

CENTER FOR ARABIC STUDY ABROAD

2018 – 2019 & 2020 CASA Program Report

Qasid Arabic Institute

KHALED H. ABUAMSHA
CASA EXECUTIVE DIRECTOR



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I wish to thank Nevenka Korica Sullivan, CASA's Stateside Director at Harvard University, for her tireless efforts over the past five years. Her vision, experience, and insights were an invaluable source of guidance for Qasid's administration and instructors. I personally benefited from her vision and rich experience during her visit at the Qasid Institute.

I'd also send my deepest gratitude to Dr. Sonia Shiri, the new CASA Stateside Director at Arizona University for her leadership through the transition of the CASA program from Harvard University to Arizona University.

Not to forget, our special thanks to William Granara, Director for the Center of Middle Eastern Studies at Harvard University. For his efforts in upholding the CASA program throughout the years. We also like to give our gratitude to the CASA staff at Harvard University for their support.

Special thanks to Sarah Stoll, Stateside Program Coordinator at Harvard University for providing us the information needed to coordinate the program this year. She also made the transition of the CASA program from Harvard University to Arizona University effortless.

My deepest gratitude goes out to Omar Matadar, Director of Qasid Arabic Institute, and his Assistant Director, Duaa Abdelhadi who did their utmost to make sure that the program was successful. Their advice and assistance was invaluable and available whenever I needed it.

Special thanks to the US Department of Education and the CASA consortium for their continuous support of CASA. Last, but not least, I want to thank the CASA instructors (Appendix I) for their hard work, boundless energy, and readiness to do whatever it takes.

I want to give my special thanks to Banan Ammar for her unstinting efforts in every aspect of the CASA program. Her energy and enthusiasm were significant factors in CASA's success.



ADMINISTRATION AND STAFF

Below is a list of our administration and staff in Amman that made the CASA program possible:

Omar Matadar	Director
Duaa AbdulHadi	Assistant Director
Khaled AbuAmsha	CASA Executive Director
Banan Ammar	CASA Coordinator
Ayman Adarbeh	Student Services
Basim Salim	Online Programs Manager
Waleed Ramadan	Senior IT Support
Mahmoud Shraim	Publishing Services
Sami Abu Alia	Senior Accountant

PRELIMINARY PLANNING

Planning for the students' arrival began in late August. This included getting flight information from the students, organizing airport pickups, fall orientation, class schedules and major tours.

This 2018 – 2019 cohort was different than previous cohorts in that this year the CASA program was shortened to 2 terms instead of 3 terms. Dr. Khaled Abu Amsha and Banan Ammar conducted a general meeting to discuss the activities for this year's CASA program with this change in mind. This cohort is also the return of the CASA program after being halted for one year because of a lack of funding the previous year from 2017 -2018.

The instructors worked together on distributing students into different groups based on their proficiency levels and made a primary list of cultural activities for the program.

Before the fellows' arrival, all students were requested to give us their housing preferences. Our housing department, Duaa Abdelhadi, Bilal Al Atrash, Samir Salameh, Ayman Aladerbeh and Ayman Al Atrash aided every student in fulfilling their housing preferences.

ARRIVAL OF STUDENTS AND ORIENTATION

The students arrived in Amman during late August. The Qasid Transportation team met the fellows at Queen Alia International airport. Qasid transported the students from the airport to their preferred housing locations based on prior student requests.

The student orientation took place on the 5th of September. The fellows were officially welcomed to the program by Anik Misra, Program Director where he conducted the general orientation. He spoke about various aspects of living in Amman. He discussed transportation, clothing, shopping, phones, internet, money matters, water consumption, health, hospitals, visa procedures and safety procedures.



Additionally, Khaled Abu Amsha conducted an academic orientation and spoke about the program, its philosophy, goals, and various components – the academic program, cultural program and internship program. The orientation ended with an open discussion for students to ask questions and discuss any issues. Students were also requested to sign the language pledge during the orientation.

This year we had two cultural assistants, Charles Sutherland and Helena Hlavaty. They both spoke about the the CASA program and gave students an overview of their experiences. They also gave students practical advice on how succeed with their studies and make the most of the program. Both provided students with tips on how to take advantage of cultural experiences in Amman.

Thereafter, lunch was served, and the CASA fellows had the opportunity to become acquainted with one another, as well as with the Qasid faculty and members of the administration.

On September 7th, CASA fellows had an opportunity to go on a field trip to Ajloun castle with some of the instructors and a cultural assistant.

COMPONENTS OF THE FALL PROGRAM

FALL 2018 PROGRAM

Qasid Institute offered the **CASA I** program to provide an intensive language and cultural education program in order to move fellows from their current proficiency of Arabic to the superior level according to ACTFL standards.

Last year the program was shortened to only 2 terms as opposed to the usual 3 terms. Given the limitation of having 2 terms, the fall term was designed to achieve the same goals that a CASA fellow would receive as if they had an additional summer term.

With that in mind, we divided the Fall program into two parts: part one was delivered in the first month where students were given an introduction to Jordanian culture and society and their main focus was Modern Standard Arabic and Ammiya. During this month students had classes only four days a week with one day off. Giving students the ability to ease into the program and get settled into the country.

After the first month, students transitioned to the normal class schedule of five days a week. Students focused on Jordanian Dialect, and reading, writing and listening to authentic materials in Modern Standard Arabic.

THE CASA I FELLOWS

There were 16 fellows during the current Fall Semester. Fellows came from the following universities:

NAME (LAST, FIRST)	UNIVERSITY
Estevan Sanchez	UC Davis
Aaron Burroughs	University of Texas at Austin
Michael Zanger-Tishler	Yale College,
Andrew Fitzgerald	Stanford University
Jackie Salzinger	Yale College
Jessica Lambert	Boston University
Fatoumata Bah	Hunter College, CUNY
Maria Pabon	Yale College
Ellis Garey	New York University
Paula Roetscher	University of Florida
Andrea Flinn	Cornell University

Robert Hildebrandt	George Washington
Sonali Dhawan	Georgetown
Daanish Faruqi	Duke University
Jared Szuba	University of Chicago
Junius Williams	Harvard University

ACADEMIC PROGRAM (Fall Part I)

Part one of the term began on September 9th with last day being 4th of October.

The academic program consisted of 16 contact hours per week. Each fellow was required to take two core courses: Jordanian Colloquial Arabic (8 hrs./wk.) and Modern Standard Arabic (8 hrs./wk.).

Students were divided into two sections based on their proficiency levels. These levels were determined based on online placement interviews conducted by our ACTFL accredited instructors. The sections were given names of Arabic intellectual thinkers and linguists – Al Shatabi and Al Asmai'.

It is important to note that some students in the program came with different levels of Arabic proficiency. In order to ensure students levels were leveled throughout the program, we provided students with private 1-on-1 classes to catch-up to students with higher levels.

Jordanian Colloquial Arabic

CASA fellows met with their teachers for 2 hours per day from Sunday through Wednesday, for a total of 8 classroom hours per week.

In order to give CASA fellows a skillset in Jordanian Colloquial Arabic that takes them to the highest level of proficiency, we developed a custom curriculum for CASA fellows that incorporated ACTFL guidelines and that follows the theory of content-based instruction.

The materials used for this program consisted of authentic texts from Jordanian newspapers, videos, TV series, movies, advertising and social media networks.

Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues

MSA classes met for 2 hours per day from Sunday to Wednesday, for a total of 8 classroom hours per week.

In previous years, we didn't depend on a textbook. Studies prove that second language acquisition increases with content-based language instruction. That is because students learn best when there is an emphasis on relevant, meaningful content rather than on the language itself. Therefore, we introduced multiple genres, topics and ideas in order that students be exposed to a variety of authors, backgrounds, and philosophies. We found it gave teachers the freedom to

bring in complicated texts that suit the proficiency levels of the CASA fellows. By not depending on a textbook, we were able to achieve two goals: firstly, to push the student beyond their level of proficiency and secondly to expose them to authentic situations.

We sought to improve cultural awareness and sensitivity in all aspects of fellows' lives, whether inside the classroom or out. Among the things that our instructors tried to build and equip the students with was a love of reading in Arabic. This helped students to produce writings that even impressed their local Jordanians colleagues.

Student Assistants/ Office Hours

To provide regular support to students throughout the academic year, our instructors had teaching assistants that were readily available outside of class hours. We held two types of office hours: Feedback meetings where students met with their instructors weekly and open hours for extra help. We also encouraged students to book additional office hours with their instructors each week for extra help and conversation opportunities.

ACADEMIC PROGRAM (Fall Part II)

The part two of the term began on the 7th of October and ran until 6th of December.

