal makes no mention of treating dialectal variation, which should be important even in the pronunciation of MSA forms (and also mischaracterizes MSA as a dialect of Arabic). The IRS-funded project (2008) at Portland State is for online translation and interpretation modules, not for a basic pedagogical curriculum, and no indication is given of which type of Arabic the project will deal with, whether MSA or dialect. The IRS funded project (2003) at San Diego State for the on-line testing and assessment of three languages, one of which is Arabic, again has a very different focus and goal from the materials proposed here (assessment), and while it mentions the development of materials for Arabic dialects, none are specified, and the proposal does not deal with MSA.

c) note how the proposed material(s) do NOT duplicate other materials already in existence or already in progress

There are many points at which the present proposed work differs from the above mentioned works. One important difference is a very general one: previous textbooks for Arabic are limited in outlook and approach, as well as scope and substance, which the proposed series seeks to surpass and overcome.

Regarding **approach:** the approach of previous textbooks, while ostensibly "communicative and proficiency oriented," in actual fact turns out not to be the case. The case of Schulze et al is the most obvious one in which a claim is made for "proficiency" when in actual fact the proficiency drills appear to have been tacked on to a traditional text that is top heavy with grammar and translation. Even the most communicatively oriented of the texts, Brustad et al, falls short in its

mission as a proficiency oriented text since it is difficult many times to derive a communicative task from the lesson at hand, and even some which are provided do not go with the topic of the chapter. The proposed series is structured around a general communicative topic or situation, from which specific tasks are derived, developed, and extended. Each of these topics and tasks is taken through the steps of developing proficiency in the four skills. This approach is carried out throughout the core series (on Modern Standard Arabic), and in the dialect textbooks as far as the skills and contexts are appropriate.

Regarding **organization:** Each of the textbooks mentioned displays some weakness in its organization and pacing of materials. Schulze et al shows the most serious deficiencies in its organization, with a wide fluctuation in the number and range of vocabulary items from lesson to lesson. In both Brustad et al and Alosh, there is some problem with the long time spent on introducing the alphabet. In Brustad et al there is a serious organizational problem with the second and third volumes with the way vocabulary is introduced and how it relates to a particular topic. There is also a problem with the latter work in that it is not clear exactly where a student should end up after finishing each volume—i.e., it does not seem to lead to a clear goal in terms of proficiency levels or mastering particular tasks useful for the type of language being taught.

Regarding **topics covered and level:** the proposed textbook series covers a much wider range of topics than the above works. The only competition here would be Brustad et al, which, as noted above, covers at least three levels, but these books are heavily reliant on journalistic articles, almost all of them from nearly twenty years ago. The proposed series would also have a wider range of cultural background materials than any of the previously published works, and would retain the possibility of staying current by providing up to date materials relevant to the general topics via the internet.

Regarding **pedagogical elements:** The proposed series represents a break with past practice in Arabic curricula because it lays out a clear method for working through the topics and tasks. The common practice is to present vocabulary lists, a text, grammatical explanations, drills on these, without a clear notion of where one segment begins and ends, how to structure classes, what kind of drills to use in class, etc.

Regarding **writing style:** In the proposed textbook series we will try to maintain an economy of grammatical explanation in English, relying on exemplification and context. More detailed grammatical explanation would be available either in the appendices, on line, or eventually in the pedagogical grammar.

4. LIKELIHOOD OF ACHIEVING RESULTS (10 points)

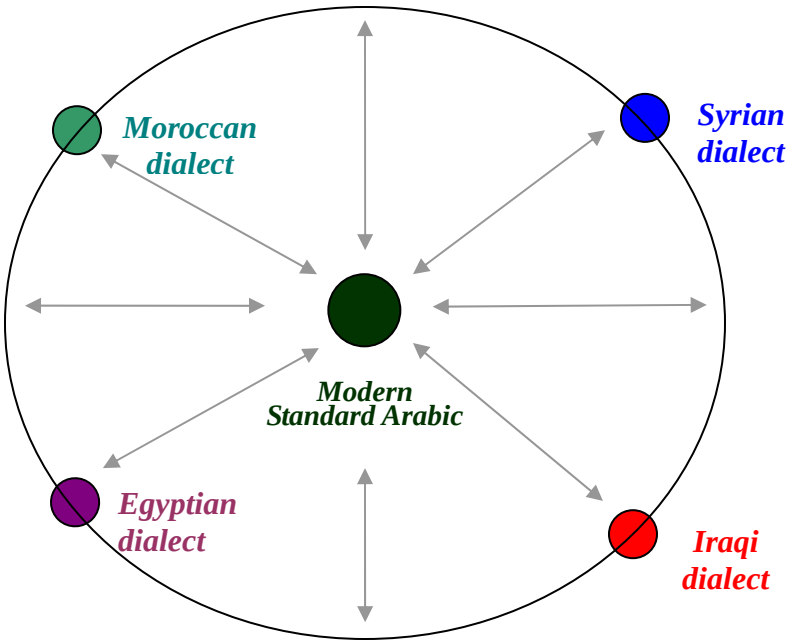
a) make sure to clearly define the objectives which the proposed material(s) are to serve

The objectives of this project are to develop a comprehensive curriculum for teaching and training in Arabic, integrating training in dialectal variation within the primarily MSA curriculum, and providing discrete modules for training in at least four major dialects. The materials are to be task-based and content oriented, meaning that they will be driven by theme based activities and goals, and will be be multimedia, incorporating video and audio content on both DVD and the internet. The materials will eventually be available completely on the web, but this is not part of the objectives at this stage of the project.

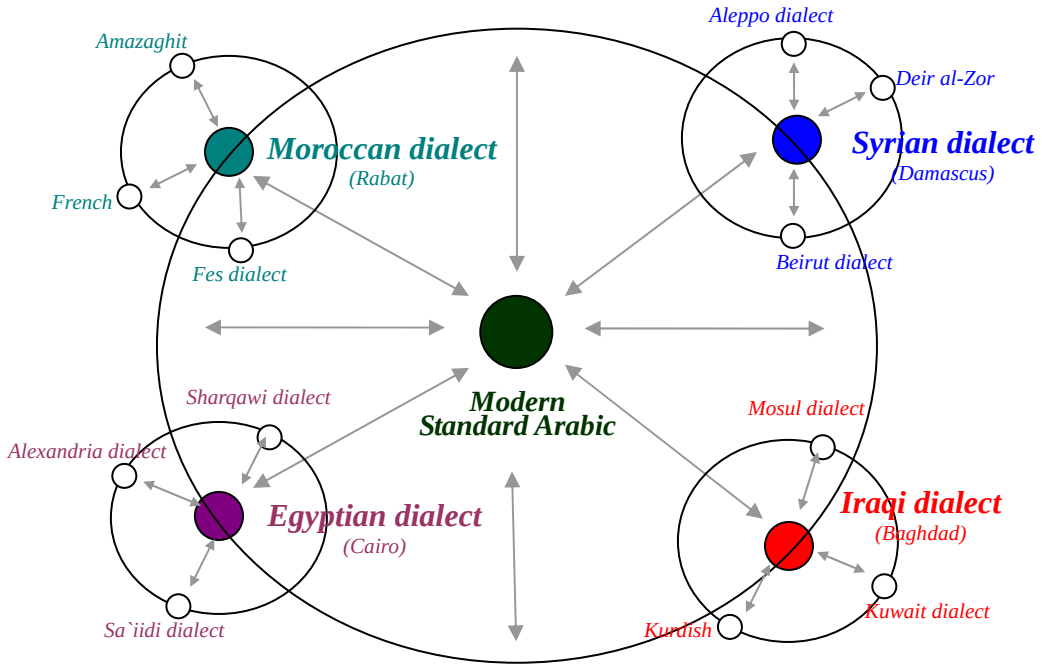
b) note that the outlined methods and procedures for preparing the material(s) are practicable and can be expected to produce the anticipated results

We have already done quite a bit of planning the structure of the materials to be developed under this grant, and believe that the method used, and the application of it, are the most practicable ones for dealing with the complexities of Arabic language variation. For example, each module (in published form, textbook) has a focal point or pole around which other varieties relate to it on

an “axis of variation.” So for example (in the following figure) the Literary Arabic modules have as their central focal point the MSA but in each lesson we will reference a different dialect area as part of the cultural component of the text, and will give examples of important phrases from that particular area, e.g. contrasting common greetings and expressions in the dialect with MSA.



For the dialect modules, each has as its focal point the recognized “official” dialect of a particular country (Rabat for Morocco, Cairo for Egypt, Damascus for Syria, and Baghdad for Iraqi), while other local varieties (as well as literary Arabic, other national dialects, and some non-Arabic foreign languages) revolve around it in a different axis of variation and will be referenced when appropriate in the course of the curriculum.



Each core module for the MSA curriculum contains twelve units, which are designed to be covered in one year (two semesters or three quarters) for a program with five contact hours per week. Using a communicative, proficiency based approach focusing on in large part on task based activities, each unit is structured around addressing one of these skills in a coordinated fashion. Each unit is divided into five clearly marked subsections (plus a sixth one for vocabulary lists, and dialogue reviews), and each subsection is structured to be covered in approximately two class sections (50 minutes each). Each subsection contains an activity or activities which activate one of the four skills, with due attention being given to "linguistic accuracy" (in other words, grammar), and instructions will be provided in a teacher's edition to suggest ways of conducting the lesson for maximum student participation and input.

The five subsections of each unit are as follows:

1. "oral-aural introduction" of new vocabulary and phrases on a particular topic or task, including video samples of dialogues and monologues, as well as classroom exercises.

2. “language notes” subsection: these are notes on the new words and structures which appear in the initial section. They are meant as short, pithy summaries of grammatical summaries, and are geared toward accuracy in use, not for abstract grammatical principles. Drills are provided for both in-class as well as at-home use. The in-class drills may be structured as an introduction to homework assignments.
3. “reading/listening/writing” subsection: This section involves working with an authentic token in different media. In general the first skill covered in each unit will be reading, the second listening, and the final writing. Texts and videos will be glossed, and some of this vocabulary may be part of the core vocabulary of the unit. Authentic videos will be selected from broadcasts on the Arabic satellite channels, primarily al-Jazeera.
4. “culture” link: this section will present and discuss an aspect of Arabic culture (including “language culture”). Following the first unit, each unit focuses in on one particular major urban area of the Arab world, usually a capital city, and presents important cultural, historical, and linguistic information on that particular area. Initially these will be in English, but as the chapters progress, they will use more and more Arabic until by the final chapter they will be all in Arabic. This subsection will also include the introduction of basic phrases and greetings in the dialect of the region focused on, in order to give students an idea of the ways that dialects vary in their phonology, morphology, lexicon, and syntax. In addition, this section will present in a very step by step fashion information relevant to the Arabic case system, which is culturally highly valued (and hence it is placed here) but is communicatively much less important. Therefore this is an optional element for inclusion in the day to day focus of the class: for those who consider this an important reason for learning written Arabic it provides the means to achieve

some proficiency in its use, but as an optional element it may be passed over by those for whom it is not an important reason for studying Arabic.

5. “homework” exercises: this section of each unit provides clearly marked exercises for completion outside of class, including listening, reading, writing, and speaking drills.
6. “review and summary”: In this final section a summary of all of the vocabulary glossed in the unit is presented, along with a selection of approximately 40 words as “suggested” core vocabulary which is set as the minimum students should learn in the unit. The option is given, and teachers are encouraged, to revise and supplement the suggested core vocabulary with their own selection of core vocabulary, depending on student interests and classroom discussion. In addition there is a brief summary of the linguistic notes covered in the chapter.

As noted, the proposed curriculum is meant to handle variation in Arabic, both in the core series (Modern Standard Arabic), as well as in the perimeter series (dialects). That is, reference will be made in the core curriculum about variation in phraseology and lexicon in each of the areas visited in the “culture link” section of the chapter, especially in terms of greetings, pronunciation, and common expressions. In addition, reference will be made in the “satellite” modules on the dialects to educated forms of speech, including the means by which a speaker may heighten or emphasize a point by using a more literary form.

Supplements:

In addition to the curriculum as described above, the project envisions the following Supplemental materials:

1. instructor’s manual, including specific suggestions for in-class exercises, alternate topics, etc.

