



2019 – 2020 CASA Program Report

Qasid Arabic Institute

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CASA EXECUTIVE DIRECTOR



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ACKNOWLEDGEMENTS

I wish to thank Dr. Sonia Shiri, CASA's Stateside Director at the University of Arizona, for her tireless efforts and leadership in this exceptional year! Navigating our way through this year would not have been possible without her support. The COVID-19 pandemic presented unique challenges to students and staff during the spring and eventually led to the decision to evacuate the students. In any circumstance, planning and implementing an evacuation is a difficult task. The unprecedented upheaval and confusion caused by the COVID-19 outbreak made it all the more challenging. Dr. Shiri led the process and never failed in providing us with help we needed to get the students home safely and resume their program online. Special thanks to Sarah Stoll, Stateside Program Coordinator at the University of Arizona for her significant role in planning and administering this year's program. She also played a major part in helping the students leave Jordan and resettle in their home countries safely. 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 Abdel Hadi	Assistant Director
Khaled Abu Amsha	CASA Executive Director
Banan Ammar	CASA Coordinator
Ayman Adarbeh	Student Services
Basim Salim	Online Programs Manager
Waleed Ramadan	Senior IT Support
Hani Al-Jamal	Immersion & Outreach Director
Mahmoud Shraim	Publishing Services
Sami Abu Alia	Senior Accountant

PRELIMINARY PLANNING

It's always good to put a face to a name 😊 We were happy to welcome Dr. Sonia Shiri as the CASA director for the first time in October 2019. She had a meeting with key staff members and the CASA faculty at Qasid. She shared with us her vision, experience, and insights which were an invaluable source of guidance for Qasid's administration and instructors. I personally benefited from her vision and rich experience during her visit.

Planning for the students' arrival began in late July 2019. 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.

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 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. The student orientation took place on the 3rd of September. The fellows were officially welcomed to the program by Omar Matadar, Qasid's director where he conducted the general orientation and 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 and Banan Ammar 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 to 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, the CASA fellows had an opportunity to go on a field trip to Ajloun Castle with some of the instructors and a cultural assistant.

THE CASA FELLOWS

16 fellows participated in the program last year:

Name	University
LauraAbbott	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 Ghraowi	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

* Joined the program for the Fall term only.

FALL 2019 PROGRAM

The Fall program was 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 was delivered over 2 terms. 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 started their 2nd term, they 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.

COMPONENTS OF THE FALL PROGRAM

ACADEMIC PROGRAM (Fall Part I)

Part one of the term began on September 4th and ended on the 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.

Jordanian Colloquial Arabic

The 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 the fellows a skill set in Jordanian Colloquial Arabic that takes them to the highest level of proficiency, we developed a custom curriculum that set to ACTFL guidelines and incorporates 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.

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 second part began on the 6th of October and ran until the 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 exposing them to a wide range of 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 the students on two important field trips, the first of which was to the annual Jordanian book fair where they were given a tour and purchased a book that they were going to discuss in class. The second field trip was to The Princess Zain Al-Sharaf Institute (PZAI) 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 with PZAI.

In the second part of the Fall 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 their 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 students in transitioning into their program and life in Amman. They prepared weekly activities for the fellows based on weekly cultural activities taking place in Amman. They went to various events with the fellows and provided them with guidance on 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 IV.

COMPONENTS OF THE SPRING PROGRAM

The Spring Program provided intensive language and culture education through: the Academic Program, Casa without Borders, the “Abbir bil-Arabi” Program,, and the Language Pledge.

To prepare for the 202 Spring Term, we met with the students to discuss their goals and needs in order to determine what courses they benefited 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.

This year we had spoken with students about the “CASA without Borders” program at the end of the fall and at the beginning of the term they found their placements and began their program.

At the same time, this year’s Spring Term was unique (to say the least :)). The COVID-19 Pandemic has caused a significant amount of confusion worldwide, which led to make a decision to evacuate the students just under 3 months from the end of their program in Jordan. The evacuation took place just before the start of the Spring break, which gave us some time to craft the CASA online program and it helped the students to resettle and get ready for the online classes which ran for 9 weeks.

ACADEMIC PROGRAM STRUCTURE

During the spring, 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 Spring term ran for 17 weeks of class, classes started on January 12, 2020 and were completed on May 7th.

The courses offered in the spring term were:

1. Advanced Colloquial Arabic
2. Arabic Leftist Intellectual Thought
3. Contemporary Arabic Literature
4. Contemporary Levantine Cinema
5. Middle Eastern Political Issues
6. Modern Arabic Poetry
7. Public Speaking
8. Introduction to Translation Theories and Application

9. Classical Perspectives on Grammar, Morphology and Semantics
10. Writing Workshop

Express Yourself (Abbir bil-Arabi) Program

In the spring, 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.





CASA WITHOUT BORDERS

The service-learning component in the spring was mandatory for students. Each of the students were required to spend 5 hours per week volunteering, however, a number of students went above and beyond that number spending up to 8 hours per week on their internships. They were asked to write a report on their volunteering activities each week. Even after students left Jordan, many of them continued their internships online. At the end of the spring term, students were asked to submit a project detailing their experience and to Ustadha Ghadeer Abul Hajj, the coordinator of the program.

CHALLENGES AND SOLUTIONS FROM THE 2019-2020 CASA PROGRAM

The biggest challenge we faced this year came as a result of the global outbreak of COVID-19 in February 2020. The outbreak created a new reality that forced CASA's directorship to cancel all instruction in-country and transition the program to an online setting.

Even before this difficult decision was made, we were committed to ensuring students received the most up-to-date information available and support while they were still in Jordan. This continued until the students safely left Jordan.

As for the online program, we started working on it even before the students had departed Jordan. As a part of that process, we implemented the following "online roll-out" in order to make the experience as smooth as possible and comfortably resume classes on March 29, 2020.

Online Orientation

Students were introduced to our IT staff for an online orientation that covered the following:

- How to use Zoom
- Class/term schedule
- How to login to Canvas course pages
- How to troubleshoot any potential issues
- Time for Q&A

Additionally, as a part of the orientation process, and in order to assure that we had all the information we need in advance, students were asked to provide us with our staff with details on:

- Their current time zones
- Any plans to move to a different time zone before the end of the program
- Their internet speeds
- What equipment they have at home (computer, camera, microphone, etc.)
- Previous experience with Canvas and Zoom

Online Academic Program Details

While we were orienting the students to a new medium for their classes, we were also working on designing the courses on Canvas so students could easily access their course material online. Students were able to start off from where they had finished before departing Amman. .

Synchronous Learning:

In any online course, synchronous learning is a wonderful opportunity for student engagement and building a sense of community. Students interact live with their instructors and classmates through video conferencing, live chat, and breakout rooms. These sessions, in addition to being stimulating and fun, allow for the types of direct feedback, relationship building, and group activities that are key in second language acquisition.