The academic program in the second part of the fall term consisted of 24 contact hours per week. Each fellow was required to take four core courses:

- Introduction to Jordanian Society & Culture (6 hours/week)
- Contemporary Arabic and International Issues (7.5 hours/week)
- Scenes from Current Arab Media (6 hours/week)
- Writing Workshop (4.5 hours/week)

In this second part of the fall term we aimed to widen the students' vocabulary in expressions, phrases and proverbs thereby helping them improve their spoken fluency and accuracy. This was done by immersing them in Jordanian society and helping them understand deep cultural Arab issues. We wanted students to express themselves clearly and smoothly in various academic and professional settings.

CULTURAL PROGRAM

Last fall, the cultural program was aimed at improving the cultural competency and sensitivity of students by getting them acquainted with the historical, political, and societal aspects of Jordanian society. The main learning goal behind the program was to give students the cultural and cognitive frameworks needed to reach a superior level according to ACTFL guidelines.

One of the main strategies we employed to improve the cultural competency of the students was weekly guest lectures and field trips. In these guest lectures, we aimed to invite speakers that had a direct relationship between what students were learning and their subject matter expertise. For

example, we invited Nawras Abu Saleh, a popular film director who spoke in depth about the reality of cinema in the Arab world. We also invited Ahmad Al-Umari, a popular actor on a Jordanian TV series. His TV series was shown in the Ammiya course and he was invited to discuss the show and connect with students. We invited Qasim Hattu (ibn Hattuta), who is an influential activist on social media in the Arab world known for his worldwide travels.

Topics	Speakers
TV Drama & Women’s Role in TV	Ahmad Al-Umari
Cinema in the Arab World	Nawras Abu Saleh
Activism in the Middle-East	Qasim Al-Hattu

We took students on two important field trips, first of which was to the annual Jordanian book fair where students were given a tour and they purchased a book that they were going to discuss in class. The second field trip was to The Princess Zain Al-Sharaf Institute where they provide educational opportunities for refugees that are unable to enter into Jordanian schools because of academic cycles. The CASA fellows volunteered an entire day at the institute and some fellows later on got an internship.

In the second part of the Fall CASA program, students are paired with language partners. For every 3 students, a language partner who is a native Jordanian is assigned to them. Every week the students and the language partner go out for cultural activities. Students were expected to spend at least three hours with them weekly to practice their spoken Arabic.

Cultural Assistant

Charles Sutherland and Helena Hlavaty, the cultural Assistants for the CASA 2018 Fall Program, were available for the first month of the program to assist student to transition into their program and in Amman. They prepared weekly activities for CASA fellows based on weekly cultural activities taking place in Amman. They went to various events with the fellows and provided them with assistance with what to do in Amman and where to find things.

LANGUAGE PLEDGE

To ensure the fellows were speaking Arabic on and off campus, the program has an **Arabic-Only Policy**. CASA expects all its fellows to follow these rules and we hope it helped create opportunities for speaking. The text of the pledge can be found in Appendix V.

Preparation for the Spring 2019 Term

To prepare for the Spring 2019 term, we met with the students to discuss their goals and needs in order to determine what courses they benefitted from and what courses we could potentially offer. We then arranged private meetings between the teachers and the fellows to get a deeper understanding of their needs.

Thereafter, we opened up registration for the spring terms courses and every class opened up had more than 4 students in it as if it was an official class during the spring term. This year we had spoken with students about CASA without Borders program at the end of the fall program and at the beginning of the term they found their placements and began their program.

SPRING 2019 CASA PROGRAM

The CASA I Spring Program provided intensive language and culture education through the following components: the Academic Program, Service Learning, Cultural Program, and Language Pledge.

ACADEMIC PROGRAM

During the spring academic program, each fellow was required to take 3 courses and participate in an internship. Students who participated in internships were required to have fulfilled a minimum of 5 hours per week. Despite the huge course load, many fellows chose to audit additional courses. This was a clear indication that students felt the content courses were beneficial and worth attending.

New courses were designed to meet the specific goals and needs of students, and where relevant were built upon previous curricula. Many meetings were held with students in order to choose the main topics they wanted to cover, and a continuous review-strategy and open-door policy were adopted to assess the effectiveness of the program for both current and future CASA students.

The courses offered in the spring term were:

1. Contemporary Arabic Literature
2. Advanced Colloquial Arabic
3. The Syrian Crisis & the Tribal System in Syria
4. History of Middle East through Cinema
5. Classical Perspectives on Grammar, Morphology and Semantics
6. Introduction to Translation Theories and Application
7. Islamic Studies
8. Arab Thinkers
9. Hadith Studies

Group Outings

During the program, we took our students to Umm Qais. "Mother of Qais") is a town in northern Jordan principally known for its proximity to the ruins of the ancient Gadara. one of the most brilliant ancient Greco-Roman cities of the Decapolis; and according to the Bible, the spot where

Jesus cast out the Devil from two demoniacs. This trip was an opportunity to relax and engage with fellow students and teachers in an informal setting.

SERVICE LEARNING

The service-learning component in the spring term was mandatory for students. Each of the students were required spend 5 hours per week but students went above and beyond and spent up to 8 hours per week on their internship. They were asked to write a report on their volunteering activities each week.

Express Yourself (Abbir bil-Arabi) Program

In the spring program, we conducted our own version of TED talks called *Abbir Bil-Arabi*. The purpose of which was to give students the creative freedom to express their thoughts and ideas in Arabic. We announced the program a month before the event took place to give students an opportunity to prepare. We created advertising materials and placed it around campus.

Each student was given an opportunity to give an influential speech over the course of a day. After which the instructors got together and gave students feedback on their speeches.

The talks were recorded and have been kept as part of students' portfolio.

REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT

Hosting a prestigious program like CASA for the fifth time has been an excellent opportunity for us to give students the best experience with their Arabic studies after building upon the successes from our first year.

Ass with previous years, it has been wonderful to host the CASA program in Amman.

In their evaluations, CASA fellows expressed a high level of satisfaction with the overall program. Here are some of their feedback from this year:

“This course is extremely useful and practical. I think it should be part of the core fall program and offered as an elective the spring.”

“I noted that the class atmosphere is OK but not fantastic. I don’t think this is the professor’s fault but rather the competitive nature among the students and the competitive nature in the class of who has the best translation.”

“Fadi stimulates class discussion by asking questions relevant to both the form and content of the speeches we analyze. I like that he keeps us on task without stifling open conversation about the ideas we’ve encountered.”

“Khaled is able to notice when students are confused and need clarification. He is always available for council outside of class and is very encouraging. Among all my Arabic instructors he is one of the best because he has immense experience working with students from different backgrounds.”

“Dr. Sajedah has a wonderful relationship with her students who clearly respect her for her expertise and her warm and open manner. She is very engaging with her students and it is obvious that she cares for them as individuals and as students of Arabic. Her concern for our development is clear in the time she takes outside of class to listen to our recordings and to provide really important feedback to us. She also spends a lot of time on developing additional course materials to reinforce language concepts that we are working on in class.”

As part of our institutional philosophy, we are continuously working on making our program effective and engaging. To that end, we’ve taken various steps to improve the program such as adding a variety of authentic texts and unique course work to take students to the next level.

Since this is our fifth year hosting the CASA program, our instructors have a strong command on understanding the different needs of students and how to present course materials.

Based on the feedback of students and instructors, the overall results of the program have been successful. We are determined to continue our work on our curriculum and teaching methodology, learning from our mistakes and implementing feedback to make it a project that is well-grounded in its research and flexible in its outlook.

Farewell Dinner

We have made it a part of the CASA program that we host a farewell dinner for all the CASA fellows and instructors at the end of the program. The farewell dinner was an opportunity for all the students and instructors from the beginning of the program to get together and recall and review their experiences. During the dinner, the instructors and students gave a short presentation sharing their memories, jokes and special moments throughout the program. At the end of the dinner, certificates were distributed to each of the students.



CHALLENGES AND SOLUTIONS FROM THE 2018-2019 CASA PROGRAM

Two of the challenges we faced this year was dealing with students with different levels of proficiency and instilling a sense of teamwork between the students.

In order to solve the issue of various student levels, we gave each student, on top of their core classes, a speaking partner. These speaking partners were trained in ACTFL and knew the levels of the students so they can take them to the next level in regard to their Arabic.

To instill a sense of teamwork between the students, we planned to create as many teamwork activities as possible in order to bring the students together. Because our fall 2018 term was jam-packed due to an absence of the summer program, we held a fun event where students could come together play games with each other and compete.