2. reference grammar (post-grant phase): in addition, although it is not part of the proposal at this point in time, a likely addition would be a pedagogical reference grammar. That is, a reference grammar that is designed to introduce structures from the most basic to the most complicated, including appropriate drills for each grammatical point. Since the aim of the core curriculum is away from long detailed explanations of grammatical structures and is geared more toward exemplification and replication, a reference grammar of this sort might prove useful for those users who need the extra detail in explanation.
3. Videos: Videos are an essential part of the proposed curriculum's materials and are of two types. The first type, at the beginning of a unit, will be written and produced by us and is used to provide further support for the vocabulary and structures introduced at the beginning of each unit. There will be about two of these per chapter. The second type of video to be used in the textbooks involves authentic videos samples taken from satellite or on-line broadcasts of the Arab media. The primary source at present is al-Jazeera, and we hope to obtain permission from them for such a use. Since they have given permission for this for other textbooks, we do not see a difficulty in that regard. In addition, we hope to provide other video samples through websites. Note that the videos will be part of the texts from the earliest chapters, and they will have to be manipulated in such a way as to make them useful both linguistically and culturally. For example, at the earliest stages there will be subtitles on the videos, with questions directed at listening for certain words or phrases; the next step would be to provide Arabic subtitles with some words glossed into English with questions focused more on the content of the video; while the third step will be to provide glosses of words in the textbook, including some which have to be looked up, with the questions focused solely on the context of the video.

4. Websites: We look forward to taking full advantage of the web to both supplement and expand on the printed curriculum. It is important to note that the second module of the MSA series will give serious attention to training students to use Arabic on computers, something which is not made available in any textbook (and involves some extra complications not found with Latin script languages). This is the first step in developing digital skills in Arabic at more advanced levels, which will be encouraged by further activities at more advanced levels including using email, word processing, and developing blogs, as well as accessing currently existing sites in Arabic on line for in-class exercises and homework assignments.

c) show that the application reflects a sufficient degree of knowledge in the pertinent areas to assure a successful completion of the project (e.g., for language materials: modern language pedagogy, modern linguistics theory)

The application reflects the combined experiences of the principal investigator and the co-principal investigator, who together have a total of nearly 40 years experience in the teaching of Arabic and the adminstration of Arabic programs, including summer programs. Dr. Eisele has a degree in Arabic linguistics, and has published extensively in the field. He was also the executive director of the American Association of Teachers of Arabic from 1999 until 2007, in which capacity he served on the advisory committee for the "Standards for Learning Arabic K-16 in the United States", published in the 3rd edition of the ACTFL sponsored handbook, *Standards for Foreign Language Learning in the 21st Century* (2006). He has also contributed to the discussion of teaching Arabic variation through participation in panels and conferences, as well as in published form ("Developing frames of reference for assessment and curriculum design in a diglossic language: From skills to tasks and back again." A Handbook for Arabic Language Teaching Professionals in the 21st Century, ed. by Kassem Wahba et al., Lawrence Erlbaum

Assoc. (2005): 197-220). In addition, he has been developing pedagogical materials for many years both to accompany pre-existing textbooks, as well as stand alone curricula for courses at the College of William and Mary at the third year level and beyond (Advanced Arabic, Media Arabic, Introduction to Arabic Dialects). These materials make extensive use of digitized video materials recorded from Arabic satellite channels, including news (al-Jazeera) as well as film (ART). Along with these digitized audiovisual materials, he has also developed materials for teaching and testing Arabic grammatical structures using the four skills at the intermediate and advanced levels. These materials will serve as one basis for the development of the new curriculum, and the experience gained in developing them will also be put to good use.

Dr. Cherkaoui, in addition to his training in Classical Arabic literature, has an unparalled record in teaching the Arabic language, presenting teacher training workshops both in the US and abroad, and in administering Arabic programs in Morocco. The experience gained in these endeavors, including developing supplemental materials for Arabic courses from the elementary to the advanced levels and beyond, will provide a crucial basis for the current project. He is the recipient of a Fulbright grant for research on Moroccan folktales, and has extensive contacts in Morocco which will prove invaluable in the course of developing the Moroccan dialect module.

5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS (5 points)

a) describe how the proposed materials contribute significantly to strengthening, expanding, or improving instructional programs concerned with the language(s), area(s), or international studies in the United States

The proposed curriculum has as its primary goal precisely the strengthening, expanding and improving Arabic language instructional programs in the United States by expanding opportunities for instruction in Arabic dialects, as well as for providing for a flexible program for integrating teaching of MSA with Arabic dialects. Many Arabic language programs in the US, due in part to the lack of teaching staff but also to the lack of appropriate materials, do not

provide courses or coverage for the teaching of Arabic dialects. By providing materials which incorporate some information on a variety of dialects integrated into the MSA textbook, these new materials will help to provide a minimum basis for learning about the dialects as one learns MSA, and by providing separate modules for each of four major dialect areas the new materials will provide a great deal of flexibility in allowing instructors to focus in on their particular dialect and incorporate instruction in it at some point in the curriculum. The overall effect of the proposed curriculum is to give students a head start in handling Arabic language variation from the start, which will mean a greater likelihood of their achieving advanced proficiency at an earlier stage of their Arabic studies.

6. PLAN OF OPERATION (10 points)

a) show that the design of the project is of high quality

As detailed in section 4 above ("Likelihood of Achieving Results"), the project already has a detailed structure, methodolgy, and much work has already been done in preparation for the project. In addition, the project has been submitted to a publisher for publication, and has been reviewed positively by their outside reviewers.

b) show that the plan of management is effective, and that will ensure proper and effective administration

The project will be co-directed by Dr. John Eisele and Dr. Driss Cherkaoui, both of the Modern Languages and Literatures department at the College of William and Mary. They will be responsible for the overall design, supervision, budget management, and reporting to insure that the activities are implemented on time and on budget.The project team will initially include native speakers of Arabic, including speakers of different dialects (Moroccan, Iraqi, and Tunisian; Dr. Eisele is fluent in Egyptian colloquial). Student assistants will also support the team in inputting and editing of materials, selection and digitization of audio and video clips,

initial pretesting of materials, and assist in the production and editing of videos produced by the team.

c) describe clearly how the objectives of the project relate to the purpose of the Section 605 International Research and Studies program

The project address the following IRS purpose: "Developing and publishing specialized maerials for use in foreign langauge, area studies, and other international fields or for training foreign language, area, and other international specialists."

d) make sure that the way in which we plan to use our resources and personnel to achieve the project objectives are appropriate and adequate

The chart on the following page outlines the three year work plan for the project, in phases of 4 months each. The development of the MSA modules will be in tandem with the development of the two dialect modules to be produced under the grant. The activities included under the rubric of "materials development" include the following: development of themes, selection of core vocabulary, writing introductory dialogues/monologues; production of videos of dialogues/monologues; development of in-class activities appropriate to topic; fashioning of in class & at home exercises developing accuracy; authentic vidoes: selection, (obtaining rights), editing, subtitling, activities (questions, etc.)

"Materials pretesting" includes the use of a draft of each of the modules in an actual classroom setting, both in the United States (at the College of William and Mary and other sites to be selected by the team), and abroad (at programs in Morocco and Egypt). At the pretesting phase there will be one member of the team designated to oversee the immediate feedback from the testers, and respond with updates and revisions as needed, as well as to conduct data gathering for the evaluation phase. Other members of the team will begin work on the next phase of the project, namely "materials development" for the first dialect volume on Moroccan Arabic.

		MSA materials development	MSA materials testing	MSA materials evaluation & revision	dialect materials development	dialect materials testing	dialect maerials evaluation & revision
year 1:							
phase 1.1:	Sept – Dec ’09	MSA 1					
phase 1.2:	Jan – April ’10	MSA 1					
phase 1.3:	May – Aug ’10		MSA 1		Moroccan 1		
year 2:							
phase 2.1	Sept – Dec ’10			MSA 1		Moroccan 1	
phase 2.2:	Jan – April ’11	MSA 2					Moroccan 1
phase 2.3:	May – Aug ’11	MSA 2					
year 3:							
phase 3.1	Sept – Dec ’11		MSA 2		Iraqi 2		
phase 3.2:	Jan – April ’12			MSA 2		Iraqi 2	
phase 3.3:	May – Aug ’12						Iraqi 2
		final prepublication review					

This subgroup will be headed by Dr. Cherkaoui in consultation with Dr. Eisele, and will involve contributors on site in Morocco, and will include the same types of activities as listed above, but with a greater focus on aural-oral activities, and pronunciation exercises given that the primary medium for the dialect is speech, not written texts. In Phase 2.1. (beginning of second year of grant) the MSA 1 subgroup will meet with the external evaluator to review student and instructor evaluations and measurements (OPI interviews, etc.), chart out revisions to the materials, and apply those revisions to the materials, producing a final draft of the first module. In Phase 2.2 the Moroccan dialect materials will be evaluated and revised, based on student and instructor evaluations and measurements, while the MSA 2 subgroup begins work on the materials development for the second core module. In Phase 2.3, work is focused on completion of the

MSA 2 module, in order for it to be tested in Phase 3.1, as work commences on the second dialect module for the Iraqi dialect. In Phase 3.2 evaluations for the MSA 2 are gathered and assessed, and revisions are made to the module, while the Iraqi dialect materials are tested. In the final phase of the project, the evaluations for the Iraqi dialect module are reviewed and revisions applied to that module, as the final overall evaluation of the project as a whole is undertaken.

e) Providing equal access treatment for eligible members of racial and ethnic minorities, women, handicapped persons, and the elderly

The College of William and Mary supports equal opportunity in admissions, education, emnployment, and use of facilities by prohibiting discrimination in those areas based on age, color, disability, marital status, national origin, race, religion or creed, sex or gender, sexual orientation, or veteren status. The proposed project to improve Arabic language curriculum and bring it in line with linguistic reality accords with the College of William and Mary's goals for internationalization, which has as one of its goals bridging the communications and knowledge gap that exists between Americans and peoples throughout the world. In carrying out this project we will include as collaborators and contributors specialists both male and female, American and Arab, of many different faiths, races, and national origins. The final project will also include as topics issues that affect minorities of all kinds in the Arab world, and will serve as a basis for discussion of these issues in the language classroom and beyond.

7. QUALITY OF PERSONNEL (5 points)

a) provide evidence of the professional competence to direct this project on the part of the project director or principal investigator

Professor Eisele has been at the College since 1994. He holds a joint PhD in Linguistics and Near East Languages and Literatures from the University of Chicago. He is the author of the book *Arabic Verbs in Time: Tense and Aspect in Cairene Arabic* (Harrasowitz: 1999) and of numerous essays published in *Language, JAOS, al-Arabiyyah, Perspectives on Arabic*

Linguistics He is currently at work on two monographs. The first of these deals with the representation of Arabs and the Middle East in the Hollywood tradition, and an article dealing with this topic ("The Wild East: Decoding the Language of Genre in the Hollywood Eastern") has appeared in *Cinema Journal*, and a monograph on the topic is nearining completion. The other project deals with the representation of the Arabic language as a cultural icon and as a linguistic object, and four articles have been published dealing with the topic. He has also published an article dealing with curriculum design in a diglossic language such as Arabic ("Developing frames of reference for assessment and curriculum design in a diglossic language: From skills to tasks and back again." A Handbook for Arabic Language Teaching Professionals in the 21st Century, ed. by Kassem Wahba et al., Lawrence Erlbaum Assoc. (2005): 197-220). He teaches courses on Arabic language, literature in translation, and Arab film as an introduction to the Arab world. From 1999 to 2007 he was the executive director of the American Association of Teachers of Arabic and a member of the Editorial Board for "Arabic Net" (at the National Foreign Language Center) and is a past recipient of Fulbright and NEH fellowships. He has been director of a summer program at the University of Chicago, and Arabic section coordinator for the William and Mary Arabic program for most of the past 15 years.

b) provide evidence of the qualifications of the other key personnel, if any, to participate in the project

Professor Cherkaoui, who is a native Arabic speaker fluent in both English and French, was awarded his Ph.D. in 1997 in classical Arabic literature at La Sorbonne Nouvelle, Paris, France. (Dissertation title: Le Roman de Antar: Thèmes et Personnages). In 1994 and 1995, he held a teaching position on the faculty of the Arabic Section at the University of Wisconsin, Madison. Since 1996, he has taught Arabic language and literature at the College of William and Mary. He has many years of experience both teaching and directing intensive summer language

programs in Arabic, including five summers in the Middlebury College School of Arabic as a teacher and 8 years of both teaching in and directing the Tangier Summer Arabic Language Program in Tangier, Morocco for the American Institute for Maghrib Studies and for the Council of Overseas Research Centers. These were six-week intensive Arabic language and culture programs, with up to 40 students or more per summer. During the summer of 2008, he led a group of William and Mary Arabic students in a specially tailored program in Meknes, Morocco. His experience as a teacher and developer of educational materials in Arabic is recognized by his professional colleagues and he is frequently invited to present workshops on foreign language teaching methods, as well as to evaluate language programs and/or student progress. In March, 2004, he organized the first annual Spring Language Workshop, held at the American Legation Museum in Tangier, Morocco. He is currently enhancing his network of contacts in Morocco with the goal of promoting increased educational exchanges between American and Moroccan institutions. An early interest in classical Arabic texts, on which Dr. Cherkaoui has published a monograph (Le Roman de Antar: Perspective Littéraire et Historique, Présence Africaine. Paris, 2001. 343 pp.) and numerous articles, has evolved into an interest in Moroccan oral traditions. He is currently working on a monograph entitled "Voices of Morocco, Oral Stories of Our Time". A recent article in the Journal of North African Studies, “The Story of the Human Being, the Woodcutter: the Anatomy of a Traditional Moroccan Oral Tale” discusses one of the oral stories he has collected. Dr. Cherkaoui's current research requires extensive field work and bridges the gap between language studies and folklore, and presents an opportunity to become closely involved in studies of the Moroccan dialect, which may lead to the development of badly-needed teaching materials in that field. The experience gained in the wide range of his past endeavors, including developing extensive supplemental materials for Arabic courses from the elementary to

the advanced levels and beyond, makes Dr. Cherkaoui ideally suited to pursuing his interest in creating new teaching materials and course books.

