

Arabic for Interactive Communication (AFIC)

Application to the Arabic Language Center at the University of Damascus 2004-05

Dear Fellowship Applicant:

A limited number of non-NFLI Fellowships (without a service obligation)--to the Arabic Language Center at the University of Damascus *only*--may be available for the academic year (June-May) 2004-05, dependant on the availability of funding. If you would like to apply for one of these fellowships, please fill out the application below and submit it, no later than January 30, 2004, to:

Arabic For Interactive Communication (AFIC)

Attn: Roxanne Brame

Box 353120

NELC

University of Washington

Seattle, WA 98195-3120

In addition to submitting this application to AFIC, in order to be eligible for the fellowship award, you *must* take the 2004 Center for Arabic Study Abroad (CASA) examination. Applications for the CASA program (which is the means to register for the examination) are available at <http://www.emory.edu/COLLEGE/CASA>, and are due by January 7, 2004. If you have any questions about either the AFIC application to the Arabic Language Center at the University of Damascus, or the application for the CASA program, please contact the AFIC Program Coordinator, Roxanne Brame, at rbrame@u.washington.edu

2004 FELLOWSHIPS FOR THE ARABIC LANGUAGE CENTER(ALC) AT THE UNIVERSITY OF DAMASCUS

Program Information

Eligibility Requirements

- U.S Citizenship (U.S. permanent residents are not eligible)
- A minimum current knowledge of Arabic at the federal Interagency Language Roundtable (ILR) Level 2 (www.govtilr.org) or at an Advanced Low” level of proficiency as defined by the American Council of the Teaching of Foreign Languages (ACTFL) (http://www.languagetesting.com/scale_acad.htm)
- Excellent skills in English (participants must have ILR Level 3/ACTFL “Superior” language proficiency or higher in all modalities of English)

Application Deadline

ALC/University of Damascus Fellowship applications are due by January 30, 2004 to the following address:

Arabic for Interactive Communication (AFIC)

Box 353120

University of Washington

Seattle, WA 98195-3120

**2004 AFIC FELLOWSHIPS TO THE ARABIC LANGUAGE CENTER,
UNIVERSITY OF DAMASCUS**

Fellowship Terms and Conditions

Fellowships for the ALC at the University of Damascus provide support for all academic expenses directly associated with participation in the overseas Arabic For Interactive Communication Programs, including a stipend for living expenses, and support for travel costs and health insurance coverage. The stipend will be based on reasonable costs associated with study at the ALC at the University of Damascus. Fellowship award amounts cannot include additional support for dependents.

Fellowship award recipients should be full-time or part-time students at an accredited U.S. college or university located within the United States during their term of study. If they are not already enrolled, they may enroll as non-matriculated students at the University of Washington, *provided they meet the entrance criteria*. Questions about enrollment should be directed to the AFIC program coordinator. Nevertheless, recipients of AFIC Damascus fellowships are expected to devote full-time effort to their studies at the ALC at the University of Damascus . Therefore, Fellows may not actively pursue requirements of other degree programs while receiving Fellowship support. Likewise, these Fellowships may not be combined with other sources of funding that would require Fellows to devote less than full-time effort to the curriculum ascribed by the Arabic For Interactive Communication Program in which they are participating.

All ALC/Damascus fellowship recipients will be evaluated on their proficiency in Arabic at the conclusion of participation in the program, as well as at various points during their time of study in Syria.

2004 FELLOWSHIPS TO THE ARABIC LANGUAGE CENTER AT THE UNIVERSITY OF DAMASCUS

PART I: GENERAL INFORMATION (please print or type)

A. Personal Information

Name

first middle last

Current Address

street apt. #

city state zip

Permanent Address _____

street apt. #

city state zip

Home telephone _____ Work telephone _____

Email address _____ Social security number _____

Date of birth _____

Sex: • male • female State of Residence _____

Race/Ethnicity/Origin (optional):

- Asian or Pacific Islander • Black, not of Hispanic origin
- Hispanic • White, not of Hispanic origin
- Other
- I am a U.S. citizen or • a naturalized U.S. citizen

Citizenship number _____ Date of naturalization _____

B. Program information

Are you currently enrolled in a U.S. institution of higher education? • yes • no

University _____

Academic discipline _____

Current level of study _____ Anticipated graduation date _____

C. Educational background

Copies of official transcripts from each institution attended must be included with the application

Colleges or universities attended and their locations (current or most recent first)	Dates attended: from/to (mm/yyyy)	Degree(s) awarded and/or expected and date(s) of degree(s)	Major field
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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name: _____

D. Employment History

List relevant employment beginning with your present or most recent job
Title/position Employer and location Dates employed
(mm/yyyy)

E. Previous Overseas Experience

Countries visited Dates Nature of visits

F. Honors and Awards

G. Letters of Reference

Please give the names, institutions, and addresses of three (3) individuals whose letters of recommendation are included with this application.