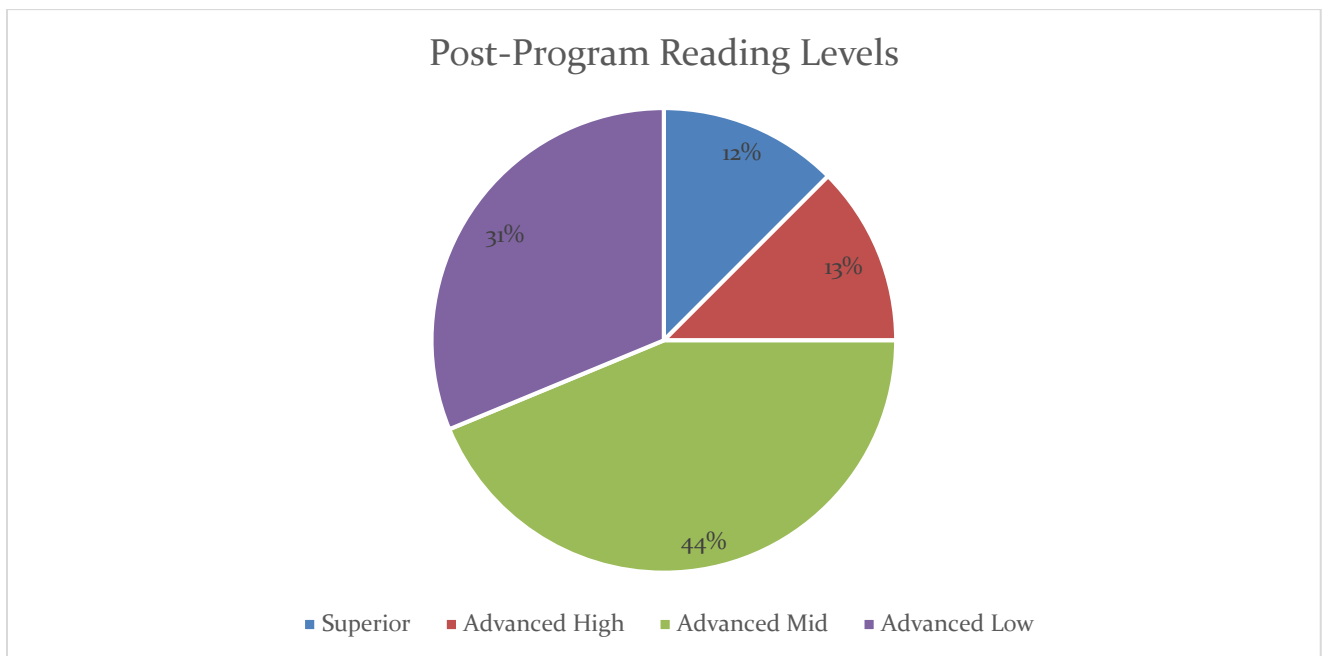
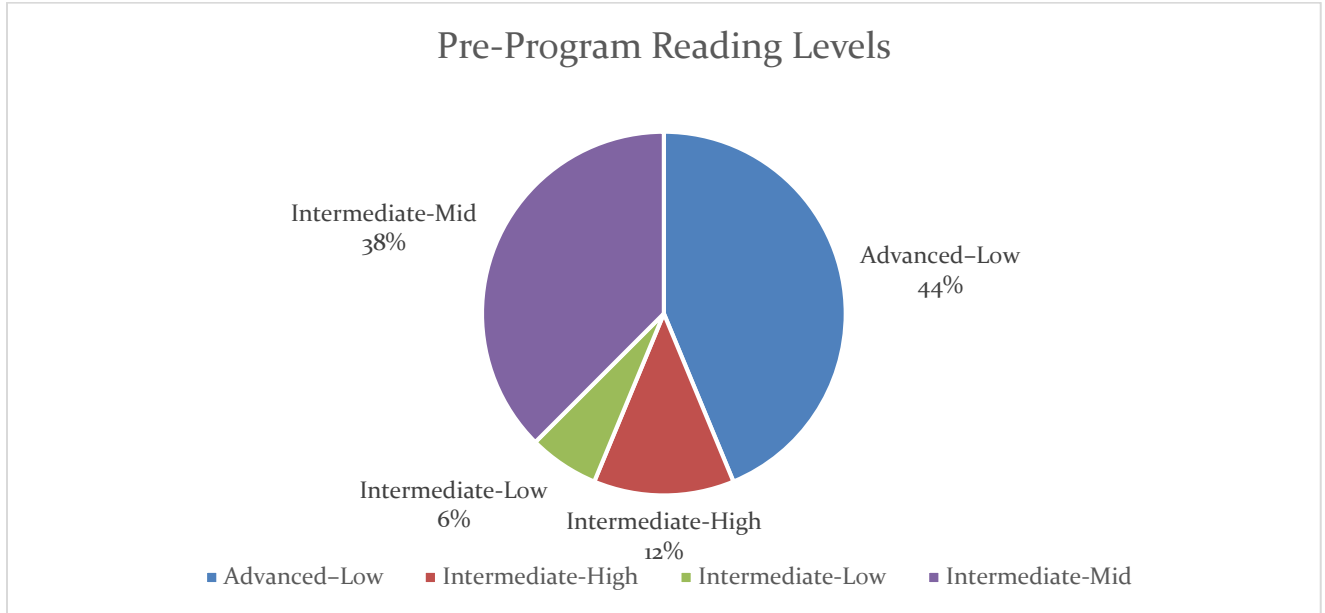
COLLABORATION BETWEEN CASA EGYPT & CASA AMMAN

This year was a landmark year between CASA Amman and CASA Egypt as the administration of both programs met in Amman and in Cairo to get a better understanding of each program. This allowed us to learn from best practices from each team in order to provide a higher level of academic rigor for future CASA fellows.

CASA Program Results

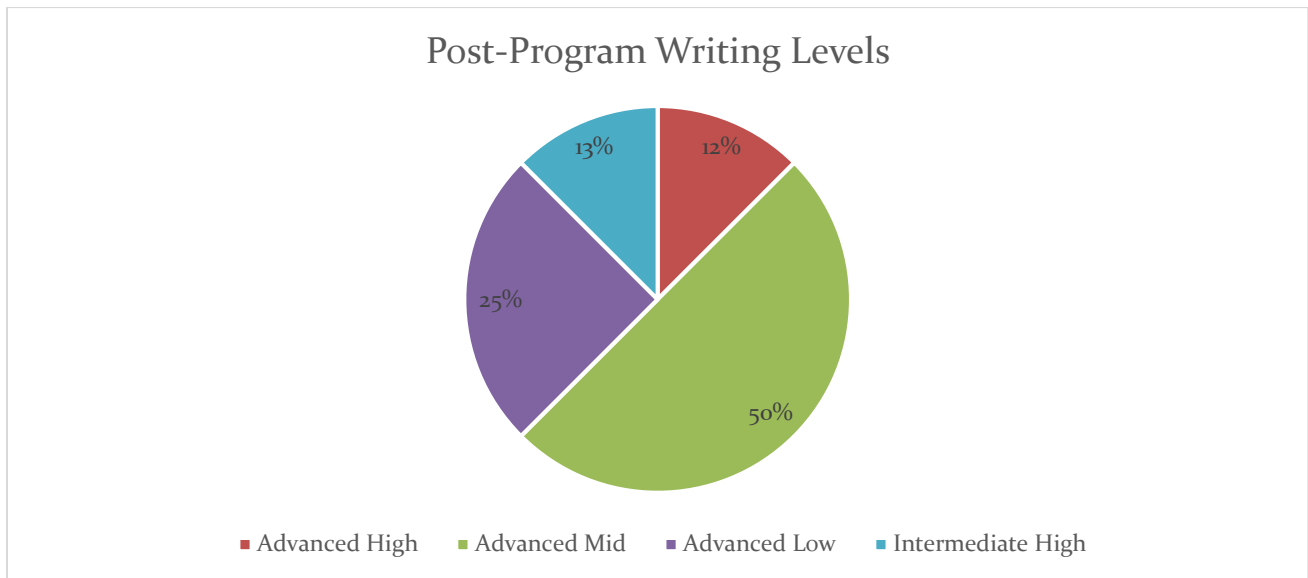
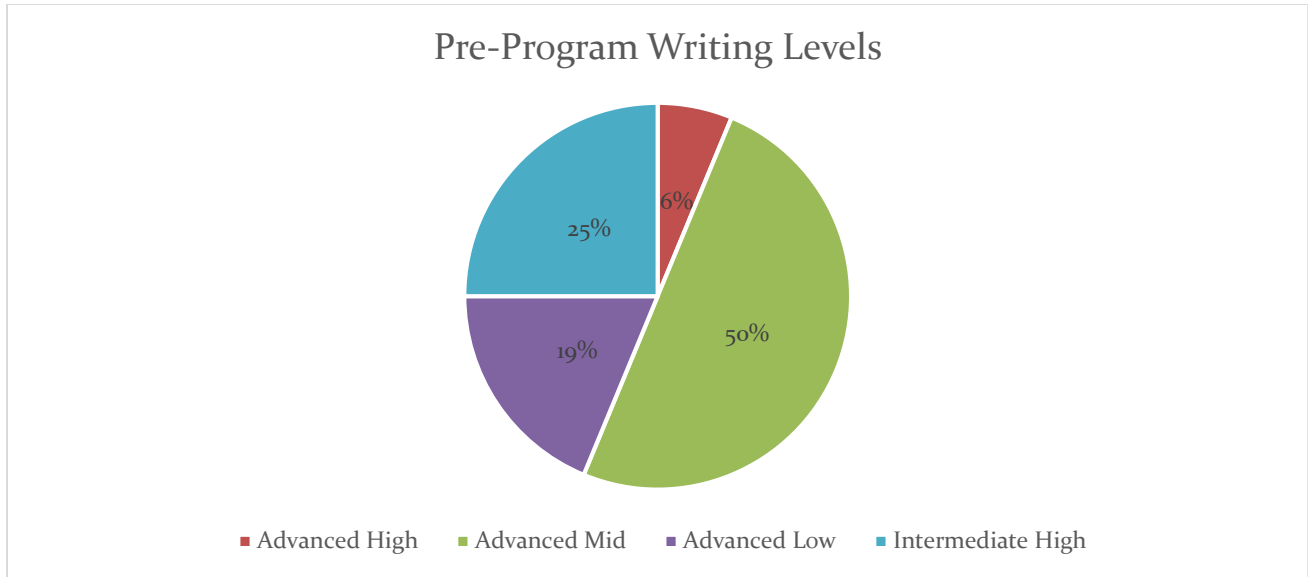
The CASA 2018 – 2019 program at Qasid proved to be a successful program. Our fellows showed significant improvement in their proficiency levels with 10 of the 16 students reaching the superior level according to the ACTFL standards. The following results are divided according to the 4 language skills and proficiency levels are stated according to the ACTFL standards.