Asynchronous Learning:

For courses that aim to be student-centered and driven, asynchronous instruction is a must. In a thoughtfully designed asynchronous environment, learners are given the mental scaffolding and physical structure they need to become autonomous and independent. Additionally, asynchronous learning tools offer the opportunity to “flip the classroom” and make synchronous learning time that much more fruitful. Before class. In class, the traditional teaching model is “flipped” and, instead of dedicating precious live classroom time towards lectures, those moments are directed towards group work, discussions, and real interactions with their instructor. After class, the learning continues with students being afforded the chance to reflect on what they are learning and focus on higher orders of thinking.

Learning Management System (LMS): Canvas

Over the years, our team has had experience working with many of the leading The Learning Management Systems (LMS), including Blackboard, D2L, and Moodle; after extensive piloting of a half-dozen vendors that lasted over 18 months, we selected Instructure’s Canvas as the platform to host our online courses. We have been working with the Utah-based Canvas team since 2012 and hold the distinction of being the first educational institute that Canvas partnered with outside of North America. In the ensuing eight years, Canvas has become the most widely adopted LMS in North America.

In addition to the core tools of Canvas and Zoom, we have partnered with just over a dozen technology vendors to create a suite of digital tools to make our students’ online experience as frictionless as possible. Our faculty, advisors, and curriculum designers in Jordan, the US, and Canada have designed, tested, and implemented a wide range of course models, teaching tools, and forms of assessment. This background and experience, through a painstaking process of trial-and-error, has played a significant role in making our courses into much more than simply digital syllabi. Students get access to and are guided through grammar explanation videos/worksheets, homework help presentations, and digital tools for memorizing vocabulary.

REFLECTIONS ON THE PROGRAM

As 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:

“I really like the informal discussion basis of the class. I appreciate that Khaled always gives me an opportunity to speak up when I've been listening and not speaking. Khaled fosters an environment of positive learning through how he moderates the discussion with the class.”

“Dana is a fantastic teacher who knows how to encourage students and teach difficult subject matter unfamiliar to foreign students (e.g. Arabic poetic meter), extremely skilled at cultivating a welcoming atmosphere for students; Individually, she is quite aware of my progress and challenges and works to address these.”

“I wish I could have had Banan throughout my whole time trying to learn Arabic. One of the things she does best is giving feedback in a way that doesn't stop linguistic production during locution and doesn't embarrass but gently nudge students in the unequivocally correct direction Her command of Jordanian Colloquial as a subject matter and her ability to teach it is the best I have ever seen. I wish I could spend more time learning from what she has to teach and how she does it. Every class was a masterclass in teaching and Colloquial Arabic.”

“Rasha has a real skill for crafting curricula and as a result her course is extremely well structured. Thanks for showing the students that you love and care about them. We really felt that.”

“Fadi is very cheerful and engaging with the class. He is open to digressions, which we like, because that's a great way to learn. When we had a recording at home, he was really prompt about sending back amazing, detailed feedback, and I really appreciated that!”

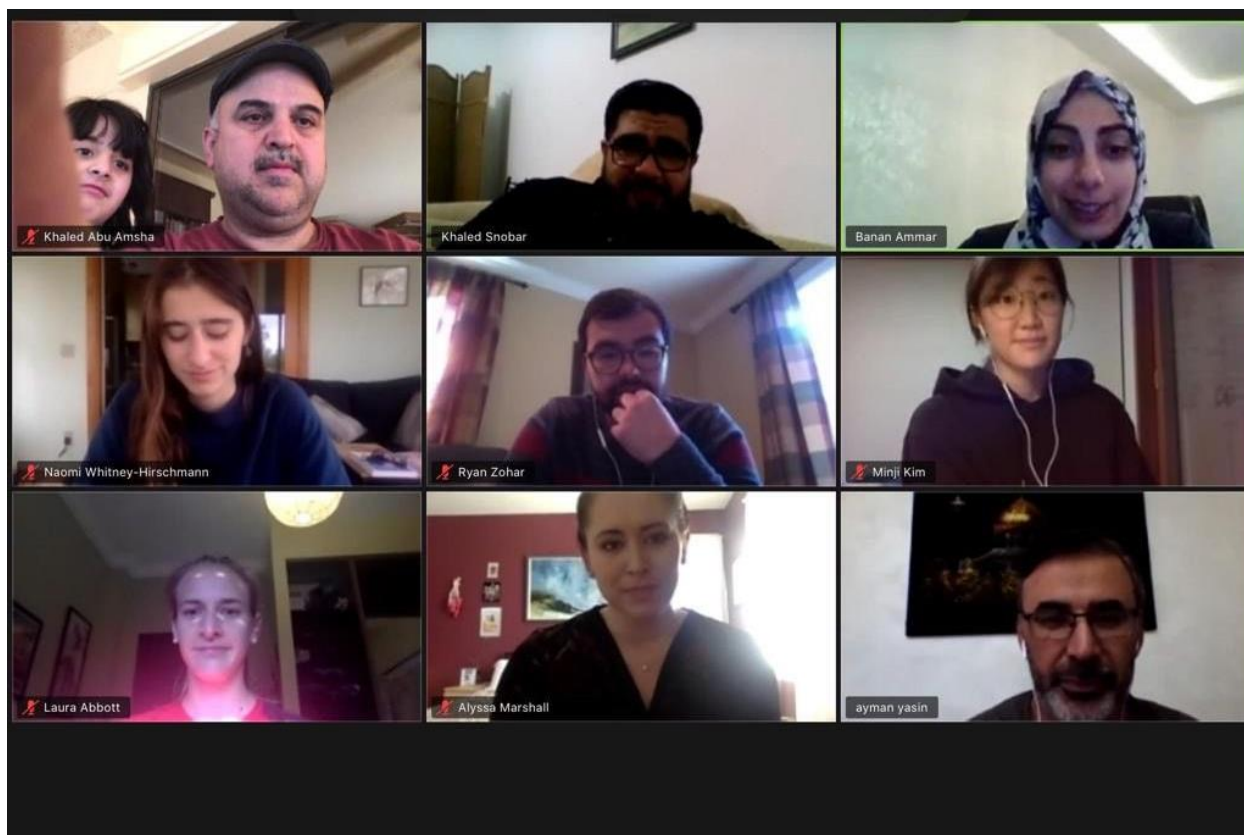
As part of our institutional philosophy, we are continuously working on making our program effective and engaging. To that end, we've taken various steps to improve the program such as adding a variety of authentic texts and unique course work to take students to the next level.

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

This was apparent in the different program evaluation done by Qasid and by the CASA administration. The overwhelming majority of students had a rewarding experience and are very appreciative of what they were able to accomplish in both the online and in-person CASA program.

Virtual Graduation Ceremony

We have made it a part of the CASA program that we host a graduation farewell for all the CASA fellows and instructors at the end of the program. This year wasn't any different! Although we weren't able to host an in-person graduation ceremony due to COVID-19, we held an online ceremony to reflect on all the that the students had achieved in this unique year!