Olla Najah Al-Shalchi, full time instructor in Arabic, is currently working on her doctorate degree in Instructional Design and Technology from Old Dominion University. She has thus far focused on designing instructional material that she has been able to use in her Arabic classes. In 2006, she was awarded her M.A. in Teaching Arabic as a Foreign Language from the American University in Cairo. While working on her M.A., she was able to work with the Arabic faculty members to teach Arabic. In addition to this, she has spent two summers teaching Arabic at an intensive immersion program in Middlebury College. Olla has been teaching at the College of William and Mary since the Fall 2006 semester, and she has taught classes in Modern Standard Arabic, Iraqi Colloquial, and Arabic Literature in Translation.

c) show that the amount of time that the key person(s) plan to commit to the project is appropriate to the project's need

The MLL department and the dean of Arts and Sciences have agreed to give the the PI and co-PI a course load reduction for each semester during the term of the grant, and have agreed to hire a full time instructor to fill in the teaching gap created by the course reduction. This individual will also be part of the materials development team in the summer months. The course load reduction represents a 17.5 % time commitment on the part of the PI and co-PI, and will provide the time necessary to work on the project during the academic year, taken together with assistance from the other members of the materials development team and student assistants. Support for summer salaries for both the PI and co-PI, as well as for the members of the materials development team and student assistant, will mean a 100% commitment of time during that period of the grant.

d) show the extent to which we, as part of our non-discriminatory employment practices,

encourage applications for employment from members of groups that have been traditionally underrepresented, such as members of ethnic minorities, women, handicapped persons, and the elderly

In addition to what has been noted previously in section 6(e) regarding non-discriminatory practices, it is useful to quote the official policy of the College of William and Mary: "The College of William and Mary is committed to equal opportunity. The College values diversity and is actively engaged in enriching the diversity of its faculty, students and staff. Central to the College's mission is provision of a climate that is welcoming to all people. William and Mary does not discriminate on the basis of race, sex/gender, religion, national origin, sexual orientation, political belief, disability, veteran status, age, or any other category protected by the Commonwealth or by federal law."

As part of the William and Mary community, the project's administration will look for every opportunity for including underrepresented groups, and it is important to note that the two of the current team members are Arab women, language teaching professionals who will provide the project with a their unique insights into this aspect of Arab society, as well as contributing to it with their professional expertise in Arabic language pedagogy.

8. BUDGET AND COST EFFECTIVENESS (5 points)

a) show that the proposed budget is adequate to support the proposed project activities

The three year budget requested in this application is meant to support the production and revision of about half of the projected curriculum, and it is adequate to do that job. We think that this is a reasonable time frame for this phase of the project, and while we do not underestimate the challenge involved in such a project, the project participants have amassed such a large array of materials over the years, and gained experience in many facets of Arabic language pedagogy and what is needed for the field, that we feel that it is a challenge that is doable and is moreover, well worth the effort. Note too that the budget includes summer salaries for the principal

investigator, the co-principal investigator, and two material development contributors in addition to a student assistant, which will greatly enhance the project's chances for success.

b) show that the costs are reasonable in relation to the anticipated product (or objectives) of the project

In view of the stated goals of this projected curriculum, which is nothing less than the revamping of Arabic language pedagogy in the United States, the budget is a reasonable estimate of what is needed to complete a little more than half of the proposed project. By staggering the materials production, testing, and revision for each of the works, we are able to maintain the costs at a sound and practical level while at the same time accomplishing the goals of the project in a reasonable amount of time.

9. EVALUATION PLAN (15 points)

a) provide a plan for evaluating periodically the work accomplished under the project

As noted in the Plan of Operation section, we anticipate doing an evaluation of the materials at each stage of the project. The evaluation process will start with the development of an appropriate and valid evaluation metric, which include such items as surveys of students and instructors, sample syllabi, and a rating system for each module developed. Taking part in the evaluuation will be Dr. Kirk Belnap of Brigham Young University, and director of the National Middle East Language Resource Center. Dr. Belnap has extensive experience in Arabic language pedagogy, administration of programs, and data collection and analysis. Also working with us the evaluate the materials as they are produced and tested is Dr. Roger Allen of the University of Pennsylvania, a world-renowned specialist in Arabic literature and language pedagogy. As evaluators they will work with the principal investigator, co-principal investigator, and contributors to ensure that the rating system and surveys will lead to a meaningful and useful outcome. The data collected will be analyzed by the outside evaluators and materials

development team with a goal of revising and retesting the materials, and will be included in future reports on the project to the Department of Education. The evaluation will analyze the outcomes of the project in light of the stated goals and will guide future development of the materials beyond those covered by this grant, i.e. the third year module for MSA, and separate modules each for Egyptian colloquial and Syrian colloquial.

In addition to the evaluators who will be working with us during the course of the project, we will also recruit an independent reviewer with a speciality in SLA methodology to examine the project's methodology, goals, and final products, in light of how well they align both with the "Five C's" as well as with the ILR/ACTFL scales of proficiency.

b) show that the time schedule for accomplishing the work is realistic

As noted in previous sections, the entire project is a large undertaking, but by planning for accomplishing a little more than half of the proposed modules within the time frame of the grant we believe that we have struck a happy medium between reason and desire: however much we might want to get everything done in as short a time as possible, we realize that such a plan of action is not a rational one. Also, the way we have structured the different phases of the project—i.e., staggering the different phases of each of the moduels with each other—brings the project further into the realm of the possible and reasonable. In addition it must be noted that much preliminary work has already been done over the past few years by members of the team in producing materials for Arabic, and that will serve to jump start the project and insure its realization.

10. ADEQUACY OF RESOURCES (5 points)

a) show that we have adequate facilities to conduct the project
b) show that the equipment and supplies which the applicant plans to use are adequate

The College of William and Mary is the second oldest college in the nation, but also a cutting-edge research university. It is a highly selective state univeristy, a “Public Ivy”—one of only eight in the nation—offering a superior education that’s accessible to everyone, but without the sticker shock. Of relevance to this grant is its leadership in two areas: international studies, and integrating technology into teaching and reasearch. Through the Reves Center for International Studies and the Institute for the Theory and Practice of International Relations, it has become one of the very best undergraduate institutions in the country in international studies, combining internationally-recognized scholarship with a deep commitment to undergraduate teaching. International Relations is the sixth largest major on campus, and Arabic is rivaled only by Chinese as a major language of study for International Relations. In addition, the William and Mary Middle East studies program boasts major scholars on Islamic law, the history of the Levant, and Mideast politics, and our Arabic language enrollments are some of the largest in the United States. With regard to technology William and Mary is distinguished as one of Intel's 50 "Most Unwired College Campuses" for its campus-wide wireless network, and almost all classroms are provided with computers, internet access, projectors, and screens for the integration of digitized materials into any type of class. The newly renovated Swem Library, in addition to housing a million-plus books and hundreds of thousands of periodicals, journals and electronic databases, also houses the new Media Center, which boasts of nine cutting-edge digital video and audio editing suites. The Media Production Studios are fully equipped Apple Macintosh-based, acoustically isolated production studios; for information on the equipment located in these studios go to: http://swem.wm.edu/services/media/gear.cfm.

In addition to making use of this equipment and the expertise of the Media Center staff, we are also asking for funding for two Macintosh computers, including software for preliminary

video editing, as well as for use by the materials development staff, since the Media Center may not be able to handle the demands of both students as well as a materials development project such as ours. Final editing and production will be done using the Media Center, but for initial selection of clips and editing them down to size (a possbily time consuming process) we will need to have use of our own equipment.

11. DESCRIPTION OF FINAL FORMAT (5 points)

a) make sure that the contents and final form of the projected material(s) are sufficiently well described

As noted previously, although the proposed curriculum for Arabic language studies will eventually include three levels of MSA and one module each for four different dialects, we are asking for support for only half of that, with the goal of producing publishable materials for two textbooks of MSA, and two textbooks for two dialects, Moroccan and Iraqi under the aegis of the grant. We anticipate that at the end of the grant period the curriculum will consist of two manscripts for the first two levels of MSA, as well as two manscripts for the dialects of Morocco and Iraq. The structure of the materials, including topics and activities to be covered, is outlined in Section 4 of this proposal. The manuscripts will also contain instructions for teachers on how best to use the materials, which will be included in a teacher's edition of the text when published. In addition to the text based materials, the final form of the projected materials will also accompanied by video and audio materials, and on-line exercises for each lesson, to be made available both in DVD format as well as online.

12. PROVISIONS FOR PRETESTING AND REVISION (15 points)

a) show that sufficient provision been made for pre-testing the material(s) (with students and/or in the classroom) for possible revision before general dissemination or publication

The proposed curriculum will be pretested at several sites and there will be adequate provision made to gather feedback from instructors and students and to revise based on that feedback. The

design of evaluation plan (detailed earlier) includes ample provisions for pretesting and revision of materials produced. Upon completion, and following a preliminary assessment by independent reviewers, the modules will be pretested at the College of William and Mary as well as at several sites to be determined, both in the United States and in programs in the Arab world. User evaluations (student, teachers, partners) of the modules will be examined as the third phase of each module by outside evaluators working with the materials development teams. The evaluations will include specific questions regarding the relevance of the themes, the usefulness of the exercises, the clarity of the grammatical explanations, ease of use on the part of instructors, and the like. Evaluations will also include, where practical, proficiency tests of various skills, both to assess the efficacy of the materials as well as to establish base points for the expected proficiency levels of users of the materials. Final revised versions will be incorporated into a manuscript for publication in both printed and web accessible form.

13. COMPETITIVE PREFERENCE PRIORITY 1 (additional 5 points)

"The development of specialized instructional or assessment materials focused on any of the following seventy-eight (78) languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs): Arabic (all dialects)."

The project meets the above competitive priority for development of specialized instructional materials focused on Arabic, in both its Modern Standard form as well as four of its dialects. Of special relevance to this point is the fact that this project encompasses the breadth of the Arabic language continuum, or at least as much as can reasonably be presented in a pedagogical context. There simply are no materials or curriculum currently available which addresses Arabic variation in such a comprehensive, realistic, and pedagogically valid manner.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-EiseleCV.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-CherkaouiCV.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-al-salachicv.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1240-mansourcv.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1241-rachel mccoy.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1242-Carl Strikwerda.pdf**

Attachment 7:
Title: Pages: Uploaded File: **1243-Kirk Belnap evaluator.pdf**

Attachment 8:
Title: Pages: Uploaded File: **1244-roger allen.pdf**

John C. Eisele

Curriculum Vita

PERSONAL INFORMATION: 10/14/08

1. Office Address: Dept. of Modern Languages and Literatures, Washington Hall 233
College of William and Mary, Williamsburg VA 23187-8795
Phone: 757-221-3145 *(e-mail: jceise@wm.edu)*

2. Position: Associate Professor Dept. of Modern Languages & Literatures

EDUCATION:

1988 PhD, Depts. of Linguistics and Near East Languages and Civilizations, University of Chicago. Dissertation title: *Tense, Aspect and Time Reference in Cairene Arabic*

1981-82 Center for Arabic Study Abroad-II (CASA)--intensive advanced study of Arabic language, literature, and culture, American University in Cairo, Egypt.

1977-78 Center for Arabic Study Abroad (CASA)--intensive Arabic language study, American University in Cairo, Egypt.

1971-76 B.A., Linguistics, University of Chicago

ACADEMIC POSITIONS:

2000-now Associate Professor, Dept. of Modern Languages & Literatures, College of William and Mary

1994-00 Assistant Professor, Dept. of Modern Languages & Literatures, College of William and Mary

1997, '99, '01 Visiting Professor of Arabic, Intensive Summer Arabic Program, University of Chicago.

1993-94 Visiting Lecturer in Arabic, Dept. of Linguistics, University of Wisconsin-Milwaukee

1992-94 Lecturer in Arabic, Dept. of Near East Languages & Civilizations, University of Chicago Director, Intensive Summer Arabic Program, University of Chicago

1989-92 Lecturer, Arabic language and linguistics, Dept. of Middle Eastern Languages and Cultures, Columbia University, New York, NY 10027

1988, '91-3 Lecturer, Intensive Summer Language Program, University of Chicago

1986-87 Lecturer, Dept. of Near East Lang. & Civilizations, University of Chicago

1983, '87 Arabic language instructor, Intensive Elementary Arabic, Beloit College, Beloit, Wisconsin

PROFESSIONAL ACTIVITIES

Executive director, American Association of Teachers of Arabic (1999-2007)
Member of advisory board, U.S. Arabic Distance-Learning Network, Montana State University.
Advisor, National Capitol Language Resource Center program to develop Arabic K-12 programs (headed by Catharine Keatley with the assistance of Dora Johnson).
Editorial Board, Arabic Net (Nat'l Foreign Lang. Center web-based information program for foreign language study) (2000 – 2002)
Associate Member, Center for Middle Eastern Studies, University of Chicago (1998-2001)
Editorial Board, *al-Arabiyya: Journal of the American Association of Teachers of Arabic* (1995)
Executive Board, American Association of Teachers of Arabic (1992-94)
Membership in professional associations: American Association of Teachers of Arabic, American Oriental Society, Arabic Linguistics Society, Linguistic Society of America, Middle East Studies Association, Midwest Modern Language Association, Southeast Regional Mideast & Islamic Studies Seminar, Society for Cinema Studies

COURSES TAUGHT

Other than at William and Mary:

Elementary Arabic	1989-92	(Columbia University, University of Chicago)
Intensive Summer Elem. Arabic	1983, 1987	(Beloit College), 1990 (Columbia U.),
	1991-94	(U. of Chicago)
Intensive Summer Intermed. Arabic	1997, '99, '01	(U. of Chicago)
Intermediate Arabic	1990-92	(Columbia University),
High Intermediate Arabic:	1987	(University of Chicago)
Media Arabic	1990-92	(Columbia University)
Third Year Arabic	1992-94	(University of Chicago) (= Intro. to Arabic Literature):
Arabic Composition	1992-94	(University of Chicago)
Egyptian Colloquial Arabic	1989-94	(Columbia University, University of Chicago)
Topics in Arabic Linguistics	1989	(Columbia University)

Courses taught at William and Mary (1994-2005):

Arabic 150W	Freshman Seminar: Arab World Through Film
Arabic 101	Elementary Arabic
Arabic 201-202	Intermediate Arabic
Arabic 301-302	Advanced Arabic
Arabic 303	Media Arabic
Arabic 304	Introduction to Arabic Dialects
Arabic 305-306	Directed Readings in Arabic
Arabic 309	Survey of Arabic Literature in Translation
Arabic 310	Topics in Modern Arabic Literature in Translation
Arabic 311	Special Topics in Arabic Culture: The Arab as 'Other' in Western Cinema.
Arabic 411	Independent Study

FELLOWSHIPS AND GRANTS:

received at William and Mary:

2006 Dept. of State grant to fund establishment of exchange programs between William and Mary and the University of Aleppo and University of Mekness, Morocco for advanced students of Arabic ($200,000)

2006 Summer Research Grant, College of William and Mary. ($5,000 research stipend)
Topic: *A Directed Authentic Speech Syllabus for Arabic*

2001-02 Faculty Research Assignment, College of William and Mary.
Topic: *Speaking of Arabic: Representing Arabic East and West*

2000 Summer Research Grant, College of William and Mary. ($5,000 research stipend)
Topic: *The Abduction of the Self: The Language of Genre in the Hollywood Eastern*

1998-99 National Endowment for the Humanities Fellowship. ($30,000 research stipend)
Topic: *Linguistics on Arabic: A Genealogy of Ideas (research and writing)*

1998 CASA III fellowship (Center for Arabic Study Abroad), Summer 1998.
For travel to and research in Egypt, at the American University in Cairo.

1998 Summer Research Grant, College of William and Mary. ($5,000 research stipend)
Topic: *Linguistics on Arabic: A Genealogy of Ideas (Theories of Morphology)*

1996 Summer Research Grant, College of William and Mary. ($5,000 research stipend)
Topic: *Linguistics on Arabic: A Genealogy of Ideas (Analyses of Stress and Metrics)*

1996 May Seminar, College of William and Mary: European and Arab Cinema
May Seminar, College of William and Mary: Freshman Seminars--Making Them Work

1995 Summer Research Grant, College of William and Mary. ($5,000 research stipend)
Topic: *Word Play in the Egyptian Narrative Ballad*

FELLOWSHIPS AND GRANTS:

received prior to William and Mary:

1984-85 Fulbright Dissertation Research Fellowship-- Egypt. (Travel expenses + $25,000 living expenses stipend)
Topic: *The Syntax and Semantics of Tense, Aspect & Time Reference in Egyptian Colloquial Arabic*

1984-85 American Research Center in Egypt Fellowship (declined)
(Travel expenses + $20,000 living expenses stipend)

1981-82 CASA II fellowship--language study in Egypt. (Travel expenses + $5,000 living expenses stipend)

1978-81 Title VI (Foreign Lang. Area Study) fellowship. (Tuition + $4,000 living expenses stipend)

1977-78 CASA fellowship--language study in Egypt. (Travel expenses + $5,000 living expenses stipend)

GRANTS APPLIED FOR (NOT RECEIVED)

2004 NSEP Advanced Language Proficiency Grant: Primary Application for NSEP funded grant for development of advanced Arabic program through the National Foreign Language Center (Univ. of Maryland).

2004 Participant in two different proposals for "Terrorism Study Centers" to be funded through the Dept. of Homeland Security (one at W&M, the other at Thomas Jefferson University in Philadelphia).

2004 Drafted proposal for W&M request for funding for Middle East Studies program development through the US government (handled through the W&M Development office.)

RESEARCH:

a) monograph:

Arabic Verbs in Time: Tense and Aspect in Cairene Arabic. 1999. *Semitica Viva* Series (Otto Jastrow, Series Editor), Wiesbaden: Harrasowitz.

b) papers in refereed journals, edited volumes:

1) "Slang." In *Encyclopedia of Arabic Language & Linguistics*. Ed. By Kees Versteegh, Leiden: Brill (2006)

2) "Argument." In *Encyclopedia of Arabic Language & Linguistics*. Vol. 1. Ed. By Kees Versteegh, Leiden: Brill (2006)

3) "Aspect." In *Encyclopedia of Arabic Language & Linguistics*. Vol. 1. Ed. By Kees Versteegh, Leiden: Brill (2006)

4) "Developing frames of reference for assessment and curriculum design in a diglossic language: From skills to tasks and back again." A Handbook for Arabic Language Teaching Professionals in the 21st Century, ed. by Kassem Wahba et al., Lawrence Erlbaum Assoc. (2005): 197-220

5) "Myths, values, and practice in the (Western) representation of Arabic." International Journal of Sociology of Language (2003) 163:43-59.

6) "The Linguistic Representation of Arabic Morphology, or How Arabic Became Iambic." al-Arabiyya 35 (2002): 1-59.

7) "Approaching Diglossia: Authority, Values, and Representations." In Language Contact and Language Conflict Phenomena in Arabic: A Variation on a Sociolinguistic Theme, Aleya Rouchdy, editor, Cambridge: Cambridge University Press, (2002): 3-23

8) "The Wild East: Decoding the Language of Genre in the Hollywood Eastern." Cinema Journal 41,4 (Summer 2002): 68-94.

9) "Representations of Arabic in Egypt, 1945-70." Arab Studies Journal 7 (Fall 2000-Spring 2001): 151-175.

10) "Artificial Punning in the Egyptian Arabic Ballad: a reinterpretation of structuralist poetics." Language, vol. 73,4 (Dec. 1997): 751-769.

11) "On the Description and Representation of Arabic: A review article of Modern Arabic, by Clive Holes." Journal of the American Oriental Society, vol. 117,2 (April-June 1997): 325-331.

12) "Arabic Dialectological Studies: A Review of Recent Literature." in al-Arabiyyah 20 (1987):199-269.

c) papers in refereed conference proceedings:

13) "Egyptian Arabic Auxiliaries and the Category of AUX." In Perspectives on Arabic Linguistics, vol.4 (1992):143-165, Ellen Broselow, Mushira Eid, & John McCarthy, eds., John Benjamins

14) “Aspectual Classification of Verbs and Predicates in Cairene Arabic.” In Perspectives on Arabic Linguistics, vol.2 (1990): 192-233, Mushira Eid & John McCarthy, eds., John Benjamins.

15) “Time Reference, Tense and Formal Aspect in Cairene Arabic.” In Perspectives on Arabic Linguistics, vol.1 (1990):173-212, Mushira Eid, ed., John Benjamins Publishing Co.

d) book reviews:

1) Review of *Arabic Language Handbook* by Mary Catherine Bateson (*MESA Bulletin*, 2005)

2) Standard Arabic: An Elementary-Intermediate Course by Eckehard Schultz, et. al. in *al-`Arabiyya* 34 (2001):115-120.

3) ✇Azmat al-mu▪❶ala▫ al-✇arab◎ f◎ al-qarn al-t❶si✇a ✇a✆ar: Muqaddima t❶r◎xiyyah ✇❶mmah**,** by Mohammed Sawaie. Reviewed in Middle East Studies Association Bulletin 35,1 (2001): 139-140.

4) Parallels in Semitic Linguistics, by David Testen. Reviewed in Journal of American Oriental Society 121.2 (2001): 327-329.

5) The Verb in Literary and Colloquial Arabic, by Martine Cuvalay-Haak. Reviewed in Anthropological Linguistics 41 (1999).

6) Modality, Mood, and Aspect in Spoken Arabic, by T.F. Mitchell and Shahir El-Hassan. Reviewed in Anthropological Linguistics 38/3 (1996).

7) History and Historiography of Linguistics, Vol. 1. Ed. by Hans-Josef Niederhes and E.F. Konrad Koerner. Reviewed in al-Arabiyya (25: 153-157), 1992.

e) articles submitted for publication:

1) “Prototypes, cultural salience, and cognitive identification in Hollywood’s ‘eastern’ film genre” (completed article to be submitted for publication)
2) “A Natural History of the Hollywood Eastern” in Representation of the Middle East in US Visual Media, ed. by Tania Kamal-Eldin

f) review of Arabic textbooks for Arabic Net (2001):

1) Yemeni Arabic 1, by Hamdi Qafisheh.
2) Yemeni Arabic Reference Grammar, by Hamdi Qafisheh
3) Elementary Modern Standard Arabic (2 vols.) Peter Abboud et. al.
4) Intermediate Modern Standard Arabic, by Peter Abboud et. al.
5) Standard Arabic: An Elementary and Intermediate Course, by Schulz et. al.
6) Arab Academy: The Amir University on-line course for Arabic
7) Modern Literary Arabic, by David Cowan.

g) translations:

Transcription and translation of Arabic songs in America for publication with CD Arab American Retrospective prepared by Prof. Ann Rasmussen, Dept. of Music, College of William and Mary, distributed by Rounder Records.

h) workshops:

1) Assessment Tools for Measuring Proficiency levels in Less Commonly Taught Languages, February 2-3, 2007, New York University (Ahmad Farhadi, Chair).

2) Workshop on Arabic Language Instruction at Liberal Arts Colleges, Swarthmore College, April 14, 200 (Walid Hamarneh, Chair)

i) Invited lectures

1) "Imaginating reality, reifying the imaginary: On the relationship between landmark events and landmark films in the Hollywood Eastern tradition." (Lecture in Arabic), Middlebury Summer Arabic program, Summer 2004, Summer 2005

2) “Imagining the real and reifying the imaginary: On the relationship between landmark events and landmark fictions in the Hollywood eastern film genre.” Center for Middle Eastern Studies, University of Arizona, March 2002.

3) “Putting root and pattern in perspective: On the linguistic representations of Arabic morphology.” Center for Middle Eastern Studies, The University of Chicago, May 2001.

4) "Towards a new understanding of the idea of Arabic Language in Arabic thought." (in Arabic), Center for Middle Eastern Studies, The University of Chicago, February 2001.

5) "The Arabic Language as a Cultural Icon," (in Arabic), Center for Middle Eastern Studies, The University of Chicago, November 1998.

6) "The Abduction of the Self in the Hollywood Eastern," (in Arabic), Arabic Language Center, American University in Cairo, July 1998.

7) "Decoding the Language of Genre in the Hollywood Eastern." Dept. of Near East Languages and Cultures, Princeton University, February 1998.

8) "The Eastern," Summer Arabic Program Lecture Series, University of Chicago, July 1997.

j) referred papers presented at professional meetings:

9) "Cultural values and linguistic practice in the (Arab) representation of Arabic." 41st Midwest Modern Language Association Meeting, Minneapolis, MN, November 1999.

10) "Myths, values, and practice in the (Western) representation of Arabic." Middle East Studies Association, Washington, DC, November 1999.

11) "Representations of Arabic in Egypt, 1945-70". American Research Center in Egypt 50th Annual Meeting, Chicago, April 1999.

12) "Mistaking the Map for the Territory: Representations of Arabic in Arab Grammatical and Modern Linguistic Traditions," American Oriental Society, Baltimore, March 1999

13) "Prototypes, cultural salience, and cognitive identification in Hollywood's 'eastern' film genre," 'Languaging' Conference on Literature, Linguistics, & Writing, University of North Texas, March 1999.

14) "The Wild East," Middle East Studies Association Conference, Chicago, December 1998.

15) "Take Me Back to Basra: On the Language of Genre in the Hollywood 'Eastern'." Research Seminar, Dept. of Modern Languages & Literatures, College of William & Mary, April 4, 1997; South East Region Middle East & Islamic Studies Seminar (Valle Crucis, NC, Oct. 1997).

16) "On Analyses of Metrics and Stress in Classical Arabic and the Dialects: Lessons in Cross-cultural Theorizing." MESA (Middle East Studies Association) convention, Providence, RI, November 1996.

17) "Word Play in the Egyptian Mawwaal." Arabic Studies Seminar, Columbia University, New York, NY, September 1995; American Oriental Society Meeting, Philadelphia, March 1996.

18) "Categorial Discrepancies in Arabic: An Autolexical Approach." MESA (Middle East Studies Association) convention, Portland, OR, October 1992.

19) "On the Relationship Between Skills in Arabic Language Teaching." Conference on the Teaching of Arabic in the 1990's: Issues and Directions, Middlebury College, VT, June 1992

20) "Tense and Aspect in Classical Arabic." Arabic Studies Seminar, Columbia University, New York NY, February 1991; North American Conference on Afro-Asiatic Linguistics, Berkeley CA, March 1991

21) "The Morphology of Puns in the Egyptian Mawwal (Narrative Ballad)." Arabic Linguistics Symposium, Ann Arbor MI, March 1991

22) "Concatenative and Non-concatenative Morphology." MESA (Middle East Studies Association) convention, San Antonio TX, November 1990.

23) "The Category of AUX and Cairene Arabic Auxiliaries." 4th Annual Symposium on Arabic Linguistics, Wayne State Univ., Detroit, March 1990. (published in Perspectives on Arabic Linguistics, vol.4 (1992), John Benjamins Publishing Co.)

24) "Subjects and Topics, Verbs and Quasi-verbs." A series of three papers delivered at MESA (Middle East Studies Association) convention 1988 & 1989, and the 3rd Annual Symposium on Arabic Linguistics, Univ. of Utah, March 1989.

25) "On Copular Pronouns in Egyptian Arabic." Delivered at MESA (Middle East Studies Association) convention, Los Angeles, Nov. 1988.

26) "Aspectual Classification of Verbs and Predicates in Cairene Arabic." 2nd Annual Symposium on Arabic Linguistics, Univ. of Utah, March 1988. (published in New Perspectives on Arabic Linguistics, vol.2 (1990), John Benjamins Publishing Co.)

27) "Aspect and Time Reference in Cairene Colloquial." First Annual Symposium on Arabic Linguistics, Univ. of Utah, April 1987. (published in New Perspectives on Arabic Linguistics, vol.1 (1990), John Benjamins Publishing Co.)

28) "Arabic Dialectological Studies: State of the Art." Delivered at MESA (Middle East Studies Association) convention, Boston, Nov. 1986. Published in al-`Arabiyyah 20 (1987).

k) Works in Progress:

Monograph 1: *The Abduction of the Self: Decoding the Language of Genre in the Hollywood Eastern.* (including annotated filmography).

Monograph 2: *The Linguistic Representation of Arabic.*

Proposal: Textbook series for Arabic Language (MSA and dialects)

SERVICE

TEACHING-RELATED SERVICE : SERVICE TO STUDENTS

2006-now Establishment of exchange program with Aleppo University, Syria. (Continued site visits to Morocco and Egypt to set up exchange programs there).

2003-now FLTA Grants for Arabic Language House Tutors

Reader on Honors committee: Emily Straus (English, 2006), Crystal Poore (History, 2003), Zachary Scott (Religion (2002)

Chair of Honors projects: Scott Brown (MES), Evan Delly (IR), Jessica Watson (MES)

2007 Advisor for Monroe student research grant (Michael Fares)

2005 Prospective student lecture, College of William and Mary: "Reality and Fiction in the Hollywood Eastern"

2001-now development of extensive corpus of authentic, computer-based audio-visual materials for use in all Arabic language classes.

2002 Lecture on development of Eastern film genre, Anthropology class, Univ. of Arizona, March 5, 2002

2001 Lecture on Arabic dialects, University of Chicago Summer Arabic program, July 2001.

2000 Monroe lecture, College of William and Mary: "The Hollywood Eastern"

1994 Director, University of Chicago's Intensive Summer Arabic Program

1994-now advising for International Studies-Middle East concentrators, Middle Eastern Students Club, post-graduation work and study in US and Middle East / North Africa

1994 Arabic Film series

1994-96 Arabic conversational hour

RESEARCH RELATED SERVICE: SERVICE TO PROFESSION

2006 Reader on review panel for National Language Resource Centers' grant competition, Dept. of Education, March 2006.

2004 Respondent on panel "Conference on Islam in Film", Ankara, Turkey (Nov. 6, 2004)

2004 Pre-publication review of manuscript (700 pp) *Synonyms in Arabic* for Cambridge Univ. Press.

2004 Reader on review panel for Dept. of Education grant competition, Dept. of Education, Washington DC, April 2004

2003-05 Member of advisory board, U.S. Arabic Distance-Learning Network, Montana State University.

2003-04 Advisor, National Capitol Language Resource Center program to develop Arabic K-12 programs (headed by Catharine Keatley with the assistance of Dora Johnson).

2003 Reader on review panel for National American Overseas Research Centers' grant competition, Dept. of Education, Washington DC, Feb. 2003.

2003 reader on review panel for Title IV Middle East Centers' competition, Dept. of Education, Washington DC. Jan. 2003

2002 reader on review panel for National Middle East & South Asia Language Resource Centers' grant competition, Dept. of Education, Washington DC. July 2002.

2002 panelist in "Working Group: Teaching Arabic in the Wake of 9/11" at Middle East Studies Regional Conference, Center for Middle Eastern Studies, University of California Santa Barbara.

2002 reader on review panel for National Language Resource Centers' competition, Dept. of Education, Washington DC. Feb. 2002.

2001 pre-publication review of manuscript on Arabic Grammar for Routledge Press.

2001	pre-publication review of manuscript on Egyptian cinema for Chicago Series in Middle Eastern Studies.
2001-04	applications review committee, Arabic Summer program, American Institute of Maghrebi Studies.
2001	Candidate for Nominating Committee, Middle East Studies Association.
2001	Panel discussant at Middle East History and Theory Workshop, University of Chicago, May 15, 2001.
2000-2002	Visiting Scholar, Center for Middle Eastern Studies, University of Chicago.
2000	pre-publication review of Arabic grammar workbook for Cambridge University Press.
2000	Organized panel for American Association of Teachers of Arabic at Middle East Studies Association (MESA) convention, November 2000, discussant at second MESA panel
2000	Middle East Studies Association Convention 2000 selection committee
2000-2002	Editorial Board, "Arabic Net" (National Foreign Language Center web-based information program for foreign language study)
1999-2007	Executive director, American Association of Teachers of Arabic
1999	review of professor for tenure at Emory University
1990-now	reviewed articles for publication in *al-Arabiyya, Anthropological Linguistics, Journal of American Oriental Society*
1999	participated in "Teaching Middle East Studies" workshop at the University of Chicago,
1999	wrote report for the Humanities sub-section meeting
1995	Editorial Board, *al-Arabiyya: Journal of the AATA*

GOVERNANCE: SERVICE TO MLL DEPARTMENT

2005-07	MLL Personnel Committee
2003-now	Faculty Advisor, Arabic House.
2002-3	MLL Personnel Committee
1994-97, '99-00, 02-07	Arabic section coordinator, MLL Department
1994-00, 02-present	MLL Policy Committee, MLL Department (*participated in rewrite of Departmental Handbook)*
1996-97	MLL Budget Committee
1996	Italian search committee
1999-00	Japanese search committee
Fall 2000	MLL Personnel Committee
Fall 2000	Ad-hoc committee on course load

GOVERNANCE: SERVICE TO COLLEGE (FACULTY OF ARTS AND SCIENCES)

2006	May Seminar Review of GER 5 courses and Freshman Seminars
2005-06	International Studies Concentration Academic Policy Committee
2004-06	Educational Policy Committee
2004	Site visit to al-Ain University in the United Arab Emirates to establish a relationship between W&M and al-Ain University involving meetings with university officials, public relations staff and journalists, as well as high level government officials.
2002-03	Faculty Research Committee (chaired subcommittee which rewrote the guidelines for evaluation and awarding of grants)
1995-97, 02-06	Coordinator of MECFAC (Middle East Concentration Faculty Advisory Committee) *drafted MECFAC bylaws & officially established committee, drafted & published Middle East Studies Handbook, ongoing review & revision of concentration requirements*
2002-05	Career Services Committee
1996	GER 4 subcommittee

Driss Cherkaoui

Curriculum Vitæ 10/15/08

PERSONAL INFORMATION:

1. Office Address: Dept. of Modern Languages and Literatures, Washington Hall 238
College of William and Mary, Williamsburg VA 23187-8795
Phone: 757-221-1723 *(email: dxcher@wm.edu)*
Nationality : American

2. Position: Associate professor, Dept. of Modern Languages & Literatures

EDUCATION:

1997 Ph.D. in Classical Arabic Literature at La Sorbonne Nouvelle, Paris,
Dissertation title: *Le Roman de Antar: Thèmes et Personnages*

1992 DEA (equivalent to MA.) in Classical Arabic Literature at La Sorbonne

1989 Maîtrise (equivalent to BA.) in Modern Arabic Literature at the
University of Mohammed Ben Abdullah, Meknes, Morocco.
Thesis on the contemporary Syrian novelist Hanna Mina.

ACADEMIC POSITIONS:

2004-present Associate professor, Dept. of Modern Languages & Literatures,
College of William and Mary.

1998-2004 Assistant professor, Dept. of Modern Languages & Literatures,
College of William and Mary.

1996-1998 Instructor, Dept. of Modern Languages & Literatures,
College of William and Mary.

1994-1996 Visiting Lecturer in Arabic, Dept. of African Languages,
University of Wisconsin, Madison, Wisconsin.

Summer
2008 Director, Intensive Arabic Language Program,
The College of William and Mary Summer Program
Meknes, Morocco

2007 Director, Intensive Arabic Language Program,
Council for American Overseas Research Centers (CAORC)
In conjunction with the US Department of State.
Tangier, Morocco.

Summers
2001 thru 2007 Director, Intensive Arabic Language Program,
American Institute for Maghreb Studies (AIMS and CAORC).
Tangier, Morocco.

Summers

1994, 95, 97, 98	Professor, Intensive Arabic Language Program, Middlebury College. Middlebury, Vermont.

COURSES TAUGHT:

Courses taught at institutions other than William and Mary:

Advanced Intermediate Arabic	2008	(Meknes, Morocco)
Advanced Intermediate Arabic	2002-07	(AIMS, Tangier)
Advanced Arabic (Reading Advanced Texts)	2002-07	(AIMS, Tangier)
Moroccan Colloquial Arabic	2002-07	(AIMS, Tangier)
Advanced Arabic Listening Skills	2001-07	(AIMS, Tangier)
Advanced Intermediate Arabic	1998	(Middlebury College)
Intensive Advanced Elementary Arabic	1995, 97	(Middlebury College)
Classical Arabic Literature	1997	(Middlebury College)
Elementary Arabic	1994-96	(Univ. of Wisconsin)
Intermediate Arabic + drills	1994-96	(Univ. of Wisconsin)
Reading advanced Arabic texts	1994-96	(Univ. of Wisconsin)
Moroccan Colloquial Arabic	1994, 95, 97	(Middlebury College)
Arab world through movies	1995	(Middlebury College)
Advanced MSA* Conversation	1994	(Middlebury College)
Beginning Advanced MSA Conversation	1994	(Middlebury College)
Modern Arabic Literature	1994	(Middlebury College)

(*MSA=Modern Standard Arabic)

Courses taught at William and Mary (1996-2008):

Arabic 101/01, 02 and 03	Elementary Arabic (First semester), 2 sections
Arabic 101/D01 and D02	Elementary Arabic Drill , 2 sections
Arabic 102/01 and 02	Elementary Arabic (Second semester), 2 sections
Arabic 102/D01 and D02	Elementary Arabic Drill, 2 sections
Arabic 201	Intermediate Arabic
Arabic 201/D01	Intermediate Arabic Drill
Arabic 301	Advanced Arabic, first semester
Arabic 302	Advanced Arabic, second semester
Arabic 305	Directed Readings in Arabic
Arabic 306	Directed Readings in Arabic
Arabic 309	Arabic Literature in translation (“The Word Made
Arabic 401	Classical Arabic
Arabic 411	Independent Study (Taught as a regular course with

FELLOWSHIPS AND GRANTS:

2006-07	Fulbright year research grant
2004	Research Grant, American Institute for Maghreb Studies. Topic: *Oral Traditions in Tunisia*
2004	Faculty Research Grant of the College of William and Mary Topic: *Voices of Morocco: Oral Stories of our Time*
2001	Semester Research Grant, American Institute for Maghreb Studies. Topic: *Voices of Morocco: Oral Stories of our Time*
2000	Summer Research Grant, College of William and Mary. Topic: *Oral Traditions in Morocco*
1999	Summer Research Grant, College of William and Mary. Topic: *Le Roman de Antar; Une perspective historique et littéraire*

RESEARCH & SCHOLARSHIP:

Monographic publications
Book
Le Roman de Antar : Perspective Littéraire et Historique, Présence Africaine. Paris, 2001. 343 pp.

Refereed publications:
Contributions to dictionaries or encyclopedias

"Antar, Poet and Hero." A 6000-word entry in *The Dictionary of Literary Biography: Arabic Literary Culture, 500-925 AD*. Published by Bruccoli Clark Layman Inc., 2005.

Articles in professional and scholarly journals

1) "Antara Ibn Shaddad" *Medieval Islamic Civilization, an Encyclopaedia*. Routledge 2006.

2) "The Story of the Human Being, the Woodcutter: the Anatomy of a Traditional Moroccan Oral Tale." in *The Journal of North African Studies.* Vol. 9, no. 1, 2005. The Moroccan dialect recording is already available on the internet at http://faculty.wm.edu/dxcher.

3) "Historical Elements in the *Sirat Antar*." *Oriente Moderno* (special issue on medieval Arabic epics). Rome: Instituto per l'Oriente C.A. Nallino . Spring 2004. 20 pp.

4) "Le Parcours du Héros dans Le Roman de Chevalerie Arabe: L'Exemple de *Antar.*" *Bulletin d'Études Orientales*, LIII-LIV (2001-2002) pp 75-104. L'Institut Français des Études Archeologique de Damas. Damascus, Syria. Spring 2004.

5) "Kings and Heroes as Friends and Foes: the Example of *Sirat Antar.*" *Al-Arabiyyah: Journal of the American Association of Teachers of Arabic*. (2001) 34:1-21.

6) "The Pyramidal Structure in the Arabic Siyar, the Example of *Sirat Antar." Al-Usur al-Wusta*, the Bulletin of Middle East Medievalists, Oriental Institute of the University of Chicago (April 2001) pp 6-9.

7) "Les Muallaqât dans *Le Roman de Antar."Maknasa* (1998) 12:21-29. University of Moulay Ismail, Meknes, Morocco.

Book reviews

1) *Le Guetteur de Mirages: cinq poèmes préislamiques,* translated and annotated by Pierre Larcher, published by Sinbad Actes Sud. Arles, France, 2004. Review published in *Journal of Arabic Literature*. Vol. 36, no. 2, 2005.

2) *Les Muallaqât: les sept poèmes préislamiques.* Translated and annotated by Pierre Larcher, preface by André Miquel. Fata Morgana, France, 2000. Review published in *Journal of Arabic Literature*. Spring 2004.

3) *A Study of Eastern Moroccan Fairy Tales* by Maarten Kossmann. Helsinki, 2000, pp 156. Reviewed in *Jou*

4) *Hédi Bouraoui: Iconoclaste et chantre du transculturel,* edited by Jacques Cotnam. Ottawa: Le Nordir, 1996. pp. 269. Reviewed in *Al-Arabiyyah*, 1998, pp 147-150.

Refereed conference papers

1) The Art of Storytelling: Storyteller's Techniques in Oral Performances. Rabat, Morocco. March, 2007

2) The Importance of Animals in North African Stories: the example of the story "The Hero, the Cobra, the Mouse and the Lion" Tangier, February 2007.

3) "Balancing language skills: teaching Arabic to American students." The American School of Tangier, Morocco. March 4-11, 2006.

4) "The Evolution of the Hero in the Medieval Arabic Literature" Halles, Germany. September 21-25, 2004.

5) "*Sirat Antar* as an Example of the Arabic Oral Tradition in Literature." International conference on folklore and folk literature. Tunis, Tunisia. May 21-25, 2002.

6) "Traditional Themes of Oral Arabic Literature in Moroccan Oral Tales Told Today." International conference on folk literature in the Middle East and North Africa. Tunis, Tunisia. April 2-7, 2002.

7) "Ibn Qutayba and Antar's Muallaqa: Sources, Traditions and Structure." Middle East Studies Association (MESA), Orlando, Florida. November 15-19, 2000.

8) "Antar Ibn Shaddad and Pre-Islamic Arabic Poetry." Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS). North Carolina. October 20-22, 2000.

9) "Themes in Medieval Arabic Literature." Tracking Cultures Annual Conference, University of Al-Akhawayn, Ifran, Morocco. May 19-29, 2000.

10) "Evidence of African Influences in Classical Arabic Literature." Twenty-fifth International Congress on African Literature, Fez, Morocco. March 10-13, 1999.

11) "The Surprising Role of Women in Arabic Literature." MESA, San Francisco, November, 1997.

Workshops

1) Teaching Arabic as a second language: objectives In the Intermediate level Arabic class. University of Moulay Ismail, Meknes. April 2007.

2) " Teaching Techniques for Reading Advanced Arabic " The Transatlantic Meeting workshop, Meknes, Morocco. March 7, 2007.

3) Teacher training workshops in Tangier, Morocco for professors of AIMS and CAORC summer Arabic program 2003, 04, 05, 06, 07.

4) "Teaching Arabic as a second language: the communicative approach." Meknes, Morocco. April 17, 2005. Organized and coordinated the workshop; presented keynote talk. I invited the participants, 15 Arabic professors from throughout Morocco attended.

   Chaired panel on "How to use existing Arabic teaching materials: dealing with limitations and increasing language proficiency" during the above workshop.

5) "Pragmatic methodology for developing language skills among students in the advanced level of Arabic" The American School of Tangier, Morocco. June 19, 2005.

6) “Teaching Arabic as a second language: the communicative approach.” The American Legation of Tangier, Morocco. March, 2004.

7) “Teaching Arabic as a second language: the communicative approach.” Center for Cross- Cultural Studies

8) “Teaching Arabic as a second language: the importance of the cultural component.” Center for Cross-Cultural Studies in Rabat, Morocco. April, 2002.

9) “Arabic Teaching Techniques Adapted to American Students.” University of Al-Akhawayn, Ifran, Morocco, May, 2001.

10) “Demonstration of Oral Proficiency Testing Techniques (OPI).” University of Al-Akhawayn, Ifran, Morocco, May, 2001.

11) “Teaching Arabic as a second language: the challenge of teaching listening skills.” Center for Cross-Cultural Studies in Rabat, Morocco. March, 2001.

12) “Problems of teaching Arabic as a second language and techniques applicable to American students.” Center for Cross-Cultural Studies in Rabat, Morocco. Summer 2000.

13) Participated in presenting workshop on teaching Arabic to English-speaking students, University of Al-Akhawayn, Ifran, Morocco. Spring 2000.

Guest Lectures

1) “The Comparison of two North African Stories: Structure and Themes” The American School of Tangier, Tangier, Morocco. July 20, 2005.

2) “The Challenge of Fieldwork in Documenting North African Orality.” Tangier, Morocco. July, 2004.

3) “Arabic Civilization: from the Golden Age to Modern Dissention.” Christopher Newport University. April, 2003.

4) “The Legacy of Colonialism in North Africa.” Arabic Literature in Translation 310, College of William and Mary. January, 2003.

5) “Traditional Moroccan Stories and Tales.” American School of Tangier, Morocco. July, 2002.

6) “The Challenge of Fieldwork in Documenting Moroccan Orality.” To a visiting group of scholars in Meknes, Morocco. April, 2002.

7) “The Cultural Components in Francophone Literature.” Modern Languages Department, College of William and Mary. Fall, 2000.

8) “The Place of *Sirat Antar* in Medieval Arabic Literature.” AIMS, Tangier, Morocco. July, 2000.

9) “The Educational System in Morocco.” Arabic 202, College of William and Mary. April, 2000.

10) “A Survey of the Modern History of the Middle East.” Arabic Literature in Translation 310, College of William and Mary. March, 2000.

11) “The Description of Africa in Medieval Arabic Historical Texts.” Modern Languages Department, College of William and Mary. Fall, 1999.

12) “The Arabian Nights and Medieval Arabic Epics.” University of Moulay Ismail, Meknes, Morocco. May, 1999.

13) “Beyond Sheherazade: the Story of Antar.” Charles Center, College of William and Mary, April 20, 1999.

14) “The Arabic Hero in the Medieval Arabic Epic: The Story of Antar.” Modern Languages Department, College of William and Mary. Fall, 1998.

15) “A Historical Survey of Moroccan Immigration and Emigration.” School of Advanced International Studies, Washington, D.C. October, 1998.

16) “The Importance of *Sirat Antar* in Medieval Arabic Literature.” Middlebury College. August, 1998.

17) “Arabic Literature in the Middle Ages: The Story of Antar, an Arabic Epic.” University of Moulay Ismail, Meknes, Morocco. May, 1998.

18) “Moroccan Literature, Identity and Modernity.” Georgetown University, Washington, D.C. October, 1998.

19) “The Storyteller: From the Desert to the Streetcorners of Marrakech.” Univ. of Moulay Ismail, Meknes, Morocco. May 1997.

20) “The Story of cAntar: an Arabic Epic.” Public lecture at the University of Wisconsin-Madison. 1996.

21) “Islamic Traditions in Morocco.” Lecture at the University of Wisconsin-Madison. 1995.

22) “Popular Literature in Morocco.” School of Arabic, Middlebury College, Middlebury, Vermont. 1994.

Works in Progress

Book
Voices of Morocco: Oral Stories of our Time. English translations of traditional Moroccan oral tales collected during fieldwork, including literary analysis and comparisons; cultural aspects heavily annotated. The University of Wisconsin Press and Présence Africaine have expressed an interest in publication. I plan to make the original recordings available on the internet; I have already published the first one on my William and Mary web page.

SERVICE

I) Service to Department, committee membership and chairmanship

2007-08	Coordinator, Arabic section.
	Member, Policy Committee.
2007	Member, Personnel Committee.
Spring 2006	Coordinator, Arabic section.
	Reviewer of the Fulbright candidates applications for the Arabic Language House
2004	Member, Policy Committee.
	Arabic search Committee.
	Member, Professional Activities Committee.

2003	Arabic search Committee.
1998-2003	Member, Professional Activities Committee.
2001	Arabic search Committee.
1998, 99, 2001	Coordinator, Arabic section.
1997, 99, 2001	Member, Policy Committee.
1999-2002	Member, Library Committee. Representative for non-concentration languages
2000	Arabic search Committee.
1996-1999	Faculty representative at the WM and language lab open house.

Service to Department, informal

2000	Met with the candidate for the Japanese position.
1999	Attended all lectures by applicants for the francophone position and Igave feedback on.

II) Service to College of Arts and Sciences

A) Committee membership and chairmanship

2005-2006	Subcommittee of MEFAC for Critchfield Fund
1996-2007	Member, Middle East Faculty Advisory Committee.
2000-2001	Chair, Middle East Faculty Advisory Committee.

B) Arabic study-abroad program planning

2007	Two Site visits accompagning The Reves Center Personnel to the The University of participate in a William and Mary summer Arabic language program.
2006	Two Site visits accompagning The Reves Center Personnel to the The University of participate in a William and Mary summer Arabic language program.
2003	Site visit to the Center for Cross-Cultural Studies in Morocco to determine their suitability to participate in a William and Mary summer Arabic language program.
1998-2000	Detailed initial planning of the proposed William and Mary Summer Intensive Arabic
2000	Invited Dean Driss Ouaouicha from Morocco to meet with the Reves Center, College
1999	Contact of other institutions (UVA) to evaluate interest in their joining the future William and Mary summer Arabic language program.
1998	Site visits in Morocco to determine their suitability for a William and Mary summer

C) Organizing Lectures and Syposia

2003	Invited a guest lecturer from the School of Advanced International Studies in
2001	Preliminary planning and organization of a conference entitled “Arabic Studies in the
2001	Invited a guest lecturer from Harvard University to speak on modern Arabic literature

D) Other

1998, 2000	Purchase of books for the SWEM Library; this involved travel to several large

III) Service to students

1996-present	Advisor to students both in Arabic Language and Literature section, and in Middle East studies.
1996-present	Coordinator of an Arabic conversational hour for students in the Arabic program.

1996-present Set up Arabic film series for students in my Arabic classes outside of the class to expose them to the history and culture of the Middle East and Arab world.
1998-present Selected and supervised TAs for my Arabic classes. Prepared their class plans for them; two meetings a week with them to discuss class materials and progress.
2001 Obtained $5,000 grant from Reves Center for International Studies for William and
May, 2000 Member of the Committee evaluating thesis defense, William and Mary College.
1998, 99, 00, 02 Advisor to students organizing annual spring International Dinner.
1999 Translation of several poems from Arabic into English for the Middle East Music Ensemble led by Professor Anne Rasmussen.
1999 Advisor to students in the Middle East Music Ensemble, and rehearsal with those students reading poetry during a public concert.

IV) Service to the Profession (in addition to workshops listed previously)

A) Administration and Directorship
2001-present Director of the AIMS (American Institute for Maghreb Studies) Intensive Arabic Language Summer Program, Tangier, Morocco. Responsibilities include administering the language program as well as both hiring and training the teaching staff, supervising their classroom activities and doing demonstration teaching in their classes.
2001-present Chair of the AIMS acceptance committee for the summer Arabic program; reviewed
2002 Chair of a panel during international conference on folklore and folk literature. Tunis,
2000 Member of the AIMS acceptance committee described above.
2000 Outside reviewer of the AIMS Intensive Summer Language Program in Tangier; proposed steps to be taken to improve the quality and the visibility of this program.

B) Membership in professional organizations
2003-present Member of Middle East Medievalists (MEM).
2002-present Member of the AIMS Advisory Committee of the Summer Language Program in Tangier.
2001-present Member of the American Institute for Maghreb Studies (AIMS).
1994-present Member of the Middle East Studies Association (MESA).
1999-present Member of the American Association of Teachers of Arabic (AATA).
2000-present Member of Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS).
1999-present Member of the African Literature Association (ALA).
1999 Member of the Organizing and Advisory Committee for the African Literature

C) Other
2001-2007 Administered and evaluated placement test for the Summer Language Program in
2000, 2001 Drawing on my experience and training while teaching at Middlebury College, where I administred the OPI a second time at the end of the Intensive Summer Language Program in Tangier. I plan to become a certified tester for the OPI in the near future.
2001-2007 Organized a series of lectures for Arabic Intensive Summer Language Program in
2001 Visiting scholar, Al-Akhawayn University, Ifran, Morocco.
2000 Cultural preparation of several Moroccan professors going to Middlebury College to
1999 Provided final consultation and verification on Moroccan content in a book of linguistic

V) Service to the community of Williamsburg

1999-present I have been called upon by members of the City of Williamsburg community for advice Moroccan community in the area or by members of the public dealing with these people asking for help translating and interpreting from Moroccan to English and vice versa. I have spent an afternoon at the hospital, for example, translating between the doctor and a young Moroccan couple with a sick baby; the Mariott hotel employing many of these Moroccans calls regularly with translation questions, as does the post office.

Olla Najah Al-Shalchi

onalsh@wm.edu

Education

- Ph.D. candidate in Instructional Design and Technology at Old Dominion University (Fall 2007- Present)
- M.A. in Teaching Arabic as a Foreign Language at the American University in Cairo (September 2003- February 2006)
- Center for Arabic Study Abroad full year fellow (June 2002- May 2003)
- B.A. with Honors from the University of Texas in Austin with a double major in Arabic Language and Literature and Islamic Studies (June 1999- May 2002)
- Attended the intensive summer program at Middlebury College (Summer 2001)

Experience in Education

- **College of William and Mary (Fall 2006- Present)**
  Visiting Instructor
  - Courses taught in the Fall 2006, Fall 2007, and Fall 2008 semesters: Elementary Arabic (ARAB 101), Intermediate Arabic (ARAB 201), and Arabic Literature in Translation (ARAB 309)
  - Courses taught in the Spring 2007, Spring 2008, and Spring 2009 semesters: Elementary Arabic (ARAB 102), Intermediate Arabic (ARAB 202) and Iraqi Arabic (ARAB 290)
  - Courses taught in the Summer 2007 and 2008 sessions: Elementary Arabic (ARAB 101 and 102)

- **Middlebury College (Summer 2003 and Summer 2005)**
  Arabic Language Instructor
  - Taught Arabic to Level 1 and Level 1.5 students
  - Attended weekly faculty meetings
  - Attended weekly movie showings and lectures
  - Participated in the Arabic Dinner
  - Attended extracurricular activities for the Arabic School
  - Helped supervise in the cooking club and cinema club
  - Developed various exercises and drills to help with all language skills

- **Arabic Language Institute in the American University of Cairo (September 2003- May 2005)**
  Teacher/ Tutor
  - Co-Taught beginning level Arabic students
  - Taught Media to Intermediate level Arabic students
  - Tutored students from Beginning levels, Intermediate levels, and Advanced levels of Arabic

- Substituted for various levels and subjects for the Arabic Language Institute teachers

Publications

- Al-Shalchi, O.N. (2009). The effectiveness and development of online discussions. *MERLOT Journal of Online Learning and Teaching, 5*(1), 104-108.
- Poetry: *Chic, Hakeem Olajuwon, Punishment for Prisoners?, To My Dearest Friend, Two Sides of the Story, There's No Place Like Home*

Honors and Awards

- TAFL Fellowship Award (2003-2004, 2004-2005)
- CASA Fellowship Award (2002-2003)
- College Scholar Award for Honors Day (2001 and 2002)

Other Skills

- Language Skills.
  - Speak Arabic (Modern Standard Arabic and Iraqi Colloquial Arabic) and English fluently
- Computer Skills
  - Able to use Windows Vista and XP, Microsoft Word, Microsoft Excel, SPSS, the Internet, Blackboard, Printing and Scanning

Olla Najah Al-Shalchi is currently working on her doctorate degree in Instructional Design and Technology from Old Dominion University. She has thus far focused on designing instructional material that she has been able to use in her Arabic classes. In 2006, she was awarded her M.A. in Teaching Arabic as a Foreign Language from the American University in Cairo. While working on her M.A., she was able to work with the Arabic faculty members to teach Arabic. In addition to this, she has spent two summers teaching Arabic at an intensive immersion program in Middlebury College. Olla has been teaching at the College of William and Mary since the Fall 2006 semester, and she has taught classes in Modern Standard Arabic, Iraqi Colloquial, and Arabic Literature in Translation.

Chadia Mansour

Cmansour@odu.edu
757-609-5917

OBJECTIVE Teaching Arabic

EDUCATION

Certificate of College Teaching, Virginia Consortium 2008

Certificate of successful completion of FLTA Fulbright program 2006-2007

B.A in English as a foreign language, High Institute of Human Sciences of Tunis, Tunisia June 2005

"Usage of Auxiliary DO in the natural speech of ESL learners" Research paper December 2008.

"Errors in the written essays of Tunisian EFL learners" THESIS May 2005.

LANGUAGE SKILLS Fluent in Arabic, French, and English; basic knowledge of German and Italian

HONORS

Presented a research paper in the UMBC TESOL Conference February 09
Fulbright Scholar, 2006-2007

RECENT WORK EXPERIENCE

Adjunct Assistant Instructor :
Teaching 111 Arabic class to 12 students ODU Summer session 2008

Graduate Research Assistant, Applied Linguistics, MA program ODU 2008/ 09

College of William and Mary, Williamsburg, VA August 2006–May07

Acted as an adjunct professor:
Taught 101- 102 and 201 Arabic classes to 42 college students

Arabic House Tutor August 2006-May07

Tutored 8-15 students in Arabic levels 101-102- 201-202-301-302
Discussion Hours.
Organizer of cultural activities:

- Detail: proposed a funding for organizing an event with the Ambassador of Qatar Nasser Bin Hamad Al- Khalifa and received an approval for it
- Detail: contacted the people concerned and received the approval to host Ambassador Al- Khalifa in my Arabic class
- Detail: Arabic movie nights
- Detail: participated in an international dinner
- Detail: Arabic cuisine club
- Detail: Arabic Reading club

Public Secondary School, Ras Jebel September2004–October 04

English Teacher:

- Taught English to 65 students 12 to 16 years-old

Private Secondary School, EL Jomhouria Ariana Tunis October 2005–May06

English Teacher:

- Taught English to 80 students 13 to 20 years-old October 2006

Volunteered to teach 22 K2 students for Muslim Community of Tidewater 08-09
Volunteered to teach English to 20 students 12 to 18 years-old Summer2004

ACTIVITIES

Muslim Student Association ODU February 2008- present
American Association of Teachers of Arabic August 2006- present
Stand for Darfur Association August 2006- present

COMPUTER LITERACY

Microsoft: Word, PowerPoint, Excel

Higher Education Group
1330 6th Avenue
New York NY 10019

212.641.6635
Email: Rachel.mccoy@pearson.com

Rachel McCoy
Sr. Acquisitions Editor
World Languages

20 April 2009

Carl J. Strikwerda
Dean of Arts and Sciences
College of William and Mary
P.O. Box 8795
Williamsburg VA 23187-8795

Re: John Eisele's grant application to IRS program, Department of Education

Dear Dean Strikwerda,

Please accept this letter as support for the development of a new Arabic language curriculum, with John Eisele as the lead author. Pearson is the leading educational publisher in the world, and I work for Pearson Education U.S., the largest textbook publisher in the States. As the Acquisitions Editor for "other languages", it is my charge to determine for which languages we should be publishing, and to find professors/authors who are capable of writing outstanding language materials. Currently, we do not publish Arabic language texts, however a few years ago I started to learn more about the market in order to determine if there is a need for a new curriculum, and I am satisfied that there is.