Reading



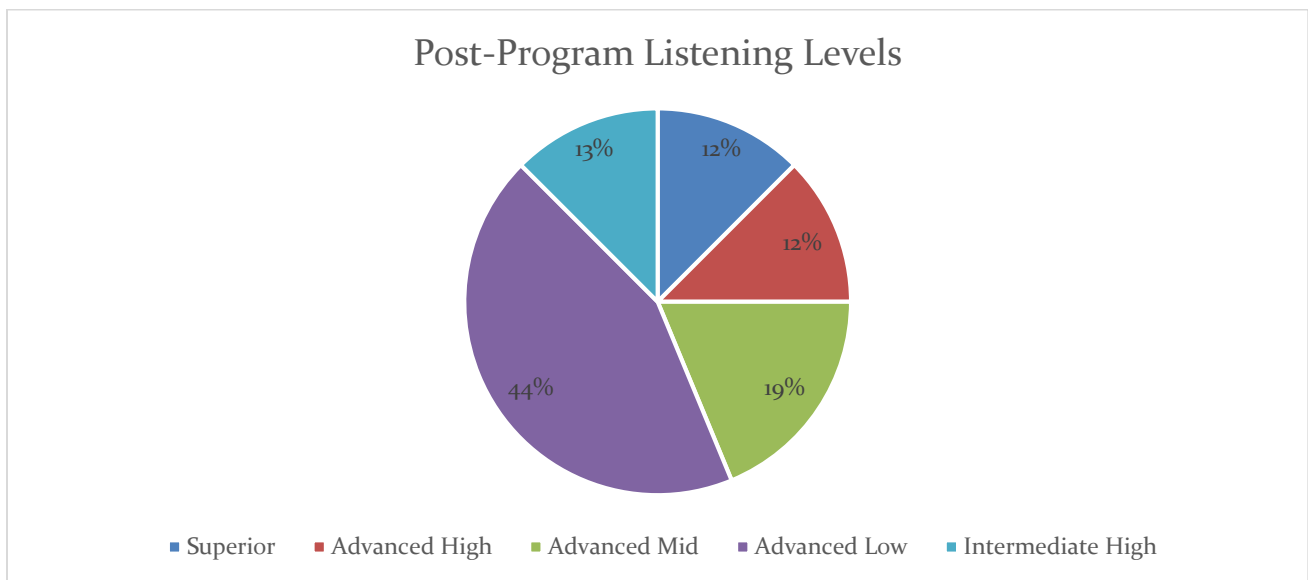
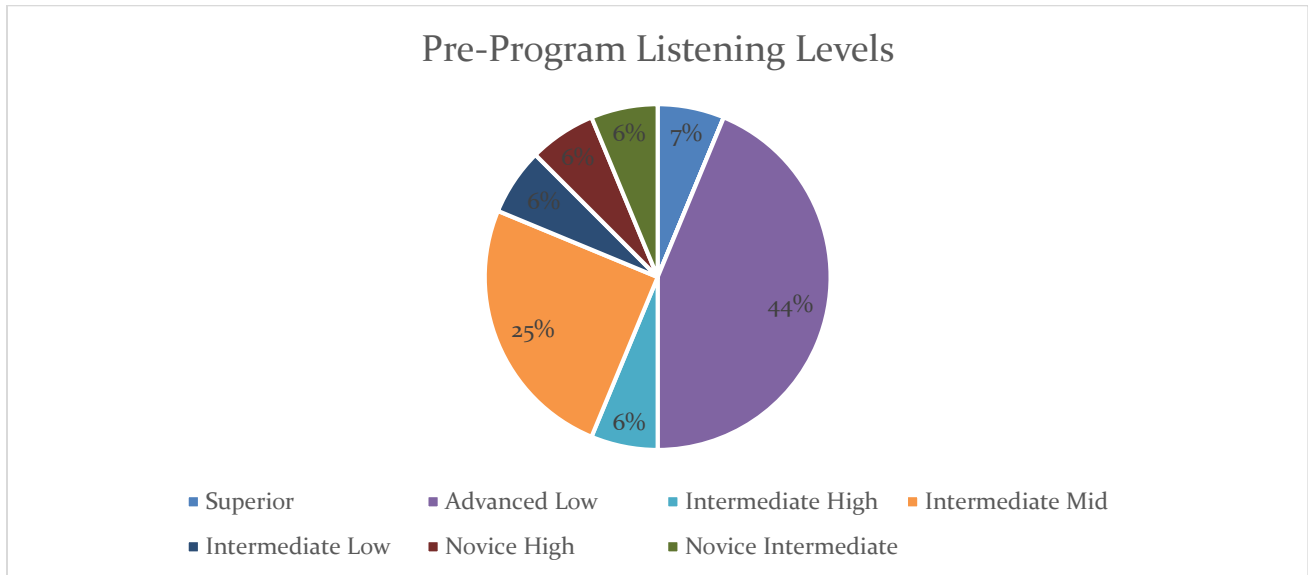
In the beginning of our program we had 7 students who were at the Advanced – Low levels with the remaining 9 at the Intermediate Level. By the end of the program we had 2 at the superior and remaining 15 at the Advanced level.