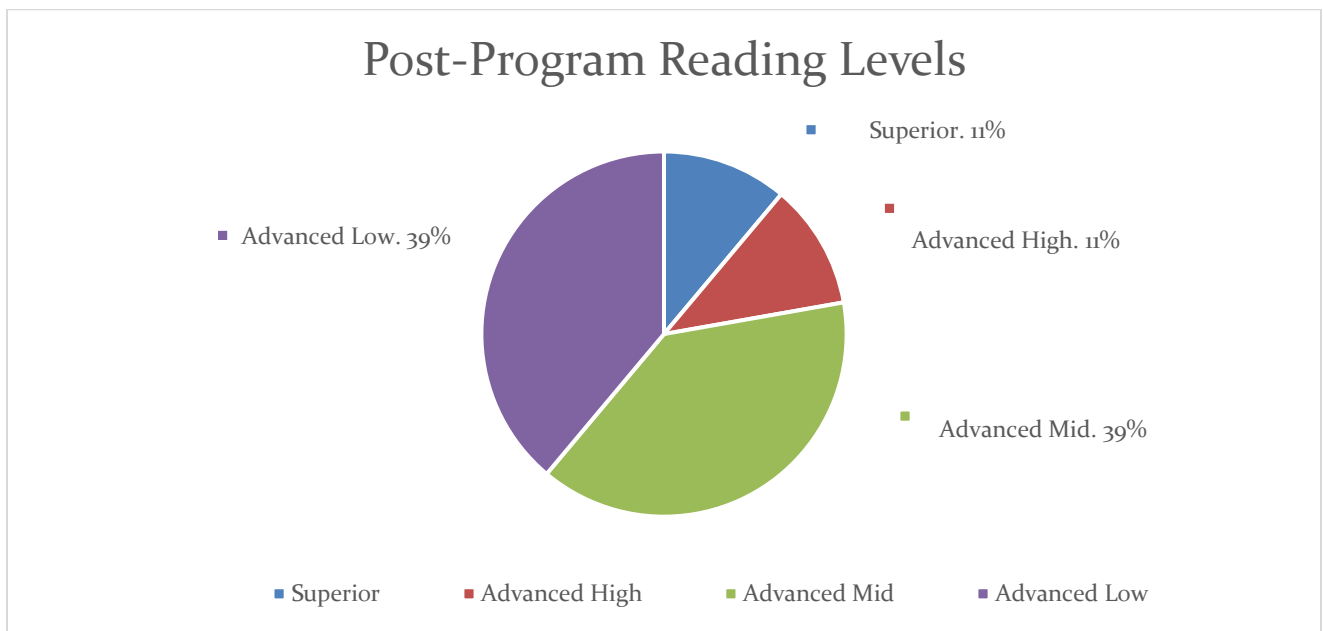
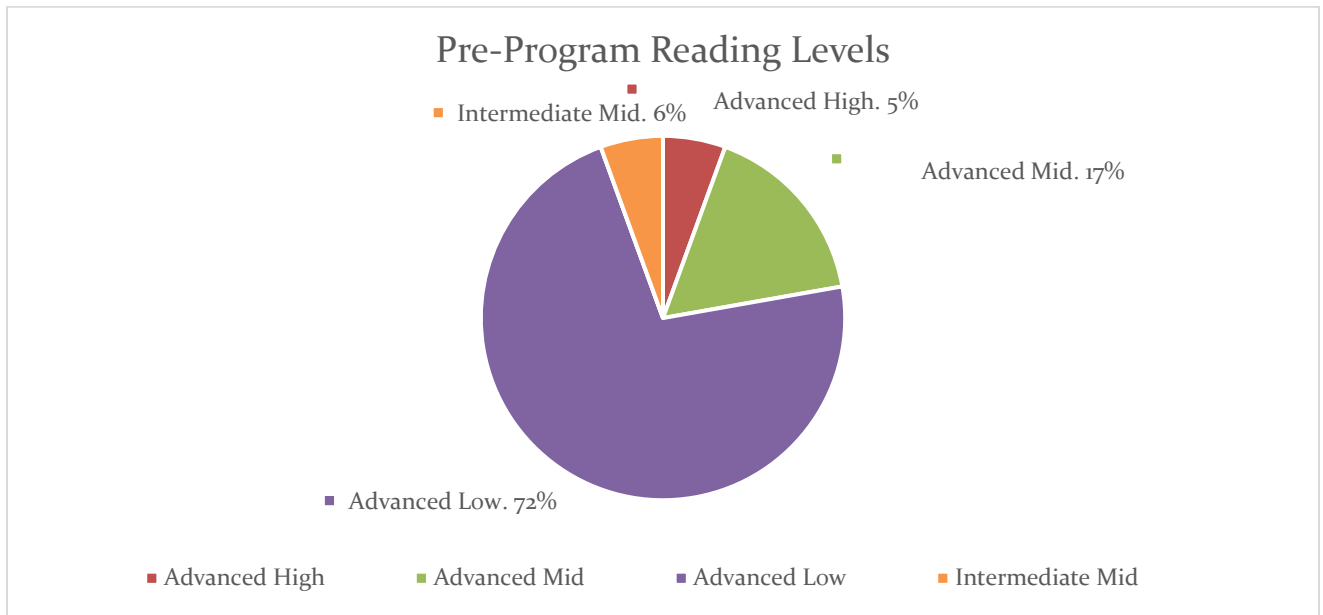


The farewell meeting was an opportunity for all the students and instructors from the beginning of the program to get together and recall and review their experiences. During the online ceremony, the instructors and students gave a short presentation sharing their memories, jokes and special moments throughout the program. At the end of the ceremony, digital certificates were distributed to each of the students.

