Curriculum Vitae

Personal Information:

Name:	Salah Ahmad Mohammad Said al-Salman
Academic Rank:	Professor
DOB:	21/3/1958
Material Status:	Married
Address:	German-Jordanian University 35247 Amman 11180 Jordan
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Professional Background:

Date	Job	University
2021-2023	Dean of the School of Languages	German-Jordanian University
2020-2021	Acting Dean of the School of Languages	German-Jordanian University
2012-2014	Vice Dean of the School of Languages and Head of Language Department	German-Jordanian University
2011-2012	Vice Dean of the School of Languages for Student Affairs	German-Jordanian University
2005-2006	Vice Dean of Scientific Research.	Al-Hussein Bin Talal University
2002-2004	Head of the Department of the Uni. Requirements.	Al-Hussein Bin Talal University
2008-2010	Director of the Center of Her Highness Princess Basma bint Talal for Intangible Cultural Heritage	Al-Hussein Bin Talal University
Since 2012	Full Prof.	German-Jordanian University
2010-2011	Guest Prof.	German-Jordanian University
2005-2010	Associate Prof.	Al-Hussein Bin Talal University
2000-2005	Assistant Prof.	Al-Hussein Bin Talal University
1996-1998	Researcher Assistant	Al al-Bayt University
1989-1990	Arabic Teacher	Ibn Khaldoon Institute

Educational Background:

Date	Educational Institute	Country	Field	Certificate
1990-1995	Alexander Friedrich University	Erlangen- Germany	Semitic Philology	Ph.D.
Das Arabische in vorislamischer Zeit: Analyse inschriftlicher und literarischer Quellen				
1985-1988	Yarmouk University	Jordan	Epigraphy	M.A.
Early Standard Arabic				
1977-1982	Yarmouk University	Jordan	Arabic Language	B.A.

				& Literature
1975-1976	Irbid	Jordan	Scientific Stream	High School

Papers Published

Said, Salah,
1998   *Field Study in the Inscriptions of the Badia Region of Northern Jordan.* Al al-Bayt University. No. 34.

Said, Salah,
1999   *Greek Inscriptions from Northern Jordanian Badia*. Al al-Bayt University. No. 56.

Said, Salah & al-Hamad, M.,
2003   "A New Nabataean Inscription from Umm al-Jimāl". *Journal of Semitic Studies, Vol. 40. no. 1: 29-34.*

Said, Salah & al-Hamad, M.,
2004   "Three Nabataean Inscriptions from Umm al-Jimāl". *Proceeding of the Seminar of Arabic Studies Vol. 24: 313-18.*

Graf, D., & Said, Salah,
2006   "A New Funerary Inscriptions from Umm al-Jimāl". *Journal of Semitic Studies, Vol. 41/2: 267-303.*

Said, Salah,
2006   *"*Two Greek Inscriptions with the name YTWR from Umm al-Jimāl". *PEQ* 138/2: 125-132.

Said, Salah & Omar, al-Guhl
2007   "New Nabataean Inscriptions from Umm al-Jimāl *"*. *AAE 18*: 251-257.

سعيد، صلاح، .

٢٠٠٦   "النظـام الصـوتي فـي لهجـة معـان: دراسـة مقارنـة فـي ضـوء العربيـة الفصـحى". مجلـة كليـة الآداب/ جامعـة الزقازيق: ٣٨: ١٣٥-١٦٨.

سعيد، صلاح، .

٢٠٠٧   "صيغة افعالَّ والتحولات المختلفة لها في ضوء العربية واللغات السَّاميَّة". مجلة مجمع اللغة الأردني   ٧٢: ١١٧-١٦١.

سعيد صلاح .

٢٠٠٨   "اللام الزائدة في "زيدل" و"عبدل" : دراسة مقارنة في ضوء المصادر والكتابات العربية والسَّاميَّة واليونانية القديمة". المجلة الأردنية في اللغة العربية وآدابها.   المجلد ٤ العدد ٣: ٨٥-٩٩.