Writing



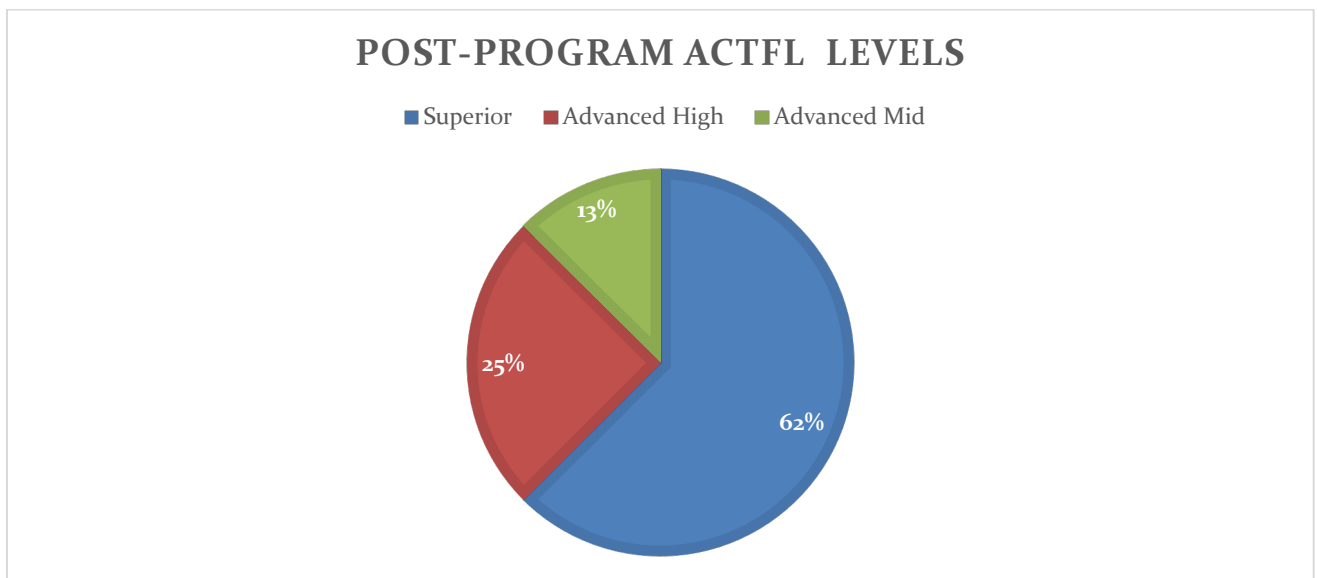
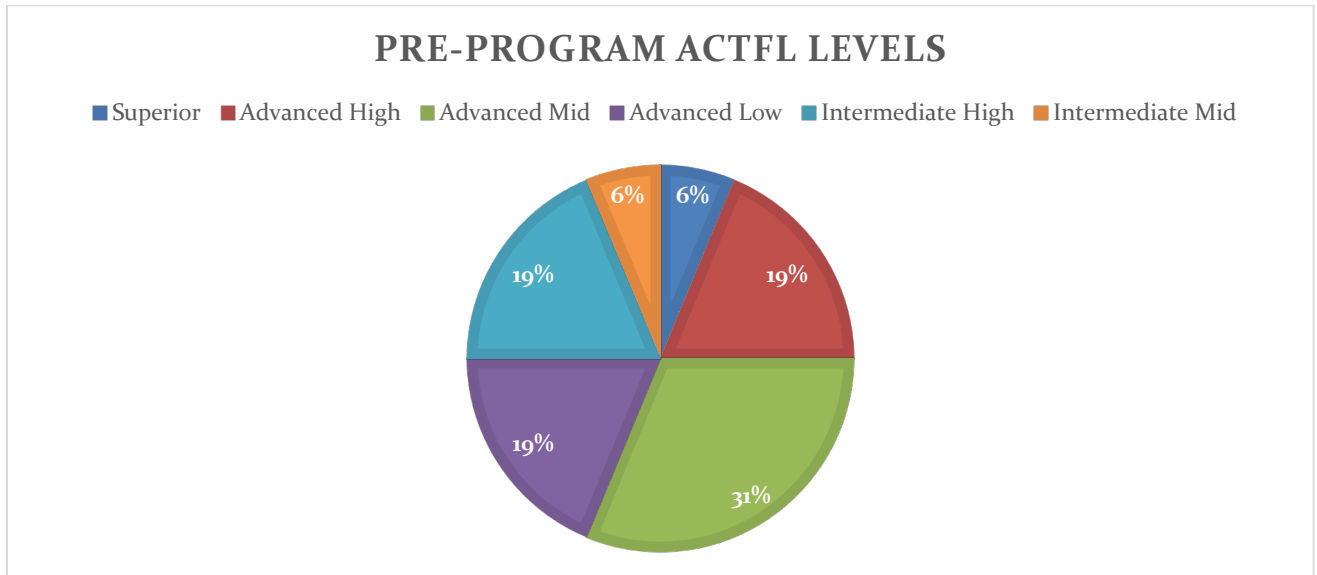
Overall the writing levels of the students stayed practically the same. We had 8 students who were at the Intermediate High level that at the end of the program went up to the Advanced Mid or Advanced High.

Listening



We made the most improvement in terms of the fellow's listening skills because we had many students that were at the Novice and Intermediate level. After the program majority of them moved up one level or two making majority of the students in the Advanced level.

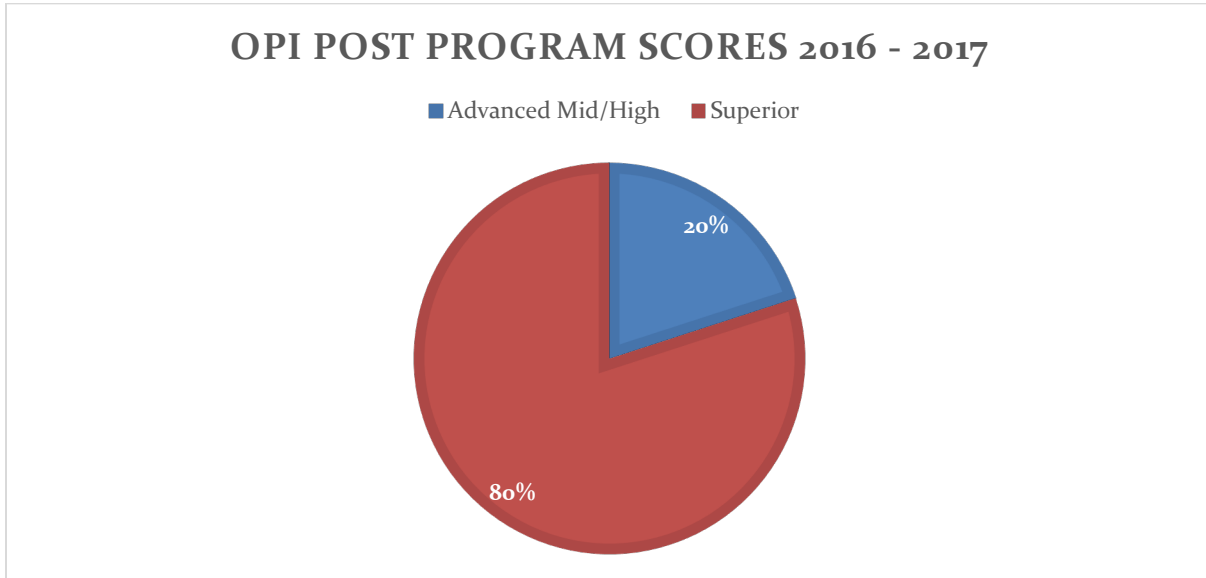
Speaking



In the beginning of our program we had 4 students at Intermediate, 8 at the Advanced-Low/Mid and 3 at Advanced high and 1 at the superior level. The challenge this year was to take the diverse level of students and improve their level whilst ensuring class was challenging enough for the students who were at the higher level. It also was a greater challenge because we wanted students TO make major leaps in their Arabic proficiency.

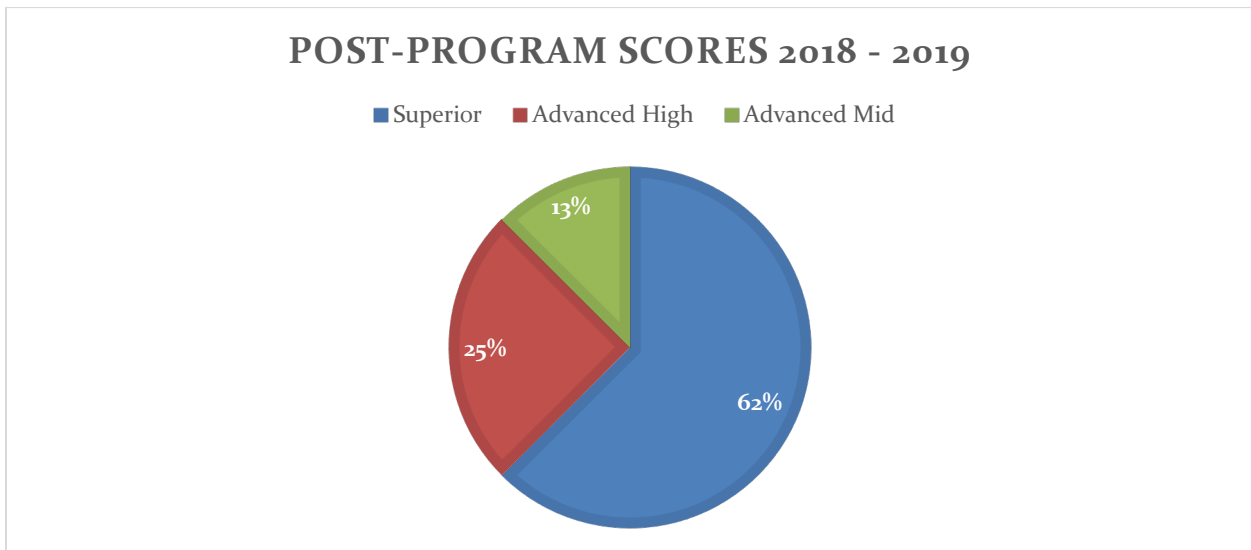
At the end of the program we had 10 students at the superior level, 4 at the level of Advanced High and 2 at Advanced Mid. This was a major improvement because majority of the students easily jumped 1 full level and some even jumped 2 levels to get to the superior level.

COMPARISON TO LAST YEAR'S CASA PROGRAM



Last cohort of 2016 - 2017 we had majority of our students end up at the superior level and the rest at the level of Advanced Mid-High. This year we had slightly less students who ended up at the superior level however this year we had a lot of students who started at lower level than the students who started in the year before.

What distinguishes this 2018 cohort from the 2016 cohort is that students made the most overall improvement because they jumped a full level in just 8 months.



CASA: FALL 2019 Program

PRELIMINARY PLANNING

Planning for the students' arrival began in late August. This included getting flight information from the students, organizing airport pickups, fall orientation, class schedules and major tours.

Dr. Khaled Abu Amsha and Banan Ammar conducted a general meeting to discuss the activities for this year's CASA program with this change in mind.

The instructors worked together on distributing students into different groups based on their proficiency levels and made a primary list of cultural activities for the program.

Before the fellows' arrival, all students were requested to give us their housing preferences.