Name and title Institution and address

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name: _____

H. Application Certification

I agree that, if awarded an AFIC Damascus Fellowship, I will keep AFIC informed of my whereabouts and I will submit the required reports, both during and after the award, as may be requested. I understand that my award may be withdrawn and payments terminated if I fail to maintain a satisfactory academic record or if my conduct is considered prejudicial to the best interests of the AFIC Programs.

I agree, upon acceptance of an AFIC Damascus Fellowship, to allow my name to be published in association with the AFIC overseas study programs.

I affirm that, to the best of my knowledge, all of my statements are true, correct, and made in good faith.

Signature

Date

2004 THE ARABIC LANGUAGE CENTER AT THE UNIVERSITY OF DAMASCUS FELLOWSHIPS PART II: PROGRAM PROPOSAL

A. Please prepare an essay that addresses the points listed below. The *essay should not exceed 600 words* and should be prepared on separate sheets of paper that are attached to the application immediately following this page.

- What is your reason for applying for a Fellowship?
- What past experiences have influenced your desire to advance your language capabilities significantly?
- How do you plan to apply the training you receive?
- How does this advanced training fit into your professional goals?

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PART III: Reference letter form

1. To the applicant:

Please complete the top portion of this form and provide a copy of it to each person (a minimum of three) from whom you are requesting a letter of recommendation.

NOTE: According to the *Privacy Act of 1974*, you have the right to inspect and review confidential letters and statements of recommendation in your file. If you wish to waive the right to examine this reference, please sign the following statement.

I hereby waive the right to examine this evaluation and I understand that its contents will not be shared with me.

Applicant's signature: _____ Date: _____

Applicant's Name _____ Language of Study _____

2. To the referee:

The Arabic For Interactive Communication project, developed under the auspices of the National Flagship Language Initiative (NFLI), is a new program which represents a major effort to address the urgent need to advance American students to professional levels of competency in Arabic, a language critical to U.S. national security. In 2004-05, a limited number of fellowships in Arabic may be available for students wishing to attend the Arabic Language Center at the University of Damascus in Syria. An AFIC Fellowship will offer a unique opportunity to students whose current minimum knowledge of Arabic is at the level of "Advanced Low" as defined by the American Council on the Teaching of Foreign Languages (ACTFL) or Level 2 as defined by the federal Interagency Language Roundtable (ILR). Administered by AFIC Steering Committee,

Fellowships to the Arabic Language Center at the University of Damascus will provide full financial support (without incurring a service obligation) for successful applicants to advance their competency levels to ACTFL "Superior"/ILR Level 3 under teachers thoroughly trained in proficiency-based language teaching methodology.

You are being asked by an applicant for an NFLI Fellowship to provide a letter of recommendation. On a separate sheet, please comment on the applicant's language and research training; ability to adapt to a different cultural environment; integration of advanced language acquisition with career goals; and any other factors that you believe may have a bearing on the applicant's success.

Please provide the reference material (this form and your letter of recommendation) directly to the applicant in a sealed envelope signed across the flap, bearing in mind that applicants must submit reference material along with their applications by January 30, 2004. Also, please be sure to sign both this form and all additional pages.

Name and title of Referee _____

Institution _____

Address _____

Signature of Referee _____ Date _____

2004 FELLOWSHIPS TO THE ARABIC LANGUAGE CENTER AT THE UNIVERSITY OF DAMASCUS

Part IV: Language Proficiency Evaluation

The primary goal of the NFLI Fellowships is to achieve professional competency in your language. We characterize this competency at the “Superior” level as defined in the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) or the federal Interagency Language Roundtable (ILR) Level 3. We recommend that you review information on language proficiency levels at ACTFL’s and ILR’s websites, http://www.languagetesting.com/scale_acad.htm and www.govtilr.org, respectively.

Presenting Your Language Portfolio

As an applicant for an NFLI Fellowship you have already devoted a considerable effort toward developing proficiency in the target language. In this section of the application we ask that you provide a record of the language and cultural skills you have acquired. This approach, adapted from the Council of Europe’s *Language Portfolio*, affords you the opportunity to assess and self-evaluate the levels of competence you have reached in languages and to provide a broad overview of your experiences and accomplishments. The assessment provides AFIC with a more comprehensive assessment of your language skills that can be used as a major factor in reviewing your application. It allows you to express your overall skills in the target language without relying only on proficiency test results or more unreliable self-assessments

Please complete the language evaluation worksheets that follow.