Said, Salah,
2008   Two Hismaic Inscriptions from Wadi az-Za'tari *In*: Arabische Welt: Dictung,   Literatur und Dialekte. Erlangen (forthcoming).

Said, Salah,
2011   Zwei Inschriften mit der Namen Du Sares from Umm al-Jimal.   Zeitschrift der arabischen Linguistik 53: 68-76.

سعيد، صلاح، إسماعيل عمايرة،

٢٠١٠   ردّ الرباعي إلى الثلاثي –زيادة الباء مثلاً– (مجلة حوليات الآداب، جامعة عين شمس–القاهرة، المجلد ٣٩: ١١-٤٠).

عمايرة، إسماعيل و سعيد، صلاح

٢٠١١   زيادة العين في أول الرباعي: دراسة تأصيلية في ضوء فقه اللغة الوصفي والتاريخي المقارن (مجلة العلوم الإنسانية/جامعة البحرين)

السلمان، صلاح،

٢٠١٢   "صيغة "هفعل" في التراث اللغوي العربي: دراسة مقارنة في ضوء العربية واللغات السامية". *أمارابك: المجلد الثالث/ العدد السابع: ٦٣-٨٥.*

Said, S.,

2014   "A Greek Inscriptions with Arabic Names from Umm al-Jimal": 319-330, *In* : A Poioneer of Arabia, Rom.

سعيد، صلاح،
٢٠١٥   "صيغة "شفعل" في التراث اللغوي العربي: دراسة مقارنة في ضوء العربية واللغات السامية"، في: *منشورات المؤتمر الدولي الثالث في اللغويات العربية: نظرية النحو العربي بين الموروث والمستحدث*: ٤٠٩-٤٤١ . تحرير: حسن خميس الملخ. جامعة آل –البيت. عالم الكتب الحديث:الأردن.

2015   كتب مترجمة: *نقوش نبطية من جزيرة العربية* : يوليوس أيوتغ. تعريب: عمر الغول وصلاح سعيد. دار ورد الأردنية للنشر والتوزيع: عمان/الأردن. الكتاب محكم ونشر بدعم من وزارة الثقافة الأردنية.

Oliver, R., et al,
2023   "*šafʿala*-Verbs in Jordanian and Standard Arabic: A Lexical and Etymological Study in Light of Semitic and Classical Arabic Philology". *Quaderni di S tudi Arabi 18*: 1-26.

Conference Participation:

2015   Proceeding of the Third International Conference on Arabic Linguistics (see above).
2023   The International Conference - Al al-Bayt University: Al-Mafraq: Cultural Heritage and its Environmental Surroundings A Global Tourist Destination.
2023   Scientific Lecture titled: Oral History in the Palestinian Camps in Syria - Diverse Experiences and Different Objectives<https://meet.google.com/nya-joys-jvz>.

Workshops:

Date	Workshop
2003	A Workshop on Higher Education Project in Corporation with the World Bank.
2004	A Workshop about the new Results of the Fieldwork of Epigraphy and the ancient near east Writing.
2005	Workshop held by the Supreme Council for Science and Technology.
2023	Scientific Lecture titled: Oral History in the Palestinian Camps in Syria - Diverse Experiences and Different Objectives
2023	Honorary Event for the Novelist Hind Abu Al-Sha'r: Amman
2023	ورشة عمل تدريبية في مجال التراث المادي وغير المادي
2023	Cultural and Natural Heritage: GJU

Novel Publications:

1982   *Zaman at-Teeh*. Amman-Jordan: Dar ibn Rshd.
1990   *Taqallubaat az-Zaman*. Irbid-Jordan: Dar Qudsiyyah.

Scholarships:

10.1989-12. 1995:   A Scholarship Student for the PhD Program by DAAD.
14.6.2007-14.6.2008:   Scholarship from DFG in Germany.