ARRIVAL OF STUDENTS AND ORIENTATION

The students arrived in Amman between August 29th – August 31st. The Qasid Transportation Department met the fellows at the Queen Alia International airport.

Qasid transported the students from the airport to their preferred housing locations based on prior student requests. Our housing department, Duaa Abdelhadi, Bilal Al Atrash, Samir Salameh, Ayman Aladerbeh and Ayman Al Atrash aided every student in fulfilling their housing preferences.

The student orientation took place on the 3rd of September. The fellows were officially welcomed to the program by Dr. Khaled AbuAmsha, CASA Executive Director in Amman where he conducted the general orientation. spoke about various aspects of living in Amman. He discussed transportation, clothing, shopping, phones, internet, money matters, water consumption, health, hospitals, visa procedures and safety procedures.

Additionally, Khaled Abu Amsha conducted an academic orientation and spoke about the program, its philosophy, goals, and various components – the academic program, cultural program and intern program. The orientation ended with an open discussion to answer questions and discuss any issues. Students were also requested to sign the language pledge during the orientation.

This year we had two cultural assistants, Jackie Salzinger and Charles Sutherland. They both spoke about the CASA program and gave students an overview of their experiences. They also gave students practical advice on how succeed with their studies and make the most of the program. Both provided students with tips on how to take advantage of cultural experiences in Amman.

Thereafter, lunch was served and the CASA fellows had the opportunity to become acquainted with one another, as well as with the Qasid faculty and members of the administration.

On September 6th, CASA fellows had an opportunity to go on a field trip to Ajloun castle with some of the instructors and a cultural assistant.

COMPONENTS OF THE FALL PROGRAM

FALL 2019 PROGRAM

Qasid Institute offered the **CASA I** program designed to provide an intensive language and cultural education program in order to move fellows from their current proficiency of Arabic to the superior level according to ACTFL standards.

This year the CASA program will be delivered over 2 terms as opposed to the usual 3 terms. The fall term was designed to achieve the same goals that a CASA fellow would receive as if they had an additional summer term.

With that in mind, we divided the Fall program into two parts: part one was delivered in the first month where students were given an introduction to Jordanian culture and society and their main focus was Modern Standard Arabic and Ammiya. During this month students had classes only four days a week with one day off. Giving students the ability to ease into the program and get settled into the country.

After the first month, students transitioned to the normal schedule of classes five days a week. Students focused on Jordanian Dialect, and reading, writing and listening to authentic materials in Modern Standard Arabic.

THE CASA I FELLOWS

There were 16 fellows during the current Fall Semester. Fellows came from the following universities:

Name	University Represented
Laura Abbott	Stanford University & Naval Postgraduate School
Bilal Abdelhady	University of California - Los Angeles
Michael Battalia	Georgetown University
Tate Crossley	Brigham Young University
Catherine (Kendall) Dorland	Georgetown University
Emily Dovel	University of California - Los Angeles
Neal Feldman	University of Arizona
Ghayde Ghraawi	Yale University
Minji Kim	Hankuk University of Foreign Studies

Shivonne Logan	Stanford University
Alyssa Marshall	New York University
Nafisatou Mounkaila	NYU in Abu Dhabi
Sam Ricciardi	Georgetown University
Nicholas Shafer	University of California - Berkeley
Kaitlyn (Sage) Smiley	Brigham Young University
Stephanie Stewart	University of Georgia
Naomi Whitney-Hirschmann	Wellesley College
Gabriel Young	New York University
Ryan Zohar	Columbia University & Sciences Po Paris

ACADEMIC PROGRAM (Fall Part I)

Part one of the term began on September 4th with last day being 3rd of October.

The academic program consisted of 16 contact hours per week. Each fellow was required to take two core courses: Jordanian Colloquial Arabic (8 hrs./wk.) and Modern Standard Arabic (8 hrs./wk.).

Students were divided into two sections based on their proficiency levels. These levels were determined based on OPIs conducted by our ACTFL accredited instructors. The sections were given the names of Arabic intellectual thinkers and linguists – Al Shatabi and Al Asmai'.

It is important to note that some students who entered the program came with different levels of Arabic proficiency. In order to ensure students levels were leveled throughout the program, we provided students with private 1-on-1 classes to catch-up to students with higher levels.

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In order to give CASA fellows a skillset in Jordanian Colloquial Arabic that takes them to the highest level of proficiency, we developed a custom curriculum for CASA fellows that incorporated ACTFL guidelines and that follows the theory of content-based instruction.

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Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues

MSA classes met for 2 hours per day from Sunday to Wednesday, for a total of 8 classroom hours per week.

This year, we continued our philosophy of not depending on a textbook. Studies prove that second language acquisition increases with content-based language instruction. That is because students learn best when there is an emphasis on relevant, meaningful content rather than on the language itself. Therefore, we introduced multiple genres, topics and ideas in order that students be exposed to a variety of authors, backgrounds, and philosophies. We found it gave teachers the freedom to bring in complicated texts that suit the proficiency levels of the CASA fellows. By not depending on a textbook, we were able to achieve two goals: firstly, to push the student beyond their level of proficiency and secondly to expose them to authentic situations.

We sought to improve cultural awareness and sensitivity in all aspects of fellows' lives, whether inside the classroom or out. Among the things that our instructors tried to build and equip the students with was a love of reading in Arabic. This helped students to produce writings that even impressed their local Jordanians colleagues.

Student Assistants/ Office Hours

To provide regular support to students throughout the academic year, our instructors had teaching assistants that were readily available outside of class hours. We held two types of office hours: Feedback meetings where students met with their instructors weekly and open hours for extra help. We also encouraged students to book additional office hours with their instructors each week for extra help and conversation opportunities.

ACADEMIC PROGRAM (Fall Part II)

The part two of the term began on the 6th of October and ran until 5th of December.

The academic program in the second part of the fall term consisted of 24 contact hours per week. Each fellow was required to take four core courses:

- Introduction to Jordanian Society & Culture (6 hours/week)
- Contemporary Arabic and International Issues (7.5 hours/week)
- Scenes from Current Arab Media (6 hours/week)
- Writing Workshop (4.5 hours/week)

In this second part of the fall term we aimed to widen the students' vocabulary in expressions, phrases and proverbs thereby helping them improve their spoken fluency and accuracy. This was done by immersing them in Jordanian society and helping them understand deep cultural Arab issues. We wanted students to express themselves clearly and smoothly in various academic and professional settings.

CULTURAL PROGRAM

The cultural program is aimed at improving the cultural competency and sensitivity of students by getting them acquainted with the historical, political, and societal aspects of Jordanian

society. The main learning goal behind the program was to give students the cultural and cognitive frameworks needed to reach a superior level according to ACTFL guidelines.

We took students on two important field trips, first of which was to the annual Jordanian book fair where students were given a tour and they purchased a book that they were going to discuss in class. The second field trip was to The Princess Zain Al-Sharaf Institute where they provide educational opportunities for refugees that are unable to enter into Jordanian schools because of academic cycles. The CASA fellows volunteered an entire day at the institute and some fellows later on got an internship.

In the second part of the Fall CASA program, students are paired with language partners. For every 3 students, a language partner who is a native Jordanian is assigned to them. Every week the students and the language partner go out for cultural activities. Students were expected to spend at least three hours with them weekly to practice their spoken Arabic.

Cultural Assistant

Jackie Salzinger and Charles Sutherland, the cultural Assistants for the CASA 2019 Fall Program, were available for the first month of the program to assist student to transition into their program and in Amman. They prepared weekly activities for CASA fellows based on weekly cultural activities taking place in Amman. They went to various events with the fellows and provided them with assistance with what to do in Amman and where to find things.

LANGUAGE PLEDGE

To ensure the fellows were speaking Arabic on and off campus, the program has an **Arabic-Only Policy**. CASA expects all its fellows to follow these rules and we hope it helped create opportunities for speaking. The text of the pledge can be found in Appendix V.

APPENDIX

APPENDIX I

ADMINISTRATION AND TEACHING STAFF

I. Administration

Professor Nevenka Korica	CASA Executive Director, Harvard University
Dr. Khaled AbuAmsha	CASA Executive Director, Qasid Institute
Omar Matadar	Director, Qasid Institute
Duaa AbdulHadi	Assistant Director, Qasid Institute
Banan Ammar	CASA Coordinator, Qasid Institute
Ayman Adarbeh	Secretary, Qasid Institute

II. CASA Teachers

Teacher	Courses Taught
Banan Ammar	Jordanian Colloquial Arabic
Khaled Sanober (M.A. Candidate)	Reading (Contemporary Arabic and International Issues)
Rasha Kanaan (M.A. Teaching Arabic as Second Language)	Writing Workshop
Dana Khaldoun	Listening (Scenes from Current Arab Media)

APPENDIX II

BIOGRAPHIES: 2018-2019 CASA FELLOWS

Fatoumata Binta Bah recently graduated from CUNY-Hunter College, with an Honors B.A. in political science and an Arabic minor. She is interested in pursuing graduate studies in Arabic linguistics and a J.D. in Islamic studies. As a Guinean-American immigrant, Fatoumata hopes to work with migrant communities in the U.S. and abroad, while teaching Arabic. Her research interests include topics in Arabic diglossia, Islam in the African diaspora, and the exchange of sociolinguistic resources and religious ideas across North and West Africa.