The Language Portfolio you are asked to assemble includes two elements:

- A. Assessment of Language Proficiency. An overview of your proficiency at a given point in time including formal qualifications.
- B. Language Résumé. An opportunity to include information on language learning and cross-cultural experiences you have gained in and outside formal educational contexts.
 - 1. In-country language learning and cross-cultural experience
 - 2. Domestic language learning and cross-cultural experience
 - 3. Certificates and diplomas

2004 FELLOWSHIPS TO THE ALC AT THE UNIVERSITY OF DAMASCUS

Self-Assessment Grid (for use in filling out the self-assessment profile)

	A1	A2	B1	B2	C1	C2
Listening	I understand familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.	I understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I catch the main point in short, clear, simple messages and announcements.	I understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I understand extended speech and lectures and follow even complex lines of argument, provided the topic is reasonably familiar. I understand most TV news and current affairs programs. I understand the majority of films in standard dialect.	I understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I understand TV programs and films without too much effort	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I understand familiar names, words, and very simple sentences, for example on notices and posters in catalogues.	I read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables, and understand short simple personal letters.	I understand texts that consist mainly of high frequency everyday or job-related language. I understand the description of events, feelings and wishes in personal letters.	I read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I understand long and complex factual and literary texts, appreciating distinctions of style. I understand specialized articles and longer technical instructions even when they do not relate to my field.	I read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works.
Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on familiar topics.	I can communicate in routine exchanges requiring direct exchange of information on familiar topics. I can handle very short social exchanges, even though I usually cannot understand enough to keep the conversation going myself.	I can handle most situations likely to arise in an area where the language is spoken. I can converse, unprepared, on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of literacy and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, account for and sustaining my views.	I can express myself fluently and spontaneously without much search for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precise and relate my contributions skillfully to those of other speakers.	I can participate effortlessly in any conversation or discussion, undeterred by idioms or colloquialisms. I can express myself fluently and can convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure so smoothly that others are hardly aware of it.

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Self-Assessment Grid, cont. (for use in filling out the self-assessment profile)

	A1	A2	B1	B2	C1	C2
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, my living conditions, my educational background and my present or most recent job.	I can connect simple phrases and sentences to describe experiences and events, my dreams, hopes and ambitions. I can briefly justify and explain my opinions and plans. I can narrate a story or relate the plot of a film and describe my reactions to it.	I can present clear, detailed descriptions on a wide range of subjects related to my areas of interest. I can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various opinions.	I can present clear, detailed descriptions of complex subjects, integrating themes, developing particular points, and rounding off with an appropriate conclusion.	I can present a clear, smooth-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality, and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text expressing points of view at some length. I can write about complex subjects in a letter, an essay, or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear smooth-flowing text in an appropriate style. I can write complex letters, reports, or articles which present a case with effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional literary works.

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name: _____

A. Profile of Language Skills

What do you consider to be your native (mother-tongue) language(s)?

Please complete the self-assessment profile based on the information in the Self-Assessment Grid on the preceding page. Place an “X” below the level of your language proficiency for each skill. *Note:* Your profile may vary from the example, based on your own training and experience.

Refer to the example provided below.

EXAMPLE:

	A1	A2	B1	B2	C1	C2
Listening			X			
Reading			X			
Spoken Interaction				X		
Spoken Production			X			
Writing		X				

Arabic:

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

Other Language(1): _____

this may be English, if it is not your native language

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

Other Language (2), if applicable: _____

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

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name: _____

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B.1. Résumé of In-Country Language Learning and Cross-Cultural Experience

An important component of your language study is the time you have already devoted to both language and cultural learning in the country or region where the language is spoken.

Please answer the following questions in the blank spaces provided.

Have you stayed in a region where Arabic is spoken? _____

yes/no

If so, please tell us whether you have:

1. Attended a formal language training course, where, for how long, and what level you achieved _____

2. Attended regular classes (at a university or other educational institution), where, for how long, and what subjects you studied _____

3. Attended a summer intensive program/language camp, where, and what level you achieved _____

4. Used the language at work or in an internship, where and for how long _____

5. Participated in a “study tour” with use of/instruction in the language, where and for how long _____

Please give us any further information you think is relevant to your application about the history of your Arabic study:
