

*Center for Arabic Study Abroad*

**2021 – 2022**

# **CASA Program Report**

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**Qasid Arabic Institute**

**KHALED H. ABUAMSHA  
CASA EXECUTIVE DIRECTOR**



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# ACKNOWLEDGEMENTS

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I wish to thank Dr. Sonia Shiri, the CASA's Stateside Director at the University of Arizona, for the effort she has exerted on behalf of the Center for Arabic Study Abroad in the past years, especially in the last year, where it was the first onsite year after the pandemic. Dr. Shiri's knowledge and enthusiasm have been a guiding light for us, especially in the difficult times in the past years, especially throughout the pandemic. Her energy and readiness to do whatever it takes have been significant factors in all our achievements. Dr. Shiri's thoughtful feedback helped us tremendously to continue delivering a high-quality program that meet the CASA high standards.

Special thanks to Sarah Stoll, Stateside Program Coordinator at the University of Arizona for her significant role in supporting and administering the CASA program. Her vast experience with the CASA program, was shown every time we and the students needed her help and support. My deepest gratitude goes out to Omar Matadar, Director of Qasid Arabic Institute, and Duaa Abdelhadi, Assistant Director, who did their utmost to make sure that the program was successful. Their advice and assistance were invaluable and available whenever I needed it.

I want to give my special thanks to Banan Ammar, the CASA Coordinator at Qasid, for her unstinting efforts and tireless work on every aspect of the CASA program. Her effort and enthusiasm are always significant factors in CASA's success.

Special thanks to the US Department of Education and the CASA consortium for their continuous support of CASA. Last but not least, I would like to thank all of the CASA teachers for their work and for a job done well beyond the call of duty. The faculty of CASA remains the main reason behind CASA's continuing 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 Abdul Hadi	Assistant Director
Khaled Abu Amsha	CASA Executive Director
Banan Ammar	CASA Coordinator
Ghadir Abu Al-Haj	CASA without Borders Coordinator
Ayman Adarbeh	Senior Administrator-Student Services
Waleed Ramadan	Senior IT Support
Mahmoud Shraim	Publishing Services
Sami Abu Alia	Senior Accountant

## PRELIMINARY PLANNING

After almost 18 months of offering the CASA program online, everyone was eager to be back to real classrooms. When CASA administration decided to move classes back onsite, everyone was excited and we started cautiously planning for the first term, especially with so many restrictions and the possibility of another wave hitting in the beginning of fall. So all necessary arrangements were done with us being for both online and onsite.

In the beginning of August and prior to the students departure to Amman, Qasid administration met with the students for an online town hall meeting, the meeting was meant to be somewhat informal, we spoke a bit about the health situation in Amman, housing, the CASA cultural assistant, and answer any questions student had.

On the other hand, onsite planning for the students' arrival began in late August. It included the academic planning and the logistical planning.

For the academic planning, Dr. Khaled Abu Amsha and Ustadha Banan Ammar worked closely to plan for the year, that included preparing the courses on canvas, drafting a class schedule and exploring what activities that could be added to enrich the students experience. As for logistical planning, that included getting the students arrival information, organizing airport pickups, getting the students vaccination certificates, and preparing for the Fall Orientation

In addition to that, students were requested to give us their housing preferences especially those who needed Qasid assistance in getting housing.

## **ARRIVAL OF STUDENTS AND ORIENTATION**

The students arrived in Amman during beginning of September. The Qasid Transportation team met the fellows at Queen Alia International airport. Qasid transported the students from the airport to their accommodation.

The student orientation took place on the 7<sup>th</sup> of September. The fellows were officially welcomed to the program by Duaa Abdelhadi, Assistant Director, for the general orientation. She spoke about various aspects of living in Amman with extra high-light on the safety measurements and regulations taken by Qasid and Jordan. They also discussed transportation, clothing, shopping, phones, internet, money matters, water consumption, health, hospitals, visa procedures and safety procedures.

Additionally, Dr. Khaled Abu Amsha and Ustadha Banan Ammar 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 a cultural assistant, Jackie Salzinger. She spoke about the CASA program and gave students an overview of their experiences. She also gave students practical advice on how succeed with their studies and make the most of the program. She 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 18<sup>th</sup>, 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 2021 PROGRAM- Overview

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.

We divided the Fall program into two parts: part one was delivered in the first month where students were introduced 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 the four language skills (reading, writing, speaking and listening) of authentic materials in Modern Standard Arabic in addition to the Jordanian Dialect course.

## THE CASA I FELLOWS

There were 17 fellows during the current Fall Semester. Fellows came from the following universities:

NAME (LAST, FIRST)	UNIVERSITY
Chloe-Kate Abel	University of St. Andrews
Zach Bampton	Princeton University
John Burden	University of Chicago
John (Jack) Carew	Middlebury College
Connor Echols	Northwestern University
Sean Emery	Swarthmore College
Frank Faverzani	Georgetown University
James Fennessey	Denison University
Ruth Folmar	University of Texas
Avery Gonzales	Yale University
Matthew Petti	Columbia University
Samuel Prentice	Princeton University
Naoise Reynolds	Middlebury College
Richard Sacco	Georgetown University
Natalie Sullivan	University of Maryland
Skyler Tucker	UCLA
Liza Tumen	George Washington University

## ACADEMIC PROGRAM DETAILS | Fall Part I

Part one of the term began on September 8<sup>th</sup> with last day was 7<sup>th</sup> 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.

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 10<sup>th</sup> of October and ran until 13<sup>th</sup> of December.

The academic program in the second part of the fall term consisted of 23 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 (3 hours/week)
- Writing workshop one to one (half an hour / 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

With easing many health restrictions in Jordan towards the end of 2021 and beginning of 2022, Jordan witnessed a dramatic increase on the positive corona cases, this had a huge impact on not being able to arrange indoor activities or gatherings. However, we managed to arrange two activities that adhere to the protocols and social distancing.

We arranged a visit to the annual Jordanian book fair where students had a tour and they purchased a book that they were going to discuss in class.

The other visit was a Social and Psychological Support Center which works closely with Children who are deprived of their childhood by work. The main goal of this center is to provide educational services and encourage these children to continue their education. Many of the children they work with are refugees who had to miss school due to war in their counties. The CASA fellows volunteered an entire day at the institute.