Aaron Burroughs graduated from the University of Texas at Austin in May 2018 with a degree in international relations and global studies with a focus in Middle Eastern studies. Aaron has lived and studied in Meknes, Morocco, and London, England. His academic interests include refugee policy, migration studies, and international human rights. After CASA, Aaron hopes to work in refugee advocacy before pursuing a Master's degree in forced migration studies.

Sonali Dhawan graduated from Georgetown University with a B.A. in Arabic and Islamic studies and in government. She previously taught English in Morocco and studied abroad in Jordan, where she also conducted research on the quality of education offered to Syrian refugees. Sonali also received the Critical Language Scholarship award to study in Oman. After CASA, she plans to pursue her J.D. in human rights law with a focus on civilian protection in conflict.

Daanish Faruqi is a Ph.D. candidate in history at Duke University, where his research addresses Islamic political thought, particularly the politics of Sufism. His present work examines the role of transnational Sufi rebel groups in revolutionary upheaval, most recently during the Syrian uprising of 2011. Previously a Fulbright student scholar in Morocco, Daanish has lived throughout the MENA region over several years, both as a researcher and as a journalist. He has published two books based on his experiences and recently published *Egypt and the Contradictions of Liberalism* (co-edited with Dalia Fahmy).

Andrew Fitzgerald is a PhD Candidate in the Department of Communication at Stanford University. His research combines political economic critique with an empirical study of the mediation of violence in fragmented algorithmic media systems, with a specific normative focus on the intersection of global discourses of terrorism and democratic theory.

Andrea Flinn holds a Bachelor's degree in communication from Cornell University and a Master's degree in teaching English to speakers of other languages (TESOL). She studied Ammiya at the Qasid Institute from 2016-2017, and she taught at the University of Jordan. Andrea is interested in applied linguistics, translanguaging, and TESOL, specifically Arabic. She is excited to further explore research on the potential of technology to support language acquisition.

Ellis Garey is a PhD student in history and Middle Eastern studies at New York University. Her work focuses on Greater Syria during the late Ottoman period, and her broader research interests include labor history, social movements, and the history of capitalism. Ellis previously studied Arabic in Jordan and Palestine.

Robert Hildebrandt is a third-year anthropology PhD student at the George Washington University. He holds a Bachelor's degree in history from Carleton College and a Master's degree in social science from the University of Chicago. Robert has studied Arabic with CET in Jordan as well as at the Arabic Language Institute in Fez in Morocco, the Institut français du Proche-Orient in Lebanon, and al-Najah University in Palestine. Robert also spent two years teaching English with AMIDEAST in Tunisia. His dissertation research focuses on questions of race, gender, and national identity among Palestinian citizens of Israel employed in the Israeli labor force.

Jessica Lambert is a PhD student in anthropology at Boston University. She graduated from Emory University with a B.A. in Middle Eastern studies and French literature. Prior to beginning her doctoral program, she researched single motherhood through a Fulbright grant and worked with women's organizations in Morocco for several years.

Maru Pabón was born and raised in San Juan, Puerto Rico. She received a B.A. in comparative literature from Brown University and is currently a Ph.D. student in comparative literature at Yale University, where she works on literary créoles and dialects in the Maghreb and Indian Ocean. Her developing interests include Islamic philosophies of language and the history of the Arabic language. In 2012, Maru spent a summer studying Arabic in Amman at Columbia University's Middle East Research Center. She has also studied Arabic in Morocco as a FLAS award recipient.

Paula Roetscher graduated from the University of Florida in 2016 with degrees in geography, sustainability studies, and Arabic. She previously studied Arabic at the Middlebury Summer Language School. Paula is interested in using GIS applications for refugee relief work and hopes to attend graduate school after her time in Jordan.

Jackie Salzinger is a recent graduate of Yale University, where she majored in sociocultural anthropology. Her research interests include workplace ethnography, transcultural psychiatry, and foreign language pedagogy. In addition to her passion for language studies and the liberal arts, Jackie enjoys any opportunity to engage with music, and she is glad to have discovered during her previous semester abroad in Jordan that Amman is home not only to many opportunities to learn about tarab music, but also to chances to sing Amy Winehouse with friends. In the future, Jackie hopes to pursue either a PhD in cultural studies or a career in immigration law.

Estevan Sanchez graduated as a University of California Regents Scholar from the University of California-Davis with a double major in History and in African American and African Studies. In 2014, he was awarded a Critical Language Scholarship to study Arabic in Oman. During the summer of 2015, he studied Arabic in Jordan with the support of a Benjamin A. Gilman Scholarship. After graduation, Estevan spent a year in Morocco as a Fulbright English Teaching Assistant. His research interests are Arabic dialects and hip-hop culture in the Middle East, specifically beat production.

Jared Szuba is a journalist, editor, and independent researcher who earned his M.A. in Middle Eastern studies from the University of Chicago after conducting sociological ethnographic research on Cairo's urban religious networks. He graduated from the University of Michigan with a B.A. in Near Eastern Studies and German. Jared has previously studied Arabic at the University of Alexandria, Egypt, and al-Najah University in Nablus.

Junius Williams graduated from Harvard College with an A.B. in African Studies (cum laude) and a language citation in Modern Standard Arabic. He has studied Arabic in Oman and Morocco and has a deep interest in the political economy of the MENA region. After CASA, Junius will work as a business analyst at McKinsey & Company.

Michael Zanger-Tishler graduated from Yale University in 2018 with a B.A. in ethics, politics and economics and in modern Middle Eastern studies. His research focuses on the punishment and policing of different minority groups, including Arabic speakers, in different democratic countries. After CASA, he plans to pursue a JD/PhD to study the comparative politics and sociology of punishment.

APPENDIX III: FALL PART I EVALUATION

Khalid Snober

Name of your Instructor *	Khalid Snober
Name of Class *	Issues Al-Shatibi
Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	Clear syllabus and homework expectations. This is a well-organized course.
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Strongly agree
The instructor encourages questions	Strongly agree
Subject matters discussed in class are appropriate and relevant	Strongly agree
Material is presented in an easily understood manner	Strongly agree
Level of comfort in class. Describe the classroom environment	Strongly agree
The instructor seems to have a strong command of the subject	Strongly agree
Describe the teacher student relationship. With the class in general, and with you specifically	Khalid is excellent!! He cares deeply about his students and makes sure everybody's voice is heard in class. He is readily available outside of class and clearly invests many hours of his own time into creating the best possible lesson plans. He has an incredibly warm and approachable personality as well.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	- Clear expectations from students - Sound pedagogy - Assigns a diverse set of interesting reading material - Takes the time to explain difficult concepts in class - Uses many fun games to teach vocab!
Please remark on the instructor's areas to be improved. What	Honestly, I can't think of anything that should be done differently.

specifically did you think the instructor could have done to enhance your educational experience?

Your overall, numerical rating of the instructor (0–10) 10

Additional Comments for Section B (Instructor) Khaled is one of the best teachers I've had in any subject!

The pace of teaching was just right Strongly agree

Games, activities, and other creative teaching methods and tools were used in the class Strongly agree

The homework that was given was appropriate and helpful in my Arabic learning Strongly agree

Speaking 5

Listening 5

Writing 5

Reading 5

Any additional comments, thoughts, or suggestions about the program's instruction?

Banan Ammar

Name of your Instructor *	Banan Ammar
Name of Class *	Ammiyah Al-Shatibi
Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	Very clear expectations, syllabus, and homework expectations
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Strongly agree
The instructor encourages questions	Strongly agree
Subject matters discussed in class are appropriate and relevant	Strongly agree
Material is presented in an easily understood manner	Strongly agree
Level of comfort in class. Describe the classroom environment	Strongly agree
The instructor seems to have a strong command of the subject	Strongly agree
Describe the teacher/student relationship. With the class in general, and with you specifically	Banan is an extremely engaging teacher. She's invested in my growth as a language learner and is readily accessible outside of class. She engages with each student and presents the material clearly.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Banan uses real world examples (film, news media, tv) to teach Jordanian Ammiyah. She focuses on pronunciation and takes the time to correct students' errors to ensure precision and clarity in their diction. I am incredibly pleased and impressed by Ustaadha Banan.
Please remark on the instructor's areas to be improved. What specifically did you think the	My only suggestion for improvement would be to have greater contextualization of the vocabulary we're learning. At times, some of the phrases and

instructor could have done to enhance your educational experience?	words seemed irrelevant because they were pulled directly from the film/tv show. It would be ideal if we started with a list of common phrases and expressions in Ammiyah and built from there.
Your overall, numerical rating of the instructor (0-10)	9
Additional Comments for Section B (Instructor)	One of the best Arabic teachers I've had!
The pace of teaching was just right	Strongly agree
Games, activities, and other creative teaching methods and tools were used in the class	Strongly agree
The homework that was given was appropriate and helpful in my Arabic learning	Strongly agree
Speaking	5
Listening	5
Writing	2
Reading	2
Any additional comments, thoughts, or suggestions about the program's instruction?	This is an excellent course!