Examples of Courses Taught:

Course No.	Name	Level
TRS 701	Basic of Linguistics (Arabic)	M.A. Trans.
TRS 113	Language Competence Arabic I	First year

TRS 113	Language Competence Arabic II	2nd year
AFL 99	Arabic as a Foreign language	
ARB 100	Arabic Language	First year
0201101	Arabic 101	First year
0102150	German Language	First Year
0103160	Intensive Program in Arabic for Speakers of Other Languages (1)	First Year
0103161	Intensive Program in Arabic for Speakers of Other Languages (2)	First Year
0201102	Principles of Syntax and Morphology	First Year
0201251	Arabic Philology	2nd-3rd Year
0201212	Arabic Linguistics	2nd-3rd Year
0201332	Oriental Texts in English	3rd Year
0201413	Introduction to Modern Linguistics	4th Year
TRA 112	Arabic Functional Syntax and Morphology	2nd-3rd Year
TRA 313	Professional Texts: Analysis and Writing (Arabic)	2nd-3rd Year
TRA 212	Arabic Rhetoric and Semantic	2nd-3rd Year
TRA 212	Arabic Rhetoric and Semantics	2nd-3rd Year

Languages:

Language	Reading	Writing	Speaking
Arabic	Mother Tongue		
German	Fluent	Good	Fluent
English	Good	Good	Good

Projects:

1. 2021: Transnational Higher Education:

While the DAAD-funded project Transnational Higher Education was originally conceived as a study trip, it was finally implemented as an online format in the winter semester 2020/21 due to current restrictions. Students, researchers, and teachers from the University of Hamburg cooperated with the German Jordanian University in Madaba, Jordan. The events took the form of face-to-face workshops, synchronous and asynchronous digital meetings in break-out groups in both German and English. In terms of content, the participants dealt with the effects of the Corona pandemic on their everyday university life in various "storytelling" processes. An insight into the results is provided by a blog that presents the different approaches to the topics: www.transnationaledenkraeume. wordpress.com. Finally, the participants developed entire stories and expressed them creatively in the form of short films. At the end of the project, a digital storytelling festival was held at which the results of the individual groups were presented and then critically questioned with regard to future forms of higher education didactics. Following the workshop, this booklet forms a summary of the final creative products produced with professional project resources.

1. 3 films Production:

New ideas come in different ways. Sometimes they just pop into our minds. Usually, however they are part of an ongoing process in which there is experimentation and communication with others. The invention of various languages and artistic forms of expression, writing, the printing press, and more recently, digital media and the internet – have all provided humans with new thinking tools. These have made it possible to communicate with fellow human beings, across time and place.

It is in the process of creation where fresh thinking occurs, whether it be in writing a scientific article or in editing a film or book. Storytelling has always been a central medium of social analysis, self-reflection, and entertainment. The movie is one of the more recent forms of storytelling, and in

the workshop, this became a thinking tool to explore new ways of understanding Transnational Higher Education. All three of the films summarized below address the current situation of pandemic and digital learning in universities. Sometimes grim humour is brought to bear on contradictions and ironies. Decisions about the storyline, role allocation, or camera angle: all are part of ongoing thought and communication. Knowing that one needs a product by a certain date, creates a process which John Dewey called 'collateral learning'. What this means is that while the stated task may be to produce an interesting film, it is the work that goes into it that matters! Those who view the films now can use their imaginations to trace the possible thinking that took place amongst participants during the creative process.

1. **Von der Angst zur Hofnung**
2. **Positive Connections**
3. **Same Chaos**

2. Reflection letters

After the second workshop, everyone involved, meaning students, professors and tutors alike, was asked to write a short letter to either the heads of the project or a friend to try and reflect on what has happened and what they experienced. In order to do so, everyone was given some guiding questions, which focussed the effort on three different levels. These are the personal level, so how did the workshop affect me, what did I learn and how did I experience myself (I [Ich]), the group level, so how did we work together, did I have a chance to get to know everyone, do I have the feeling I we were productive as a group, even in these complicated circumstances (we [wir]) and how did the surrounding situation affect the project (the project [das Projekt]).