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.

Additionally, we were able to host guest speakers onsite and online.

### *Cultural Assistant*

Jackie Salzinger, the cultural Assistant for the CASA 2021 Fall Program, was available for the first month of the program to assist student to transition into their program in Amman. She

prepared weekly activities for CASA fellows based on weekly cultural activities taking place in Amman. She 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 2022 Term**

To prepare for the Spring 2022 term, Ustadha Banan Ammar 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 of these courses and the fellows to get a deeper understanding of their needs. Qasid had outsourced several specialized courses that the students requested.

Thereafter, we opened official registration for the courses. Any course that had 5 students registered in, was offered

We had spoken with students about CASA without Borders program at the end of the fall program. we were hoping to have the students participate in the that program through finding them volunteering opportunities. However, due to the health situation and the restrictions, many NGO's and Organizations moved their work online which was a disadvantage for students who were wishing to have a full immersion of the culture and they were hesitant to accept volunteers at their offices. However, Ustadha Ghadeer Abu Al-Haj, member managed at the beginning of the spring term to find placements for many students.

### **SPRING 2022 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. Classical Islamic Studies
2. Contemporary Arab Literature- 2 sections
3. Contemporary Levantine Cinema – 2 sections
4. Environmental Issues in Jordan
5. The Nahda
6. Translation-2 sections

## **CASA Without Borders | 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 at their internship posts, but students went above and beyond and spent up to 8 hours per week on their internship. They were asked to write a weekly report on their time at these posts. Ustadha Gaheer Abu Alhaj was assigned by Qasid to supervise the program, she was the point of contact to students and organization regarding this program. The names of students and the organizations they volunteered at are listed in Appendix II

At the end of the program, as a reflection on their volunteering experience, each student gave a presentation talking about the organization they volunteered at and how it benefited them. Also, we asked them to provide us with their feedback about these organizations and whether they would recommend it to other students to volunteer at.

One student have us her feedback thought a letter where she expressed her gratitude and appreciation for this opportunity.

## **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.



## Farewell Dinner

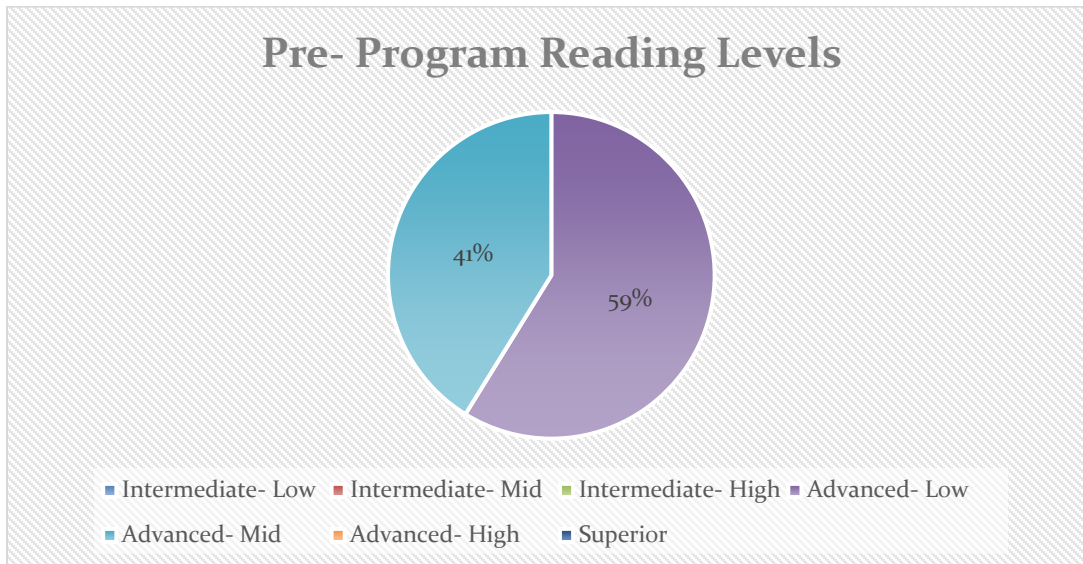
We have made it a part of the CASA program that we host a farewell dinner for all the CASA fellows and instructors at the end of the program. The farewell dinner was an opportunity for all the students and instructors from the beginning of the program to get together and recall and review their experiences. 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.



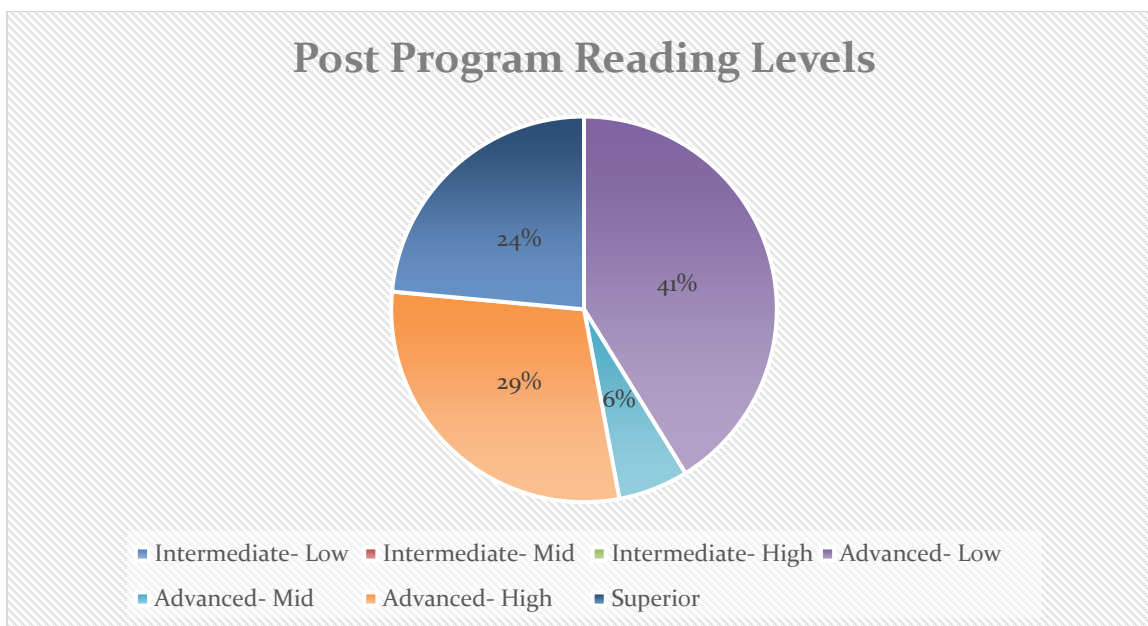
## 2021-2022 CASA Program Results

Our fellows showed significant improvement in their proficiency levels with 11 of the 17 students reaching the Advanced-High| superior levels 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.

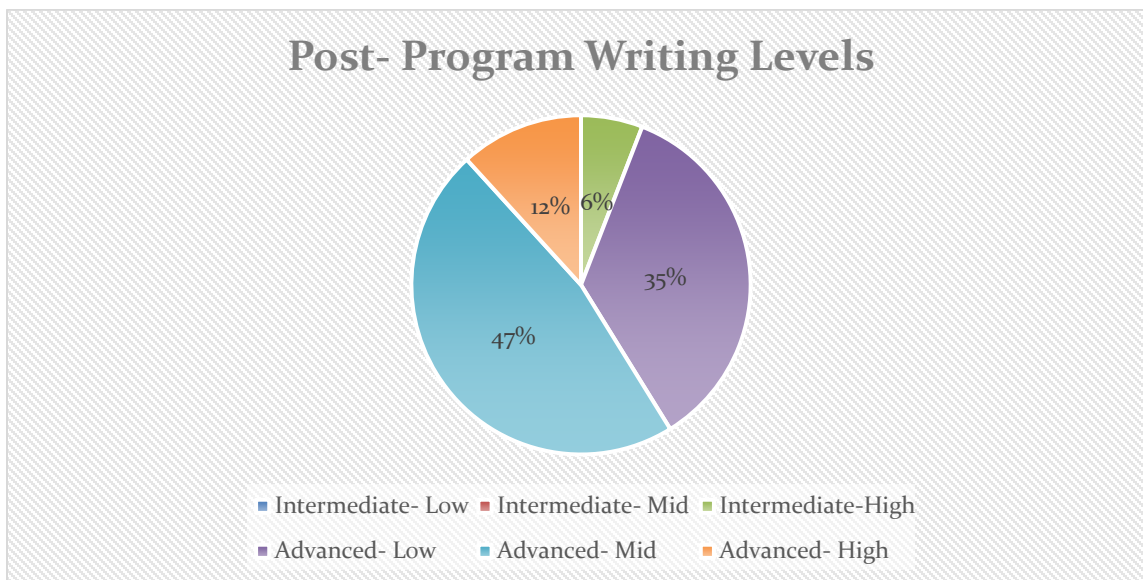
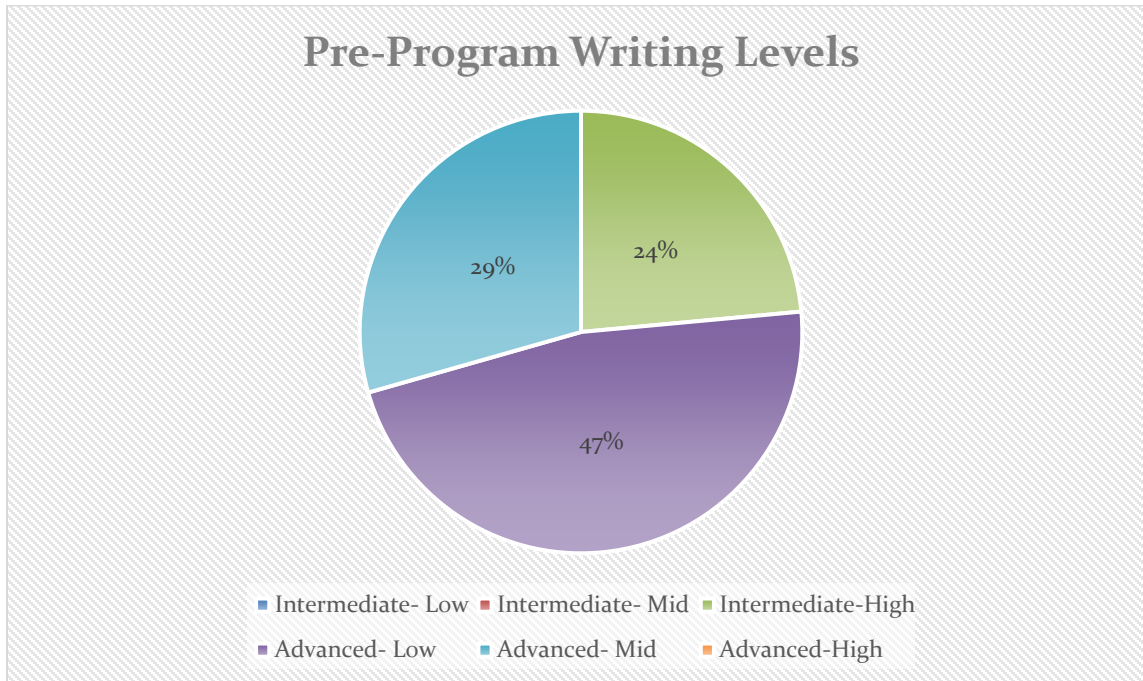
### Reading



In the beginning of our program, we had 10 students who were at the Advanced – Low level with the remaining 7 at the Advanced- Mid. By the end of the program, we had 9 students who jumped to the Advanced-High and Superior levels and 8 at Advanced-Mid and Low levels



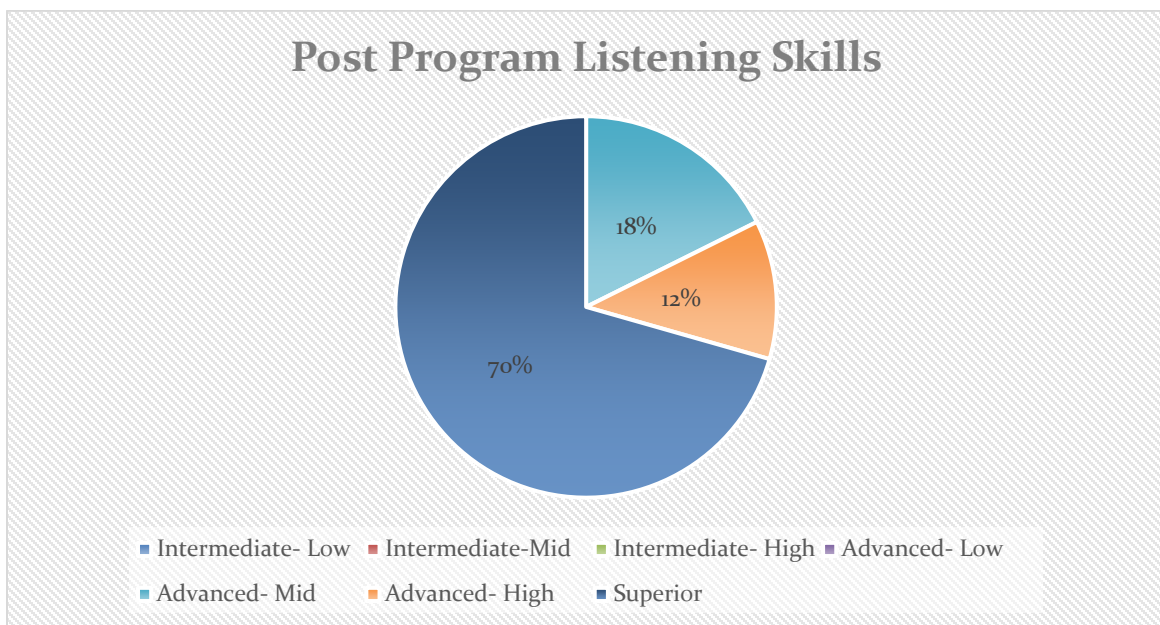
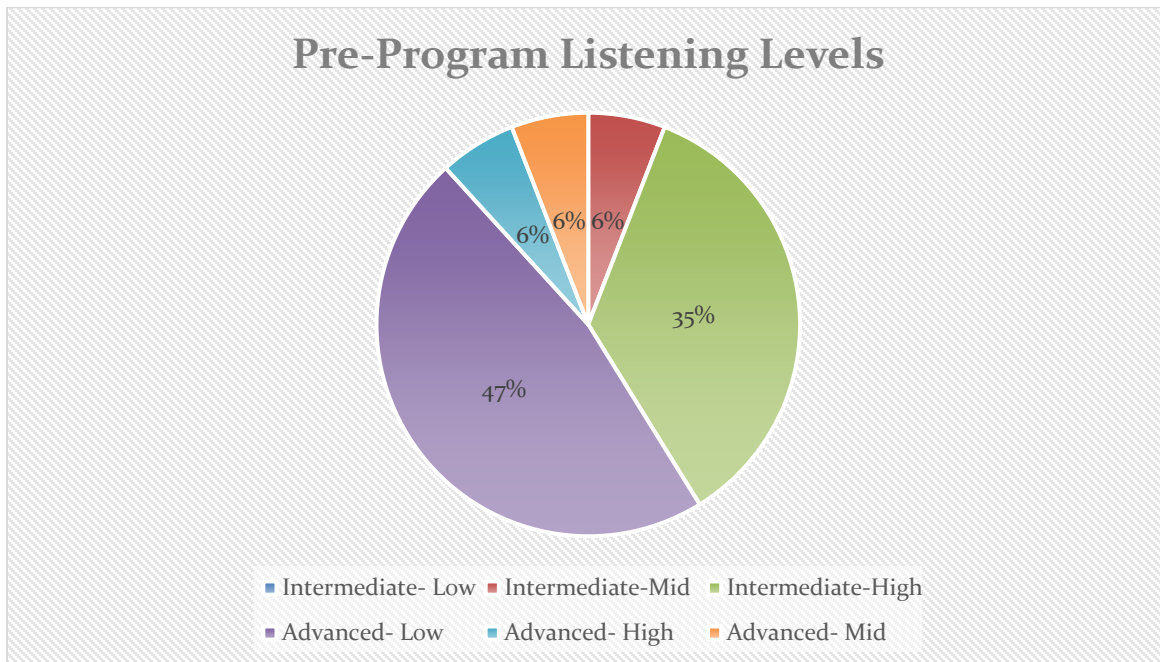
## Writing



In the beginning of our program, we had 4 students who were at the Intermediate- High level and 8 students at the Advanced- Low level and 5 at the advanced- Mid level. By the end of the program, we had 7 students who were able move up one sublevel at least.