Dana Saddah

Name of your Instructor *	Dana Saddah
Name of Class *	Listening Al-Shatibi
Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	Sending us the homework in a more timely manner would be appreciated.
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Strongly agree
The instructor encourages questions	Strongly agree
Subject matters discussed in class are appropriate and relevant	Strongly agree
Material is presented in an easily understood manner	Strongly agree
Level of comfort in class. Describe the classroom environment	Strongly agree
The instructor seems to have a strong command of the subject	Strongly agree
Describe the teacher student relationship. With the class in general, and with you specifically	Ustadha Dana has created a great relationship with the class.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Having a class dedicated solely to listening is rare and very beneficial, and Ustadha Dana presents the material well.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience?	Dedicating slightly more time to the vocabulary- 5 to 10 minutes for creating sentences and playing games that make us recall and produce the words - would help me retain them better. Also, don't be afraid to speak as quickly as Ustadha Banan or Ustadh Khalid.

Your overall, numerical rating of the instructor (0-10)	10
Additional Comments for Section B (Instructor)	Thank you for all your effort and enthusiasm!
The pace of teaching was just right	Agree
Games, activities, and other creative teaching methods and tools were used in the class	Strongly agree
The homework that was given was appropriate and helpful in my Arabic learning	Strongly agree
Speaking	4
Listening	5
Writing	3
Reading	3
Any additional comments, thoughts, or suggestions about the program's instruction?	

APPENDIX IV: SPRING EVALUATION

Ustadh Yusuf Bhatti

Name of your Instructor *	Ustadh Yusuf Bhatti
Name of Class *	Level 3: CLA Sciences
Class starts on time	Strongly agree (أنتفق تماماً)
Class ends on time	Strongly agree (أنتفق تماماً)
Additional Comments for Section A (Organization and Logistics)	Excellent
The instructor engages me throughout most of the class	Strongly agree (أنتفق تماماً)
The instructor assesses my comprehension	Strongly agree (أنتفق تماماً)
The instructor encourages questions	Strongly agree (أنتفق تماماً)
Subject matters discussed in class are appropriate and relevant	Strongly agree (أنتفق تماماً)
Material is presented in an easily understood manner	Strongly agree (أنتفق تماماً)
Level of comfort in class. Describe the classroom environment	Strongly agree (أنتفق تماماً)
The instructor seems to have a strong command of the subject	Strongly agree (أنتفق تماماً)
Describe the teacher student relationship. With the class in general, and with you specifically	Excellent. Easy-going yet serious. Great ability to pace the class. Always available to discuss individual issues. In terms of the general class running, I do consider there is a tendency for the class to turn into 'who speaks, wins', such that students generally shout out answers to questions without giving others time to reflect on the question and gather their thoughts. I believe more targeted questioning of individuals during class would be helpful rather than allowing students to simply respond quickest with answers that are sometimes both confusing and incorrect.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Great command of the technical detail and the general backdrop to Arabic grammar development.

Ustadh Fadi Shatnawi

Name of your Instructor *	Ustadh Fadi Shatnawi
Name of Class *	Public Speaking
Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	The course is very well-organized. Fadi sends all of the required video links for homework well ahead of their due date.
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Strongly agree
The instructor encourages questions	Strongly agree
Subject matters discussed in class are appropriate and relevant	Strongly agree
Material is presented in an easily understood manner	Strongly agree
Level of comfort in class. Describe the classroom environment	Strongly agree
The instructor seems to have a strong command of the subject	Strongly agree
Describe the teacher student relationship. With the class in general, and with you specifically	Fadi is a very dynamic and engaging teacher. He is always very prepared for class and allows for open discussion. I haven't had the chance to engage with him one-on-one, but i hope we'll have more time to do so either in office hours or another setting.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Fadi stimulates class discussion by asking questions relevant to both the form and content of the speeches we analyze. I like that he keeps us on task without stifling open conversation about the ideas we've encountered. He's extremely kind and has a grea
Please remark on the instructor's areas to be improved. What	Going forward, I'd like to see more practice of public speaking in class. Specifically, I'd like us to

Dr. Ayman Yaseen

Name of your Instructor *	Dr. Ayman Yaseen
Name of Class *	Translation
Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Strongly agree
The instructor encourages questions	Strongly agree
Subject matters discussed in class are appropriate and relevant	Strongly agree
Material is presented in an easily understood manner	Strongly agree
Level of comfort in class. Describe the classroom environment	Strongly agree
The instructor seems to have a strong command of the subject	Strongly agree
Describe the teacher student relationship. With the class in general, and with you specifically	Dr. Ayman does an excellent job of keeping students engaged in a friendly manner. He will cold call people, which can be a bit daunting, but after the first couple of weeks of instruction I have come to find this to be an extremely effective way to have students engaged in class. He's very approachable and helpful and open to any questions we have inside class or out.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Ayman's greatest teaching strength might be his ability to balance practical in-class review or introduction of texts we are translating and theoretical concepts and readings related to the practice and discipline of translation. He's also incredibly will

Dr. Sajeda A. Seif

Name of your Instructor *	Dr. Sajeda A. Seif
Name of Class *	Islamic Studies
Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Agree
The instructor encourages questions	Strongly agree
Subject matters discussed in class are appropriate and relevant	Strongly agree
Material is presented in an easily understood manner	Strongly agree
Level of comfort in class. Describe the classroom environment	Strongly agree
The instructor seems to have a strong command of the subject	Strongly agree
Describe the teacher student relationship. With the class in general, and with you specifically	Prof. Sajedah is excellent in student engagement. She is open to any and all discussion subjects relevant to the course, and invites questions and discussion all the time. The small class size helps as well.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Prof. Sajedah is not only an expert in the subject matter, she's incredibly understanding and accommodating to students new to the material, and immediately adjusted the language level to that required for the students to best advance.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to	Prof. Sajedah does an overall excellent job in her tutelage. I have no recommendations for improvement.

Banan Ammar

Name of your Instructor *	Banan Ammar
Name of Class *	
Class starts on time	Strongly agree (أنتفق تماماً)
Class ends on time	Strongly agree (أنتفق تماماً)
Additional Comments for Section A (Organization and Logistics)	
The instructor engages me throughout most of the class	Strongly agree (أنتفق تماماً)
The instructor assesses my comprehension	Strongly agree (أنتفق تماماً)
The instructor encourages questions	Strongly agree (أنتفق تماماً)
Subject matters discussed in class are appropriate and relevant	Strongly agree (أنتفق تماماً)
Material is presented in an easily understood manner	Strongly agree (أنتفق تماماً)
Level of comfort in class. Describe the classroom environment	Strongly agree (أنتفق تماماً)
The instructor seems to have a strong command of the subject	Strongly agree (أنتفق تماماً)
Describe the teacher student relationship. With the class in general, and with you specifically	Banan is clearly a very experienced teacher, and strikes just the right balance between being friendly and approachable, and maintaining control of the class and keeping it on track. Students have no trouble approaching her with any questions or issues whether inside or outside class. And she is also supportive and encouraging and balances her corrections or criticisms so that they are most effective and do not discourage students.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	Banan selects excellent materials and designs strong lessons for class. She is also very capable at keeping class lively by diversifying topics or activities.

APPENDIX V: LANGUAGE PLEDGE

Language Pledge

The following is the text of the statement required to be signed by each CASA fellow:

I, _____, agree to use Arabic as my medium of communication during my time as a fellow in the Center for Arabic Study Abroad (CASA) Program at Qasid Institute at Amman, Jordan.

By signing this statement of commitment I agree to uphold the following as part of the CASA Honor Code:

I commit to speaking Arabic exclusively while on the campus of Qasid Institute. I will also strive to use Arabic as much as possible when I am not on campus.

I understand that using a language other than Arabic with other CASA fellows while on campus is a violation of CASA's Arabic Speaking Policy and should be avoided at all times.

I will make an effort to remind any fellow who breaks this policy at any time of their commitment to it in a friendly and non-confrontational manner.

I understand that observance of the Arabic-Only Speaking Policy can be suspended with permission from the CASA administrators or in case of emergency.

I understand that if I break this policy I will receive a written warning. If I receive more than two such warnings, CASA has the right to terminate my fellowship.

Signature: _____ Date: _____

Appendix VI: Photos from the CASA Program

CASA Orientation





CASA Fellows at Queen Zain Al-Sharaf Institute





Guest Speaker: Ahmad Al-Umari



International Annual Amman Book Fair



Guest Speaker: Nawras Abu Saleh



Parliament House



Arab Cooking



Calligraphy Workshop