CASA Program Results

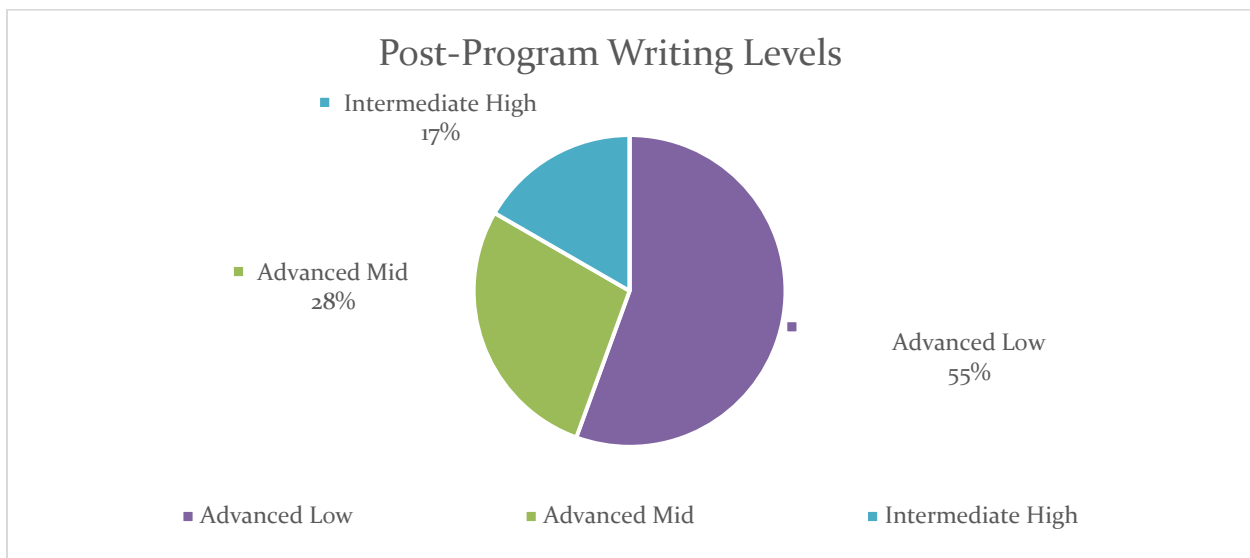
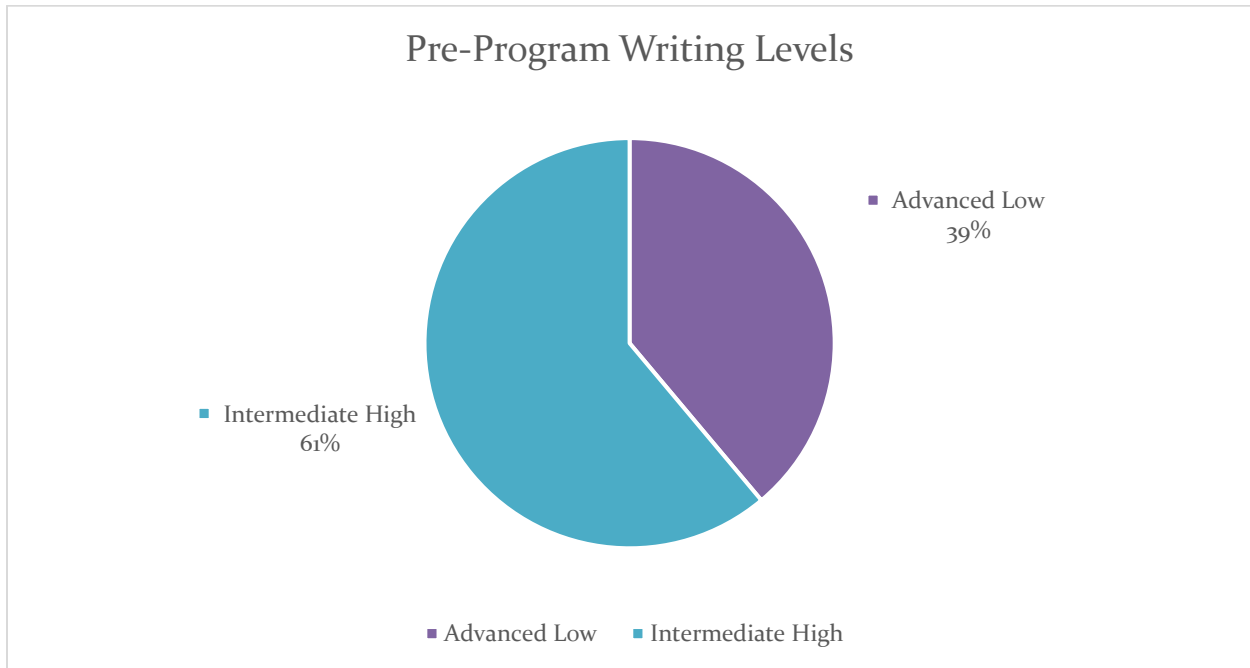
The CASA 2019 – 2020 program at Qasid proved to be a successful program. Our fellows showed significant improvement in their proficiency levels with ten of the sixteen students reaching the Superior Level according to ACTFL standards. The following results are divided according to each of the four language skills and proficiency levels are provided according to ACTFL standards.

Reading



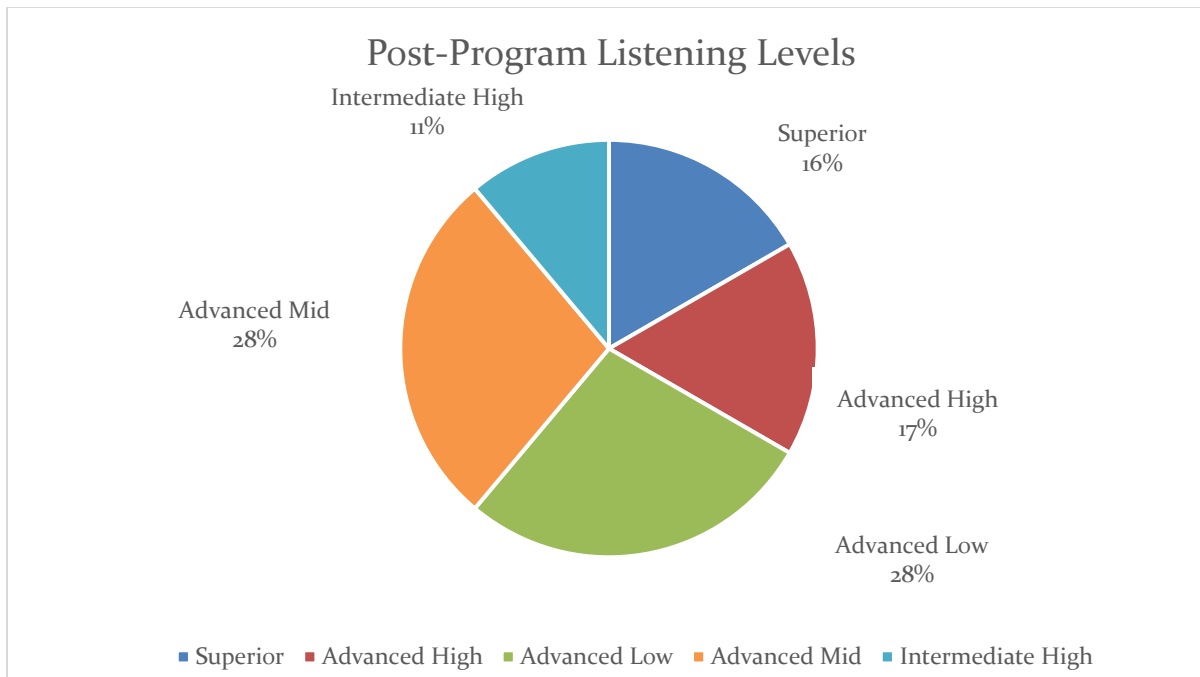
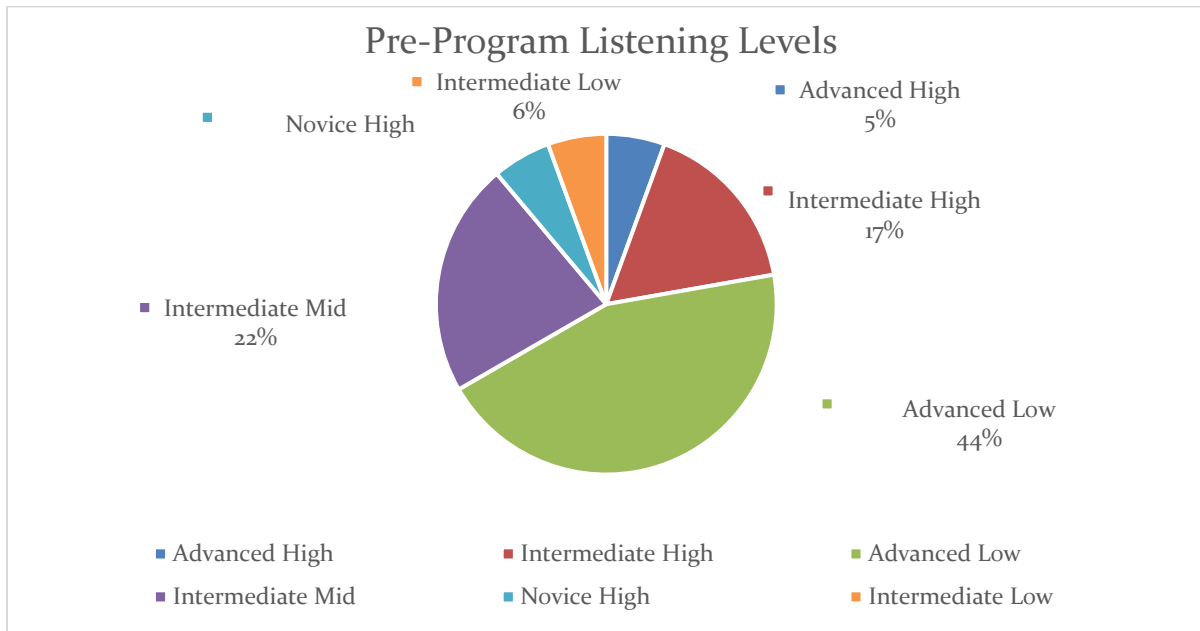
In the beginning of our program, we had fourteen students at the Advanced-Low | Intermediate Mid levels with the remaining 4 at the Advanced High| Mid levels. By the end of the program, we had two at the superior and remaining sixteen at the Advanced levels

Writing



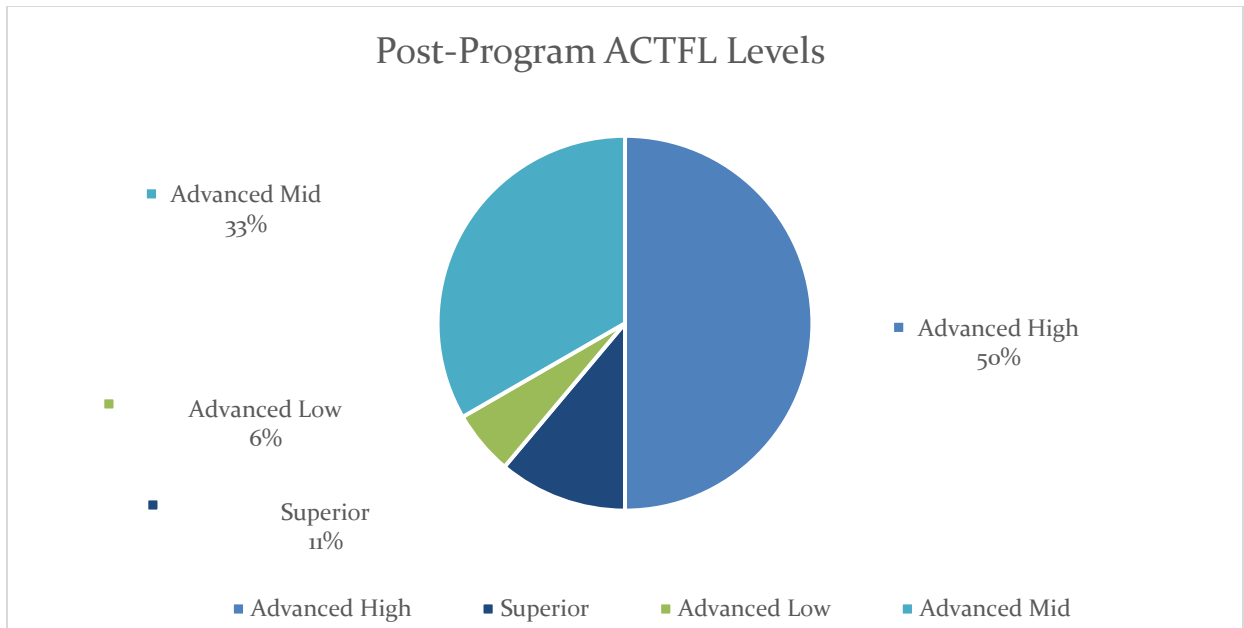
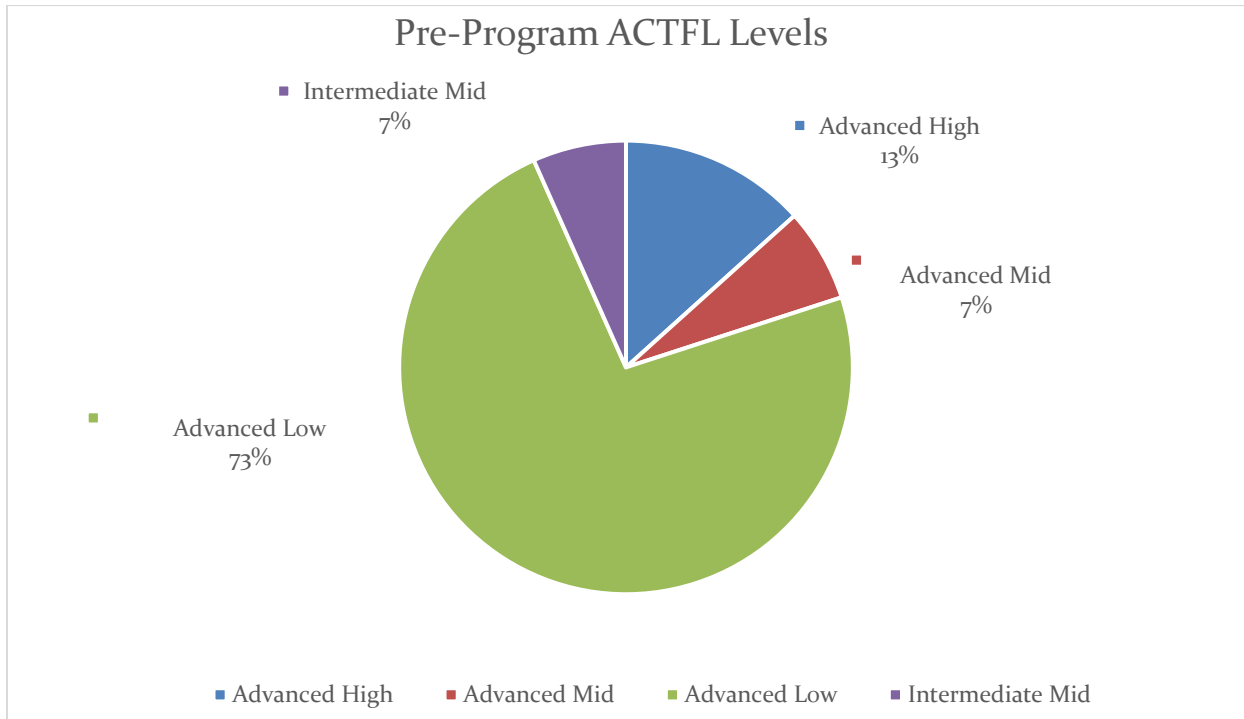
Overall. Students achieved good writing progress as fifteen students ended up in the Advanced Mid-Advanced Low levels.

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 levels. After the program, sixteen of them moved up one level or two making majority of the students in the Advanced | Superior level.

Speaking

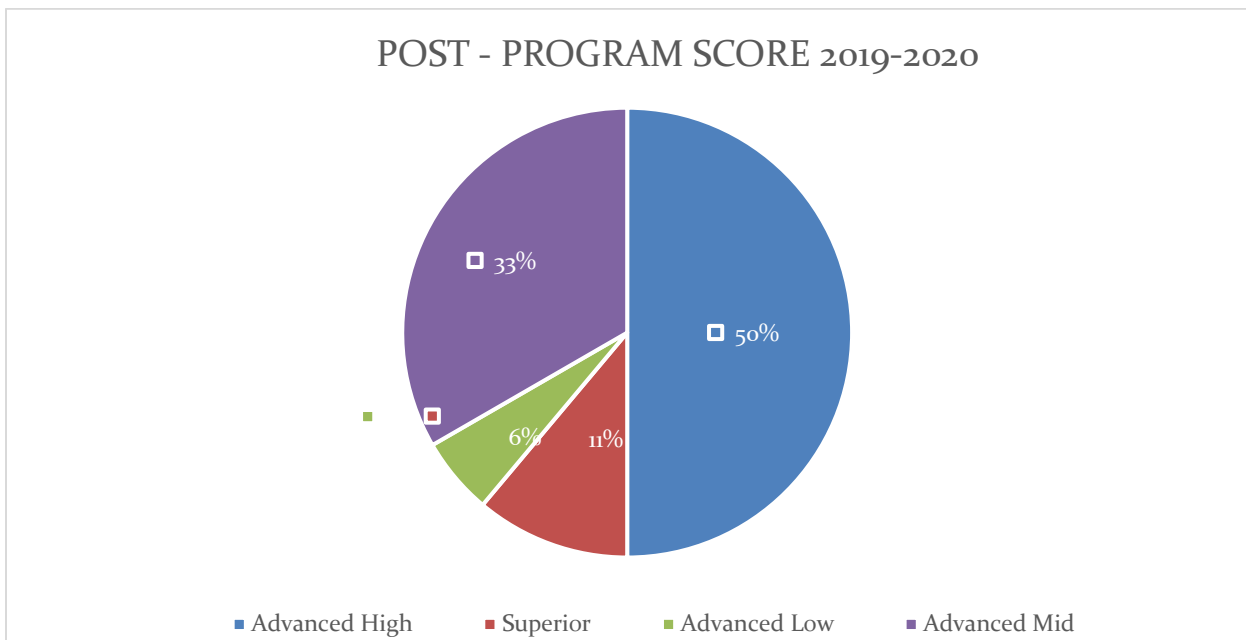
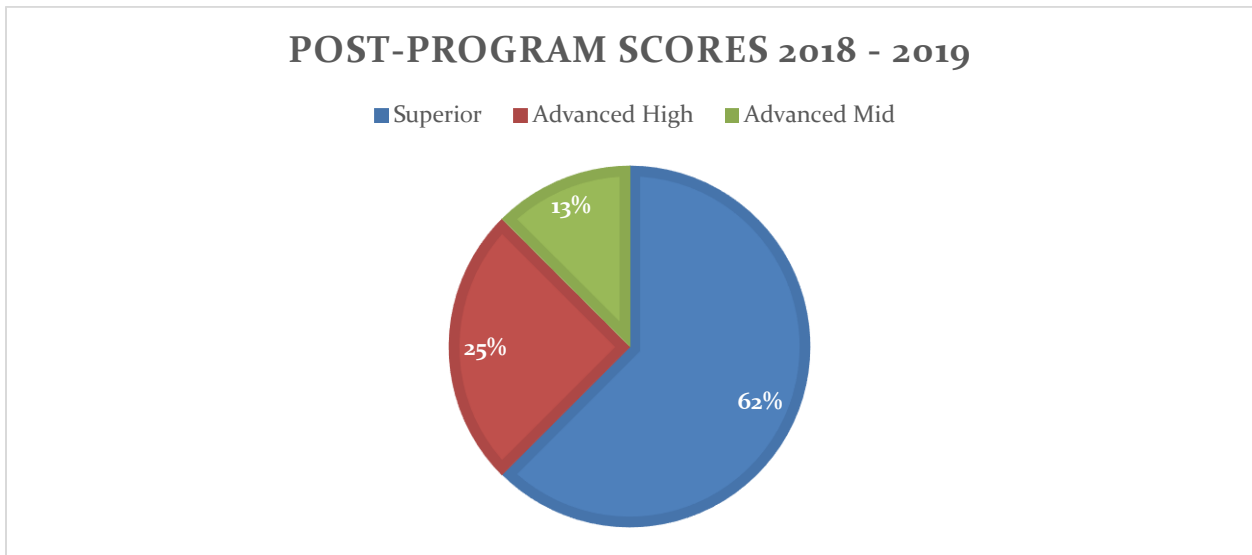


In the beginning of our program we had four students at Intermediate, eleven at the Advanced-Low, one at the Advanced-Mid and two at Advanced-high. The challenge this year was to take the diverse level of students and improve their level whilst ensuring class was challenging

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 two students at the superior level, nine at the level of Advanced-High, six at Advanced-Mid and one at Advanced low. This was a major improvement given the situation where students missed the immersion component in the last 3 months of the program.

COMPARISON TO LAST YEAR'S CASA PROGRAM



During the last cohort of 2018-2019 the majority of our students ended up at the Superior level and the rest at the level of Advanced-Mid |High. This year we had fewer students who ended up at the Superior level. At the same time, this year we had more students at the Advanced-High level. Often, these students move up to the Superior level towards the end of the program.

APPENDIX

APENDIX I | ADMINISTRATION AND TEACHING STAFF

I. Administration

Professor Sonia Shiri	CASA Executive Director, University of Arizona
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	Administrative Assistant, Qasid Institute

II. CASA Teachers

Teacher

Ayman Yaseen (PhD)

Banan Ammar

Dana Khaldoun (M.A)

Fadi Shatnawi (PhD)

Ghadeer AlHaj

Ibrahim Khateeb (M.A)

Khaled Sanober (M.A)

Rasha Kanaan (M.A)

Yusaf Bhatti

Courses Taught

Introduction to Translation Theories and Application

Jordanian Colloquial Arabic Courses

Contemporary Levantine Cinema

Listening (Scenes from Current Arab Media)

Modern Arabic Poetry

Public Speaking

Casa Without Borders Coordinator

Middle Eastern Political Issues

Reading (Contemporary Arabic and International Issues)

Writing Workshop

Classical Perspectives on Grammar, Morphology and Semantics

APPENDIX II

APPENDIX II | BIOGRAPHIES: 2019-2020 CASA FELLOWS

Bilal Abdelhady graduated with a bachelor's degree in psychology and Arabic and a master's degree in Near Eastern languages and cultures (Arabic) from the University of California - Los Angeles. His interests include Arabic language, Islamic studies, culture, society, law, and social change. Bilal hopes to contribute to the betterment of those fields in the near future.

Michael Battalia received his M.S. in Foreign Service and M.A. in History from Georgetown University, where he was a FLAS Fellow, and a bachelor's degree from the London School of Economics. He previously spent seven years living in the Middle East as a management consultant with Deloitte. Michael is particularly interested in early twentieth-century Arabic poetry, literature, and political philosophy. After CASA, he plans to pursue a Ph.D. in Middle East history.

Tate Crossley graduated from Brigham Young University in 2018 with a B.A. in Arabic and linguistics. After graduation, Tate interned for one year at LDS Charities in northern Jordan. His research interests are sociolinguistics and dialectology.

Kendall Dorland is a graduate of Georgetown University, where she majored in Arabic and anthropology, focusing on modern Arabic literature. Currently, she works on issues of urban governance and spatial injustice in Cairo and across the Middle East and North Africa.

Emily Dovel is a Ph.D. student in Islamic studies at University of California – Los Angeles. She graduated from University of Portland with a degree in history. After completing her undergraduate degree, Emily taught English and studied Arabic in Morocco for one and a half years. She is excited to continue working on her Arabic language skills in Amman.

Neal Feldman recently completed a master's degree in Middle Eastern & North African studies at the University of Arizona. His research interests include the ethnography of religiosity among Palestinians and Israeli Jews in Jerusalem, as well as the effects of political tourism on the Israeli occupation.

Ghayde Ghraawi is a doctoral student in the Department of Near Eastern Languages and Civilizations at Yale University. He studies Arabic literary history between the sixteenth and eighteenth centuries. Ghayde holds an M.A. in Near Eastern studies from New York University and a B.A. in English literature and Arabic from the University of Texas at Austin.

Minji Kim is a student at Hankuk University of Foreign Studies in Seoul, Republic of Korea, where she studies Arabic and English for international conferences and communication. She is interested in pursuing graduate studies in teaching Arabic as a foreign language and applied linguistics. Her research interests include topics in language pedagogy, contrastive linguistics, translation, and sociocultural backgrounds in languages.

Shivonne Logan graduated from Stanford University in 2019 with a B.A. in international relations, with interdisciplinary honors through the Center on Democracy, Development, and the Rule of Law, and a minor in Middle Eastern languages, literature, and culture. She has previously studied, worked, and lived in Morocco, Berlin, and Doha, and she is interested in women's and refugee issues in the MENA and beyond. After CASA, Shivonne hopes to work in women's empowerment and international development in the MENA region.

Alyssa Marshall recently graduated from New York University with a double major in international relations and Middle Eastern & Islamic studies. Her academic interests include political economy and conflict mediation, specifically in the Gulf region, and she is interested in pursuing Arabic in translation. Alyssa has lived and studied in the UAE, Israel, and Palestine.

Nafisatou Mounkaila completed a bachelor's degree in Arab world history and Arabic at New York University in Abu Dhabi. Her research interests include the creation of "race" and the concept of blackness in the Arab world, as well as Quranic interpretation and translation. After CASA, Nafisatou hopes to begin a doctoral program in which she utilizes her Arabic language skills.

Sam Ricciardi graduated from Georgetown University in 2017 with a B.A. in political economy. He worked at Bain & Company Middle East Network for two years before beginning the CASA program. After CASA, he will pursue an M.A. in international affairs at Johns Hopkins SAIS.

Nicholas Shafer graduated from University of California, Berkeley, with a B.A. with High Honors in anthropology and Arabic language and literature, and with minors in public policy and

education. He recently served with the US Department of State in Algiers, Algeria, and worked as a trip leader for the Ibrahim Foundation. Nicholas also worked at the Smithsonian Institution in Summer 2019. He intends to pursue a career in diplomacy and conflict resolution, with a focus on educational, scientific, and cultural exchange. Nicholas is a Boren Scholar and a winner of the UC Berkeley Leadership Award.

Sage Smiley recently graduated from Brigham Young University with degrees in journalism and Arabic, and a minor in chemistry. She is interested in Arabic cinema and literature, podcasting, learning about social issues in the Arab world, and open-source investigations. Sage hopes to work as a foreign correspondent in her future career.

Stephanie Stewart graduated from the University of Georgia in 2019 with degrees in economics, women's studies, and international affairs, and with a minor in Arabic. Her research focuses on gender and conflict, and she hopes to explore how post-conflict economic (re)development can promote gender equity. Stephanie has studied Arabic in Oman as a Boren Scholar and at Middlebury Language Schools as a Davis Fellow for Peace.

Naomi L. Whitney-Hirschmann graduated from Wellesley College in May 2019 with a major in international relations-history and a minor in Middle Eastern studies. She is interested in intercultural communication, particularly as it relates to migration, development, and relations between the Middle East and Europe. Naomi previously studied Arabic in Amman with the Middlebury School in Jordan.

Gabriel Young is a Ph.D. student in the joint History and Middle Eastern Studies program at New York University. His primary research interests are the history of development, urban political ecology, and critical geographies of infrastructure in the modern Middle East. While Gabriel has focused on the social history of development in postcolonial Egypt in past research projects, his prospective dissertation examines the relationship between urbanization, state formation, and transnational political economy in the twentieth-century Persian Gulf.

Ryan Zohar recently graduated from Columbia University with a B.A. in Middle Eastern, South Asian & African studies and from Sciences Po Paris with a B.A. in political science. He has also studied Arabic in Egypt and Oman on FLAS Fellowships. After CASA, he will begin a Ph.D. program

APPENDIX III | STUDENTS FEEDBACK & EVALUATIONS

Fall 2019 Evaluation | Term I & Term II

Ustadha Banan Ammar

Class starts on time -	Strongly agree (أُتفق تماما)
Class ends on time -	Strongly agree (أُتفق تماما)
The instructor engages me throughout most of the class -	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension -	Strongly agree (أُتفق تماما)
The instructor encourages questions	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant -	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner -	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment -	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject	Strongly agree (أُتفق تماما)
Describe the teacher student relationship. With the class in general, and with you specificall	Banan jokes with the class, but keeps things moving along and focused! it's good. I'm not the best at speaking, but she provides a good environment for me to try my best! I am really bad at trying to come up with random sentences to use the vocab with though, that's the only thing for me. But I don't think Banan can do anything to fix that. She's wonderful!

<p>Please describe the instructor’s areas of strength. What specifically did you like about the instructor?</p>	<p>She's just a really great teacher, and has a very good command of the language. She is wonderful in class and I think we are really lucky to have her. She engages EVERYONE, which is terrifying sometimes but great.</p>
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Ustadha Dana Saadeh

<p>Class starts on time</p>	<p>Strongly agree</p>
<p>Class ends on time</p>	<p>Strongly agree</p>
<p>Additional Comments for Section A (Organization and Logistics)</p>	<p>Dana is amazing!!!</p>
<p>The instructor engages me throughout most of the class</p>	<p>Strongly agree</p>
<p>The instructor assesses my comprehension</p>	<p>Strongly agree</p>
<p>The instructor encourages questions</p>	<p>Strongly agree</p>
<p>Subject matters discussed in class are appropriate and relevant</p>	<p>Strongly agree</p>
<p>Material is presented in an easily understood manner</p>	<p>Strongly agree</p>

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	Dana is so sweet, and she works hard to engage every single student in class, all the time, which I really appreciate. The listening exercises are good, and I enjoy talking about them in class. I think she's amazing! Terrific way to learn.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	I love that she draws those giant word cloud/web things (don't know what to call them) in the beginning of class when we're going over the broad ideas of the listening. It's really great, and she draws connections between ideas, which I like. She writes a lot of stuff down, which I like, plus her handwriting is really pretty. Always better to write more than less, I think. I like the close listenings that we do in class. Occasionally I get them right, which is the most exciting experience for me ever. But I like the structure of the class, starting broad and then getting more and more specific, talking about certain things that happen in the listening, and what exactly they're saying, etc. etc. (I prefer this to starting more specific and ending up broader, which is what we often do in the Issues class).
Your overall, numerical rating of the instructor (0-10)	10

Ustadha Rasha Kanaan

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	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	The teacher engages very well, and is always enthusiastic.
Please describe the instructor's areas of strength. What specifically did you like about the instructor?	The teacher is fine with us not understanding a concept on the first try. She does a good job of keeping the energy up.
Your overall, numerical rating of the instructor (0-10)	10

Ustadh Khalid Snobar

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	Khalid is absolutely brilliant, and he has a deep understanding of all the texts we read. This class would be great if it were longer, because I feel like we don't have time to get into all of

<p>in general, and with you specifically</p>	<p>those questions that we might otherwise be able to tackle. Khalid is very enthusiastic, and encouraging of student questions -- but we don't often have time to really get into those questions, which is okay (not his fault!).</p>
<p>Please describe the instructor's areas of strength. What specifically did you like about the instructor?</p>	<p>Khalid is really really encouraging, especially in office hours, which I REALLY appreciate. He really believes in us and makes class fun. He's also just like a well of knowledge about the texts that we read--I know we should be the ones participating, but sometimes I just want to hear a lecture from him on these topics, because I feel like I would learn so much, instead of just talking about my unfounded opinions :) But he's really great.</p>

Spring 2020 Evaluation

Ustadh Khalid Snober

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)

The teacher assesses my homeworks and assignments promptly	Strongly agree (أنتفق تماما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس. وما الأشياء المفضلة لك في المدرس	Khalid is a master in the formal register and helps us all get there. He understands what is useful for us to take and make use of in our own vocabulary and things that are good to know and recognize It is impossible not to like Khalid Snobar. He is awesome. Also, it is clear that he believes in you and I appreciate that good faith in our futures.
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? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	Thanks for what you are doing

Ustadh Ibrahim Khateeb

Class starts on time	Agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	
The instructor engages me throughout most of the class	Agree
The instructor assesses my comprehension	Agree
The instructor encourages questions	Agree

Subject matters discussed in class are appropriate and relevant	Agree
Material is presented in an easily understood manner	Agree
Level of comfort in class. Describe the classroom environment	Agree
The instructor seems to have a strong command of the subject	Agree
Describe the teacher student relationship. With the class in general, and with you specifically	Great, quite a blast.
Please describe the instructor’s areas of strength. What specifically did you like about the instructor?	Great knowledge of classical terms and mastery of the subject.

Ustadha Dana Saddah

Class starts on time	Strongly agree
Class ends on time	Strongly agree
Additional Comments for Section A (Organization and Logistics)	very good
The instructor engages me throughout most of the class	Strongly agree
The instructor assesses my comprehension	Strongly agree
The instructor encourages questions	Strongly agree

<p>Subject matters discussed in class are appropriate and relevant</p>	<p>Strongly agree</p>
<p>Material is presented in an easily understood manner</p>	<p>Strongly agree</p>
<p>Level of comfort in class. Describe the classroom environment</p>	<p>Strongly agree</p>
<p>The instructor seems to have a strong command of the subject</p>	<p>Strongly agree</p>
<p>Describe the teacher student relationship. With the class in general, and with you specifically</p>	<p>very friendly and engaging but also professional. I feel I can ask for help. I really appreciate that Dana has regular office hours at a set time every week, rather than having to email to set up an appointment (although she is also available for appointments at other times).</p>
<p>Please describe the instructor's areas of strength. What specifically did you like about the instructor?</p>	<p>Lots of creative activities and teaching methods which keep things engaging and different. Also class is very well structured and feels well-planned, that the class time is divided into different sections with each having their own material or activity.</p>

Ustadha Rasha Kanaan

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفقُ تماما)
Class ends on time - يَنتهي الدرس على الوقت تماما -	Strongly agree (أُتفقُ تماما)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت -	Strongly agree (أُتفقُ تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفقُ تماما)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفقُ تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب - ويصلب هذه المواضيع	Strongly agree (أُتفقُ تماما)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفقُ تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية -	Strongly agree (أُتفقُ تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أُتفقُ تماما)
The teacher assesses my homeworks and assignments promptly	Strongly agree (أُتفقُ تماما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Rasha has a real skill for crafting curricula and as a result her course is extremely well structured.

Ustadha Banan Ammar

Class starts on time - يبدأ الدرس على - الوقت تماما	Strongly agree (أُتفق تماما)
Class ends on time - ينتهي الدرس - على الوقت تماما	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمور اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية - الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة - بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom	Strongly agree (أُتفق تماما)

environment - ما هو مستوى الراحة - بالصف, صف البيئة الصفية	
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أنتفق تماما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس. وما الأشياء المفضلة لك في المدرس	I wish I could have had Banan throughout my whole time trying to learn Arabic. One of the things she does best is giving feedback in a way that doesn't stop linguistic production during locution and doesn't embarrass but gently nudge students in the unequivocally correct direction Her command of Jordanian Colloquial as a subject matter and her ability to teach it is the best I have ever seen. I wish I could spend more time learning from what she has to teach and how she does it. Every class was a masterclass in teaching and Colloquial Arabic.

Dr. Fadi Shatnawi

Class starts on time - يبدأ الدرس على الوقت تماما	Strongly agree (أنتفق تماما)
Class ends on time - ينتهي الدرس على الوقت تماما	Strongly agree (أنتفق تماما)
The instructor engages me throughout most of the class - المدرس ييقيني في جو - الدرس معظم الوقت	Agree (أنتفق)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم - والإستيعاب	Strongly agree (أنتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Agree (أنتفق)

Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب ويصلب هذه المواضيع	Agree (أتفق)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Agree (أتفق)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أتفق تماماً)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أتفق تماماً)
The teacher assesses my homeworks and assignments promptly	Somewhat agree (أتفق نوعاً ما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Fadi was very encouraging as a professor and provided great general feedback. He is also knowledgeable about many subjects and encouraged us to consider many different perspectives on the topics we discussed in class.

APPENDIX V

APPENDIX IV | 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: _____

APENDIX V | PHOTO FROM THE CASA PROGRAMS

Visit to a Local Radio Station



Amman Bookfair Visit



Guest Speaker | Journalist Mohammad Shamma



Guest Speaker | Aya Saed/ Debate workshop



Calligraphy Workshop



APPENDIX VI | DIGITAL CERTIFICATE SAMPLE