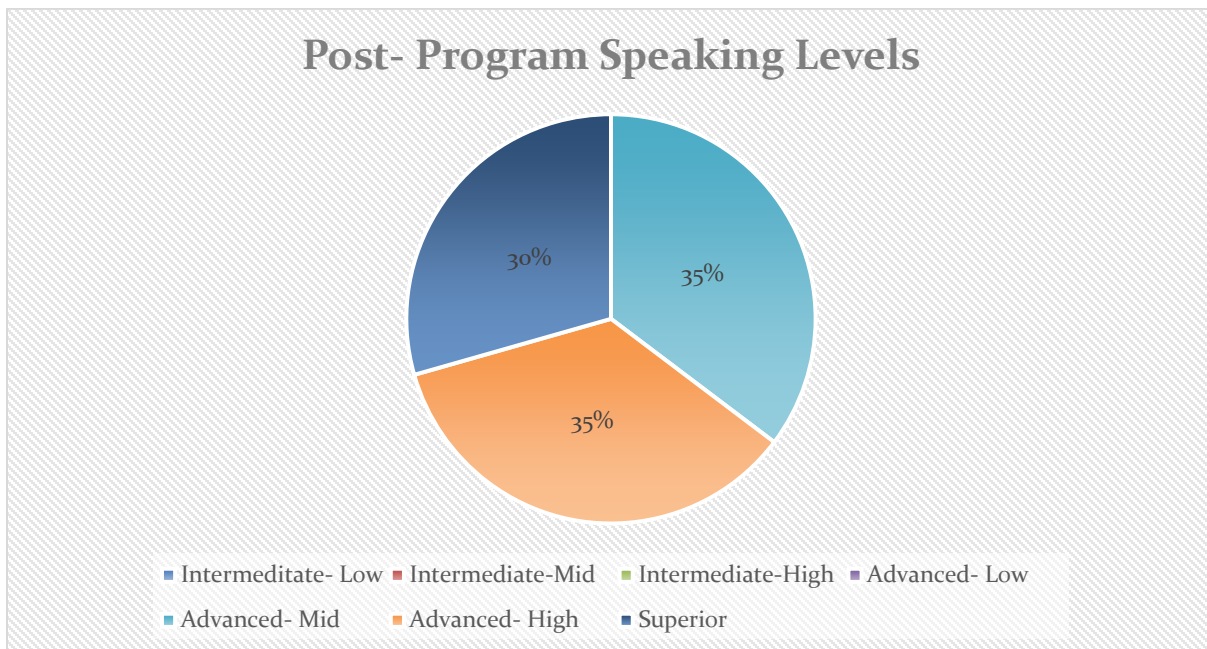
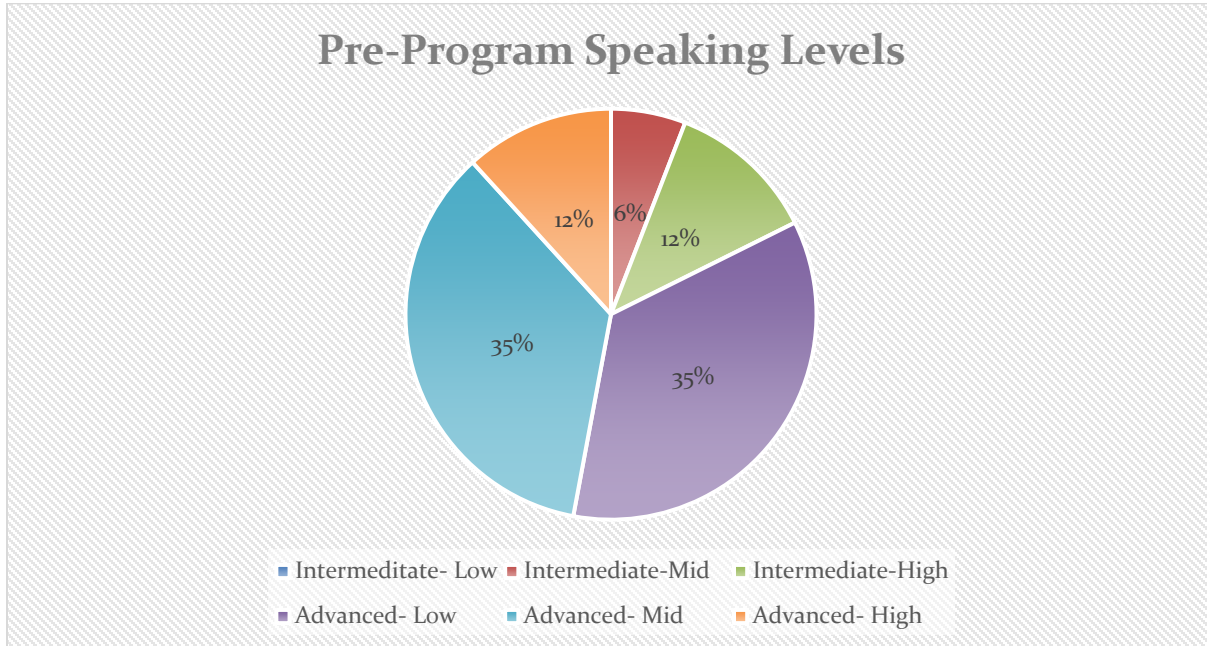


## Listening



We made a huge improvement in terms of the fellow’s listening skills as about 85% of the students were at the Intermediate- High/ Advanced- Low levels when they started the program. At the end of the program, ALL of the students ended up in higher levels (Advanced mid and above). The majority of the students not only were able to get higher results but many of them were able to move up 2 or 3 sublevels with 12 being placed in the superior level.

## Speaking



Speaking skill is always a challenge to students, especially with students at high- levels as moving to next level up, takes a lot of effort and accuracy. In the beginning of our program, we had 3 students at Intermediate, 12 at the Advanced-Low/Mid and 2 at the Advacned-high level. At the end of the program, we had 11 students at the superior | Advanced High Levels, 6 at the Advanced- Mid Level.

## CHALLENGES AND SOLUTIONS FROM THE 2021-2022 CASA PROGRAM

It was a very unique year as the challenges that come with it were new and unexpected not only for Qasid but also for all the world.

For most of 2020 and into 2021, the Jordanian Ministry of Education kept all instruction for schools, universities, and private institutes (like Qasid) online. Starting in early-February 2021, schools were allowed to return to in-person teaching based on a hybrid schedule, however, universities and private institutes remained online. As of July 1, 2021, the Jordanian government has given the green light to educational institutions to return to in-person instruction. As such, we restarted our on-site program in September 2021.

Although, we got the green light to resume classes online, there were so many health restrictions and guidelines that we had to adhere to. The main restrictions that have affected the nature of the program was mandating social distance and the need to quarantine and move classes online whenever there was a positive-tested case in a class. In order to overcome any issues that could rise due to moving classes online, Qasid has planned from day one to have all the class materials on canvas, so students can always have access to that whether the classes were conducted onsite or online.

Additionally, we weren't able to host speakers as regular or visit organizations with all the students, obviously, it limited our abilities to arrange big events/activities for the students.

As soon the restrictions eased in March, we tried to make-up for the time missed and arranged several events for the students.



## REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT

As with previous years, it has been always 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:

*“The class has been wonderful and the instructor has been wonderful! The instructor has a strong command of the subject and assesses our strengths and weaknesses in class to help us improve our language skills. She also encourages asking questions and is willing to devote time in class to discussing any topics that we me have related to 3amiya from our experiences outside the classroom in Jordan. It's been a pleasure being in her class!”*

*“Ustadha Banan is amazing. She forges strong relationships with her students which creates a great classroom environment. I also think that she structures this course in a perfect way: focusing on new vocabulary and phrases, careful listening assignments, and the symbolism of the films at home and then discussing and reviewing everything in class.”*

*“The professor does an incredible job of keeping us engaged and facilitates opportunities for interesting discussion that significantly benefits our growth in the language. Engages each student and ensures classroom participation. Encourages students strengths and helps strengthen weak spots. Provides assignments on a variety of different topics which helps keep us engaged and promotes our authentic growth in the language. Makes learning fun!.”*

*“Ghadeer is an excellent instructor. She is very talented at encouraging discussion and the class is generally well structured with interesting material.”*

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. In addition to start using canvas in our onsite program, which was a great addition to the academic program and created a better sense of structure in class .

Since this is our 8th year hosting the CASA program, our instructors have a strong command on understanding the different needs of Advanced- level students, how to move them up to superior-level and the type of material that should be used to achieve that goal.

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.

# CASA: FALL 2022 Program

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## 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 29<sup>th</sup> – August 31<sup>st</sup>. 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 1<sup>st</sup> of September at the Movenpick hotel. The fellows were officially welcomed to the program by Omar Matadar, Qasid's director, who 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, Dr. Khaled Abu Amsha, CASA executive director, and Banan Ammar, CASA coordinator, 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.

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



### **Cultural Assistant(s)**

This year we hired two cultural assistants, Jackie Salzinger and Shivonne Logan . 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, how to make the most of the program and how to take advantage of being in an Arab country.

They 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.

## **COMPONENTS OF THE FALL PROGRAM**

### **FALL 2022 PROGRAM**

Qasid Institute offered the **CASA I** program which is 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.

After shortening the CASA program, the fall term has been considered as two terms instead of two.

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:

1	Barna, Alexander	Northwestern University
2	Buckley, Caitlin	Columbia
3	Crass, William	Tufts
4	Curley, Cheyenne	Wellesley College
5	Dunham, Samuel	Yale
6	Ellis, Ryan	Dartmouth U
7	Estrada, Ana	Washington and Lee U
8	Fisher, Madison	Yale
9	Greene, Miller	Georgetown
10	Harrod, Richard	Washington University, STL
11	Hassein, Nabil	NYU
12	Hassel, Christopher	unenrolled
13	Javaid, Sibgha	Harvard
14	Judge, Lillian	U Chicago
15	Leslie, Rachel	US State <i>Dept</i> , U Maryland, AUC
16	Loy, Benjamin	University of Oregon
17	Moses, Nathaniel	Harvard
18	Nordhoff, Dillon	BYU
19	Odell, Olivia	U Arizona
20	Rapone, Spenser	U Texas, Austin
21	Rossi, Theodosia	Middlebury / Cambridge
22	Saleh, Rashad	unenrolled
23	Schwartz, Julia	University of Michigan
24	Smith, Sofia	University of Chicago
25	Sones, Stuart Ahn	Indiana University
26	Pettiwala, Abir	CUNY / Hunter College

## ACADEMIC PROGRAM (Fall Part I)

Part one of the term began on September 4<sup>th</sup> with last day being September 29<sup>th</sup>.

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 Three sections based on their proficiency levels. These levels were determined based on OPIs conducted by our ACTFL accredited instructors.

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**

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.

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.

### **Office Hours & Extra Help Meetings**

In addition to the regular mandatory (1:1 Meetings ) office hours that the students are requested attend individually with their instructors, we made the instructors available for additional hours in case the students have any academic questions or concerns that they might have.

Also, Qasid dedicated hours with teacher assistants to meet with the students for tutoring. These assistants provide regular support for students throughout the academic year and were readily available outside of class hours.

## **ACADEMIC PROGRAM (Fall Part II)**

The part two of the term began on the 2<sup>nd</sup> of October and will ran until 8<sup>th</sup> 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 several important visits since the start of the program, the first one 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 visit 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. A tour to the old part of Amman where they met with a local Jordanian who shared with them interesting information about the history of these neighborhoods. The most recent one was arranging a day visit to participate locals in Olive harvesting and meeting with the mayor of the area.



Additionally, Qasid hosted several guests and speakers to talk about topics that might be of an interest to the students (i.e Employment and labor rights in Jordan, Child Marriage and the rights of children of Jordanian women married to non-Jordanian)

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.

Currently, Dr. Khaled Abu Amsha and Ustadha Banan Ammar are working closely on the spring term program preparations. The preparations include getting the students preferences of the content courses that they wish to take and contacting professors who are specialized in these courses and might be able to deliver the courses to the CASA students. Work still in PROGRESS...

### **CASA Without Borders | SERVICE LEARNING**

This part of the program has been having a great value for the students who are looking forward to starting in the Spring term. Ustadha Ghadeer Abu Alhaj – the internship program coordinator has managed to connect 16 students with NGOs and organizations. She is still working on securing the remaining students.

# APPENDIX

# APPENDIX I

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## 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	Senior Administration Assistant, Qasid Institute

### II. CASA Teachers

<b>Teacher</b>	<b>Courses Taught</b>
Banan Ammar	Jordanian Colloquial Arabic Contemporary Levantine Cinema
Khaled Sanober (M.A)	Reading (Contemporary Arabic and International Issues) The Nahdah Contemporary Arabic Literature
Tayseer Abu Oudeh (PhD)	Introduction to Translation Theories and Application
Sameer Hamdan (PhD)	Introduction to Translation Theories and Application
Fadi Shatnawi (PhD)	Classical Islamic Studies
Rasha Kanaan (M.A. Teaching Arabic as Second Language)	Writing Workshop
Ghadeer Abu Alhaj	Listening (Scenes from Current Arab Media) Kasawweyoun Without Borders
Mohammad Abu Haya (M.A)	Environmental Issues

# APPENDIX II

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## BIOGRAPHIES 2021-2022 CASA FELLOWS

**Zach Bampton** recently graduated from Princeton University with a BA in Politics. He has studied Arabic several times in Jordan, including at the Qasid Institute. Before CASA, Zach worked for Arab Barometer as a research assistant while volunteering for the Human Trafficking Legal Center as a tutor. He hopes to pursue a career in diplomacy and human rights.