Two years ago I met with some leading Arabic professors at a university here in the States, and I asked them who in the field has the understanding of the market and who is at a point in his/her career to dedicate the time to embark on such a project. Their response was, "John Eisele". And thus, my relationship with John began and with each encounter, I am more convinced that his experience, his knowledge of approaches of the teaching of Arabic, and his familiarity with those teaching Arabic in the US, all make him an excellent author candidate. When evaluating a potential manuscript for publication I take into account three variables: author, idea, and execution. Over the years John and I talked about what a new Arabic language curriculum should include and this past January he provided me with a formal proposal and sample chapters, all of which were well received by those who prepared a review (this is the "execution" phase). Consequently, I am proposing to my superiors a financial plan to publish Pearson Education's first Arabic program, with John as the lead author. Once my plan is approved, I will be able to offer John a contract and I hope this will take place in a month or so.

Thank you for this opportunity to write on behalf of John Eisele, supporting his request for a grant that will allow him to dedicate time to work with co-authors and me to create outstanding teaching and learning tools for the Arabic language. Should you need additional information, please feel free to contact me directly.

Sincerely,

Rachel McCoy

The College Of
WILLIAM & MARY

ARTS & SCIENCES, OFFICE OF THE DEAN

P.O.Box 8795
Williamsburg, Virginia 23187-8795
757/221-2465, Fax 757/221-2464

TO: Grant Review Committee, U.S. Department of Education

FROM: Carl Strikwerda, Dean

RE: Letter of Support for International Research and Studies Program

DATE: April 16, 2009

As Dean of Arts and Sciences at the College of William and Mary, it is my pleasure to offer support for the grant proposal for Arabic materials development that Dr. John Eisele and Dr. Driss Cherkaoui are submitting to the U.S. Department of Education for funding through the International Research and Studies program.

Because of the large increase in the number of students studying Arabic, and the demands for increasing the number of Americans who can function at the advanced level in Arabic, Dr. Eisele's and Dr. Cherkaoui's proposal for the development of an integrated Arabic language curriculum meets a critical need for the nation at this crucial point in our history. I am certain that such a curriculum, when published, will be welcomed by students and teachers in Arabic programs and will make a great contribution to the advancement of Arabic language studies in the United States. In this sense, I see their project as a significant investment in the infrastructure of foreign language pedagogy for the nation. Their work has the potential to help literally thousands of students, teachers, and scholars of Arabic language teaching in the English-speaking world.

As evidence of our support for the proposal, we are reducing Drs. Eisele's and Cherkaoui's regular course load by one half during the period of the grant so that they may devote more of their time to completing the grant in a timely manner.

Besides the materials that will be developed, an important strength of the proposed project is that by integrating research opportunities for undergraduates through their participation in the project it also contributes to the several aspects of the broader mission of the College of William and Mary. The first is that of linking teaching and research, which supports the educational program by introducing students to the challenge and excitement of original discovery, which becomes a source of the knowledge and understanding necessary for a better society. William and Mary is a national leader in undergraduate research, with many of our faculty routinely publishing scholarly work with undergraduates.

The second is its contribution to the internationalization of the university through its focus on improving Arabic language and cultural studies, which will contribute as well to improving the mutual understanding between Americans and Arabs as we move into the 21st century. Our Mideast studies program boasts major scholars on Islamic law, the history of the Levant, and Mideast politics,

and our Arabic language enrollments are some of the largest in the United States. Through our Reves Center for International Studies and the Institute for the Theory and Practice of International Relations, we have become one of the very best undergraduate institutions in the country in international studies, combining internationally-recognized scholarship with a deep commitment to undergraduate teaching. International Relations is the sixth largest major on campus, and Arabic is rivaled only by Chinese as a major language of study for International Relations.

Thirdly, because we combine a deep commitment to scholarship done at the highest levels with a profound dedication to liberal arts undergraduate education, we have taken a major role in producing pedagogical resources for the larger academic community. We have numerous projects in science education, public history, environmental studies, language teaching, and international studies which bring together scholars, teachers, students, and pedagogical experts.

Drs. Eisele and Cherkaoui's project will build upon great strengths at the College of William and Mary in all these areas—student-faculty research, international studies, and the scholarship of teaching and pedagogy—in order to make a contribution to a vital area of concern for the United States today. The College of William and Mary strongly supports the proposed materials development project and welcomes the opportunity to provide the necessary support to the project members in carrying it out.

cc: Prof. Ronald St. Onge, Chair, Department of Modern Languages and Literatures

National Middle East Language Resource Center

21 April 2009

RE: Willingness to serve as reviewer *Arabic Links* Project

I am willing to serve as a reviewer for the *Arabic Links* Project.

Sincerely,

R. Kirk Belnap
Professor of Arabic
Director, National Middle East Language Resource Center

214 HRCB, Brigham Young University, Provo, UT 84602
http://nmelrc.org, 801/422-7192, 801/422-0382 (fax)

On Sat, 4/19/2009 4:32 AM, Roger Allen <rogermaallen@gmail.com> wrote:

Dear John,

I have received your e-mail here in Morocco where I am on leave.

I have now had a chance to consider what you are proposing to do and find it extremely interesting and important, because I have come to the conclusion that, as Arabic teachers, we must teach our students the Arabic language as it really is--and that means including a competence in one or more colloquial dialect within the acquisition process.

For those reasons, I am happy to be included in your project as an evaluator, and look forward to participating in it.

with best wishes,

ROGER ALLEN

Sascha Jane Patterson Harvie Professor of Social Thought and Comparative Ethics, School of Arts & Sciences;
Professor of Arabic & Comparative Literature,
and Chair, Department of Near Eastern Languages and Civilizations, University of Pennsylvania;
President-elect, Middle East Studies Association of North America [2008-2009]

847 Williams Hall, 36th and Spruce Streets, Philadelphia, PA 19104-6305
tel: 215-898-6337/7467
fax: 215-573-9617

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-budgetnarrative.pdf**

BUDGET NARRATIVE

Teaching Arabic Variation: Developing language resources for integrating Modern Standard Arabic and Arabic dialects

***Personnel:**

John Eisele, Principal Investigator (35% effort (AY September 1, 2009-August 31, 2010), 100% effort summer, Years 1-3) is associate professor of Arabic in the Department of Modern Languages and Literatures at the College of William and Mary. He will oversee and direct the entire project during its three phases. He will ensure timely and effective project implementation, evaluation, and dissemination; monitor the budget and progress reporting, and coordinate the participation of outside evaluators and consultants. He will devote 35% FTE during the academic year, starting from Spring semester 2010 until the final phase of the grant in 2012, and 100% FTE during the summer periods.

Year 1: $13,947 (AY), $26,565 (summer); Year 2: $29,288 (AY), $27,893 (summer); Year 3: $30,752 (AY), $29,288 (summer)

Driss Cherkaoui, Co-Principal Investigator (35% effort (AY September 1, 2009-August 31, 2010), 100% effort summer, Years 1-3) is associate professor of Arabic in the Department of Modern Languages and Literatures at the College of William and Mary. A native speaker of Arabic (MSA & Moroccan dialect), he will work with the PI to map out the design of the materials, and oversee the materials development staff. He will have primary responsibility for developing the Moroccan dialect module, in consultation with the PI, and will work on reviewing the evaluations and revising the materials. He will devote 35% FTE during the academic year, starting from Spring semester 2010 until the final phase of the grant in 2012, and 100% FTE during the summer periods.

Year 1: $12,164 (AY), $21,370 (summer); Year 2: $25,544 (AY), $24,329 (summer); Year 3: $26,821 (AY), $25,545 (summer).

Olla al-Shalchi, Participating Investigator Materials Development Staff (100% effort summer, Years 1-3) is full-time instructor in the Arabic Section of the Department of Modern Languages and Literatures at the College of William and Mary. A native speaker of Arabic (MSA & Iraqi dialect), she will be responsible for coordinating the efforts of the student assistants on the materials development staff in inputting, editing, and revising the text based materials, and in selection and editing of video clips.

Year 1: $16,333 (summer); Year 2: $17,150 (summer); Year 3: $18,008 (summer)

Chadia Monsour, Materials Development Staff (100% effort summer, Years 1-3) will be hired as a full-time instructor in the Arabic Section of the Department of Modern Languages and Literatures at the College of William and Mary starting in Spring 2010. A native speaker of Arabic (MSA & Tunisian dialect), she will work in close coordination with the members of the project in collecting, writing, editing, and revising materials, as well as in advising student assistants in their tasks.

Year 1: $13,333 (summer); Year 2: $14,000 (summer); Year 3: $14,700 (summer)

***Student Assistants (4), Materials Development staff (10 hrs/week, $8/hour AY, 30 hrs/week summer)**

Native speakers or advanced students of Arabic, with skills in Arabic computing and video editing, will support editing and revision of the materials, both in text form as well as in online form. They will also assist the senior members of the materials development staff in their ongoing efforts at creating, collecting, and selection of materials.

Year 1: $3600; Year 2: $3708; Year 3: $3819

***Fringe Benefits:**

7.65% FICA is calculated on all summer salary. Full benefits are calculated on course buy-outs: 35.9% Eisele; 38.40% Cherkaoui

***Materials Development Staff Abroad (Morocco & Iraq):**

Funding is requested for two members of a materials development staff in Morocco (Year 1: $3000 total) and Iraq (Year 2: $3000 total). The staff members will assist project personnel in the production, editing, revising of materials for the said dialect modules, and assist in the videotaping of preliminary videos for inclusion in the final form of the materials.

***Travel (project personnel):**

Estimated travel costs for project personnel include economy airfare, ground transportation, conference fees where applicable, and per diem expenses. Funding is requested as follows:

Year 1:	ACTFL conference (Eisele)	$500
	MESA conference (Cherkaoui)	$500
	Morocco (materials development, Moroccan dialect, Eisele & Cherkaoui)	$3000
	travel to materials test sites (Eisele)	$800
Year 2	Conference attendance (MESA/ACTFL, staff)	$500
	materials test sites (Cherkaoui)	$800
	Iraq (materials development, Iraqi dialect, al-Shalchi & staff)	$3000
Year 3:	travel to materials test sites (al-Shalchi)	$800
	travel to materials test sites (Mansour)	$800

Per diem expences for Morocco project are as follows: 7 weeks @ $85 per person per day, meals & incidentals: $4,067.

Per diem expenses for Iraq project are as follows: 7 weeks @ $11 per day, meals & incidentals: $539 per person (no lodging rate available)

***Equipment:**

We are requesting funding for purchase of two Mac computers (total: $4000, Year 1), one desktop and one laptop, and a digital camcorder ($500 year 1). Computers will be used by members of the project team for materials processing: gathering, inputting, editing, and revision of text materials, selection, editing, and subtitling of video clips. The laptop will be necessary for overseas materials development projects. As noted in section 10 (Adequacy of Resources), while

the William and Mary Media Center will provide the hardware, software, and expertise for final editing and production, this equipment is necessary to meet the intensive demands of the project as regards both text input and editing as well as video processing.

***Supplies:**
Required supplies will include video editing software ($1000 Year 1); other computer supplies (printer, hard drives for storage) ($500 Year 1), and other office supplies (paper/pens/markers, printer ink cartridges, photocopying) ($1,000 annually).
Year 1: $2500; Year 2: $1000; Year 3: $1000.

***Other Fees and expenses:**

Evaluators: Funding is requested for honorarium, travel and per diem expenses for the two evaluators (Dr. Kirk Belnap and Dr. Roger Allen). Evaluation will necessitate four visits by an outside evaluator, for a period of three days each, for the grant period (i.e. two visits apiece for the above evaluators). Annual expenses are broken down as follows: travel (air & ground transportation): $800; lodging (3 nights) $500; per diem expenses: $291; honorarium: $2000.
Year 1: $0 ; Year 2: $5,182 ; Year 3: $ 5,182

Consultant: In addition, funding is requested for consulting fees for an SLA specialist to review methodology and goals: Year 1: Travel (air & ground transportation): $800; lodging (3 nights) $500; per diem expenses: $291; honorarium: $2000. Year 1: $3,591

***Total direct costs:** $510,564

Indirect Rate is calculated at 43% MTDC (total direct costs minus equipment, tuition, and subcontracts over $25,000). Our cognizant agency is the Office of Naval Research.

Total costs:
Year 1: $203,251; Year 2: $260,725; Year 3: $264,195

*all budget items related to the Competitive Priorities for FY 2009