The central aspects of these letters are presented below and allow a small insight into the consequences of translating a project such as THE into the digital sphere and how the people involved felt, how they learned and how their respective perspectives have changed.

3. Story Translation into five Languages:

The Lying Shepherd

The story represents the consequences of not being honest with others and of making wrong decisions. It is called "The Lying Shepherd" referring to a man who works as a shepherd and wants to be recognized and respected among the people of his community. To receive people's respect and recognition, the shepherd decides to tell the villagers that there is a wolf who wants to eat their sheep. At first, they believe him, but after he repeatedly tells them about a threatening wolf, they understand that he is only pretending. When the villagers do not believe him anymore, an actual wolf consumes many sheep. As a consequence, the shepherd's way of seeking attention failed, as the villagers lose many of their sheep. Thus, his lies made his situation worse for himself.

The story "The Lying Shepherd" mirrors aspects related to what we are all going through during the Coronavirus pandemic:

Misinformation and lies: The lies of the shepherd endanger the existence of the community. It is similar to how the coronavirus pandemic has seen an increase in harmful and misleading conspiracy theories. The misinformation and fake news that people hear about the Coronavirus make them feel worried and anxious about themselves and their beloved ones.

Cooperation and stability of communities: Communities rely on cooperation and collaboration on the one side, and on understanding of the unique role and work of everyone on the other side. People need to receive some kind of praise and gratefulness for the work they contribute to a community; otherwise they might come up with pointless tricks that cause damage.

Respect and recognition: The wish to be seen and respected, leads to ideas and decisions that turn from being understandable and fair to wrong and damaging. The Shepherd suffers a loss of trust and respect, which are the unexpeted and fearsome consequences of his lies.

2. 1996-2000: A member of the Work team of al al-Bayt University, who explore the area which extending from Umm es-Surab in the west to Kūm el- 'Ahmar in the east, and from the Syrian border in the north to the Bagdad Highway in the south, an area about 200km^2, This survey which was conducted in eleven weeks period from the middle of November 1996 to the end of January 1997, unveiled new Greek, Latin, Safaitic, and Nabataean inscriptions.

3. 3/2010 – 9/2010: Princess Basma Bint Talal Encyclopedia for Intangible Cultural Heritage project, supported by the Deanship of Scientific Research at Al-Hussein Bin Talal University (with a group of scholars), for the benefit of Princess Bassmah Bint Talal Center for Intangible Cultural Heritage. The project was achieved and fulfilled and handed in to the Deanship of Scientific Research and needed procedures were taken.

4. 2014-2015: Preliminary preparations to work on the "Intangible Cultural Heritage" project in Na'ur; as the work plan for the project is ready and what is remaining is making the necessary contacts and communication to get the adequate support for the above-mentioned.

5. 2017-tell now: The family tree for the families of the village of Tire, Haifa, from 1750 to the present This project is concerned with constructing the family tree for the families of the village of Tire, Haifa, from 1750 to the present. It is based on the records of the Sharia court in the city of Haifa, marriage contracts, the Ottoman population registers from 1011-1914, in addition to inherited manuscripts held by some families, and oral narratives from their direct sources. The original number of families and clans in this village was between 27-30 until 1948. So far, 14 family trees have been completed, and work is ongoing for the remaining families.

Other Publications 2023:

1. Family Tree of Al-Ismail (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3418.
2. Family Tree of Al-Abu Ghaida (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3419.
3. Family Tree of Al-Amoura (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3420.
4. Family Tree of Al-Ghanayem (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3421.
5. Family Tree of Al-Naji (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3422.
6. Family Tree of Al-Allouh (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3423.
7. Family Tree of Al-Salman (Tira Haifa-Tira Al-Luz); Deposit Number at the National Library Department: 2023/7/3424.