**John Burden** is a PhD student at the University of Chicago, where he focuses on Islamic law. He is particularly interested in medieval Islamic legal theory and reasoning. Before coming to the University of Chicago, he completed an MA in Islamic Studies at the University of Oxford. John has previously studied Arabic in Amman and has also lived and worked in Morocco.

**John (Jack) Carew** received his BA in Comparative Literature and Global Health at Middlebury College in 2020. After studying Arabic, Spanish, and Mandarin there, he conducted a Fulbright research grant investigating the intersections of climate change, zoonotic diseases, and rural-urban migration in Morocco. John intends to continue to work with local communities to facilitate culturally appropriate interventions against communicable diseases through future graduate studies in epidemiology and environmental health.

**Connor Echols** graduated in 2020 from Northwestern University, where he majored in Journalism and Middle East and North African Studies. Before CASA, he covered foreign policy as an opinion journalist. In the future, Connor hopes to pursue a PhD in MENA Studies or History with a focus on the rise of Arab nationalism in the early 20th century Levant.

**Sean Emery** is a graduate from Swarthmore College, with a BA in Peace & Conflict Studies and a minor in Arabic and Linguistics. His interests include global history, linguistics, and education.

**Frank Faverzani** is a graduate of Georgetown University's Walsh School of Foreign Service where he received a BA in Foreign Service and an MA in Arab Studies. He is interested in the modern social and cultural history of the Mediterranean, especially regarding food, wine, and the environment. He is Wine and Spirit Education Trust Level II certified and actively writes about food and wine with recent work featured in Eater. After CASA, he hopes to pursue a Ph.D. in history.

**James Fennessey** is a graduate of Denison University with a double major in Mathematics and Music. He studied Arabic in Morocco and Jordan post-graduation. He hopes to pursue a career in government service in the future.

**Ruth Folmar** is a graduate of the University of Texas at Austin, where she majored in History, Plan II Honors, and Middle Eastern Languages and Cultures. Her research interests center on Arab intellectual history, inter-religious dialogue, and nationalism. Her recent work deals with Nasserist Egypt's revolutionary classroom — ideological state-building through the education system both in Egypt and the wider Arab world. Ruth grew up as an ex-pat in the United Arab Emirates, which sparked her interest in the Arabic language and the modern Middle East. Having previously spent time volunteering at the Zarqa Women's Center in Northern Jordan, she looks forward to returning to the country as a CASA fellow.

**Avery Gonzales** graduated with honors from Yale University in 2020 with a BA in Modern Middle Eastern Studies and Arabic Language. In 2021, he completed his MSc in Comparative and International Education at Oxford University, where he researched trauma-informed education in Lebanese schools. He hopes to work as an education policy researcher in an international aid organization, and eventually teach high school history. In his free time, Avery enjoys running, mountain biking, playing the guitar, and reading.

**Matthew Petti** graduated from Columbia University with a BA in Middle Eastern, South Asian, and African Studies. He has also worked as a reporter for the National Interest and Responsible Statecraft, and as a freelancer both in the United States and abroad. After the CASA program, Matthew plans to continue in his career as a journalist covering issues of importance around the world.

**Samuel Prentice** graduated from Princeton University in 2020 with a BA in Near Eastern Studies. In college, he studied Arabic and Persian and wrote his thesis on literary form and economic history in Iran, Central Asia, and India. Through the CASA program, he hopes to continue his study of Arabic and his education in the literature, philosophy, and political history of the Middle East.

**Naoise Reynolds** graduated from Middlebury College in 2020 with a BA in Political Science and Arabic. He is excited to return to Amman where he studied in the spring of 2019 with Middlebury's language school. After CASA, Naoise is interested in combining his knowledge of Arabic with his interest in legal studies.

**Richard Sacco** received his BA in Arabic from UCLA and completed his MA in Arab Studies from Georgetown University, with a graduate certificate in Refugees and Humanitarian Emergencies. He has previously studied Arabic in Jordan and worked as a volunteer in Palestine. After the CASA program, he plans to pursue a career in refugee resettlement and humanitarian relief.

**Natalie Sullivan** received her MA in Applied Linguistics from the University of Maryland and her BA in Middle Eastern Languages & Cultures from the University of Texas at Austin. She



previously studied Arabic in Morocco and taught English there on a Fulbright grant. Her primary interests are in second language acquisition, translation, and psycholinguistics.

**Skyler Tucker** is a recent graduate of UCLA with a BA in Arabic. She assisted in the launch team for the UCLA Subtitle Project where she subtitled and translated videos from Arabic to English. In addition, she previously completed a summer program in Advanced Lebanese Arabic at the American University of Beirut. Her interests include language, linguistics, culture, translation, and humanitarian work.

**Liza Tumen** graduated from The George Washington University with a BA in International Affairs and Middle East Studies. Before CASA, Liza worked for the Fulbright Foreign Student Program in the Middle East and North Africa at AMIDEAST. She has taught English in Morocco as a Fulbright ETA and worked for a local NGO in Amman, Jordan

**Chloe-Kate Abel** graduated from the University of St. Andrews in Scotland with first-class honors in Arabic and Persian Language, Literature, and Culture and is currently a Presidential Fellow at Al-Akawayn University in Ifrane, Morocco. She previously studied Arabic through the NSLI-Y scholarship in Rabat and has worked during her summers in Nablus and Cairo. Her interests include photography, human rights, and researching the intersections of politics and culture in music and film. After CASA, she hopes to pursue an MA in Middle Eastern studies and one day be a journalist or work for an organization promoting the arts in the region.

# APPENDIX III: EVALUATION

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## CULTURAL EVENTS | 2021-2022

### CASA Orientation



## Book Fair Visit, Amman 2021



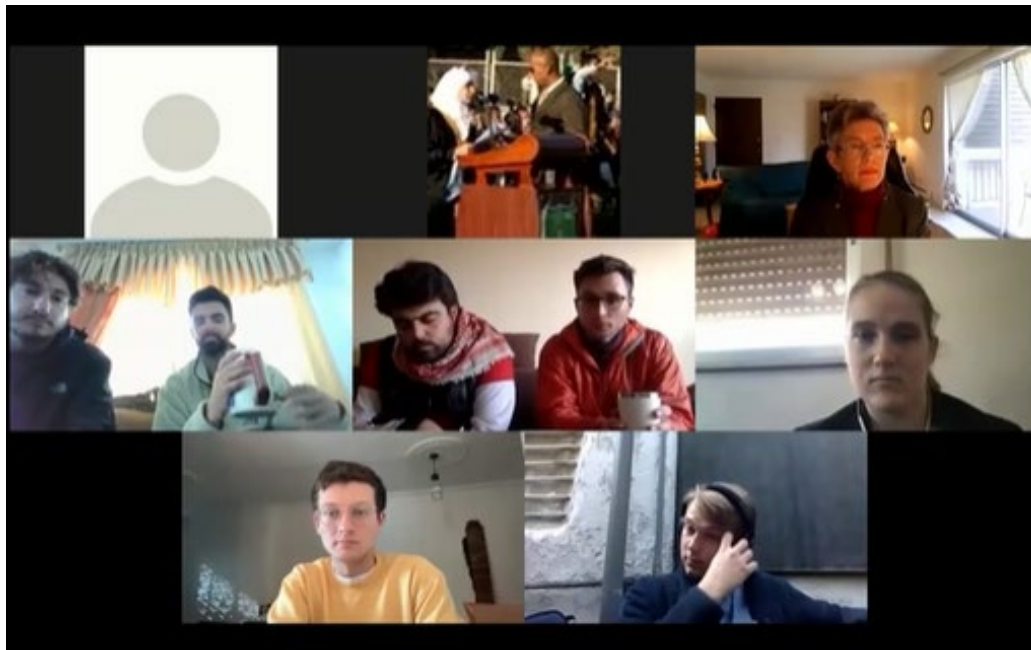
## Social and Psychological Support Center



**Guest Speaker: Othman Tawalbeh - الجمعية الملكية لحماية الطبيعة**



**Guest Speaker: Nancy Robert**



**Guest Speaker: Aya Al saaed** تدريب حول فن المناظرة



**Guest Speaker: Abeda Alathem**



Arab Cooking







**Farwell Dinner for first semester**





## Abir Bil Arabi



## CASA without Borders







# Appendix VII: CASA Without Borders Assignments

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Students Name	Organization
Frank Faverzani	Al-Quds Center for Political Studies
Connor Echols	Jordan Times Newspaper
Matthew Petti	Jordan News
Avery Gonzales	WADI NGO
John Burden	Al-Thuraya Studies Center
Naoise Reynolds	Al-Thuraya Studies Center
Samuel Prentice	Azbakeya Amman (book treasury)
Richard Sacco	The Centre for Lebanese Studies
Liza Tumen	Al-Quds Center for Political Studies
Sean Emery	Azbakeya Amman (book treasury)
Zachary Bampton	Amman Net
Chloe-Kate Abel	The Jordan National Gallery of Fine Arts
James Fennessey	The Centre for Lebanese Studies
John Carew	King Hussien Cancer Center
Natalie Sullivan	The Centre for Lebanese Studies
Ruth Folmar	Church in Salt
Skyler Tucker	Church in Salt

## EVALUATION | 2021-2022

## CASA Group 1 | Ammiya

Class starts on time - يبدأ الدرس على الوقت تماماً -	Strongly agree (أُتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً -	Strongly agree (أُتفق تماماً)
Additional Comments for Section A (Organization and Logistics) والتي تتعلق ( أي تعليقات إضافية تتعلق بأسئلة القسم ب (بالتنظيم والأمر اللوجستية)	Very organized and on point. Helps guide and facilitate productive discussion. Engages all students and promotes an environment of active learning.
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت -	Strongly agree (أُتفق تماماً)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماماً)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب - وبصلب هذه المواضيع	Strongly agree (أُتفق تماماً)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماماً)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية -	Strongly agree (أُتفق تماماً)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أُتفق تماماً)
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	Truly cares about our growth in the language



<p>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؟</p>	Everything was more than ideal
<p>Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيتها للمدرس بشكل عام من (10-0)</p>	10
<p>The pace of teaching was just right - (سرعة سير الدرس - (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب</p>	Strongly agree (أتفق تماماً)
<p>Games, activities, and other creative teaching methods and tools were used in the class - (الألعاب والنشاطات وبعض الأدوات تستعمل بالدرس طرق التدريس الخلاقة</p>	Strongly agree (أتفق تماماً)
<p>The homework that was given was appropriate and helpful in my Arabic learning - (الواجبات التي تعطى بالصف - مناسبة ومفيدة في دراسة العربية</p>	Strongly agree (أتفق تماماً)
<p>Speaking - الكلام</p>	5
<p>Listening - الإستماع</p>	5
<p>Are the topics that the book addresses important to you?</p>	Yes
<p>Are there other subjects in the colloquial language you would like to learn at this level?</p>	Yes
<p>If yes, what is it?</p>	Nothing specific, but I would love to expand my knowledge in various subjects. And I think the professor is doing an incredible job at helping me accomplish that objective.

Any additional comments, thoughts, or suggestions about the curriculum program's instruction? أذكر أي تعليقات إضافية أو أفكار أو إقتراحات تتعلق بالبرنامج التدريسي	حبيبييت
Class starts on time - يبدأ الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
Additional Comments for Section A (Organization and Logistics) والتي تتعلق ( أي تعليقات إضافية تتعلق بأسئلة القسم ب (بالتنظيم والأمور اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت -	Agree (أتفق)
The instructor assesses my comprehension - عملية الفهم والإستيعاب - المدرس يقيم -	Agree (أتفق)
The instructor encourages questions - المدرس يحفز الأسئلة -	Agree (أتفق)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب - وبصلب هذه المواضيع	Agree (أتفق)
Material is presented 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 -	Agree (أتفق)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Agree (أتفق)
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	Excellent at engaging the class, a natural teacher, creative. Often

	thinks of fun and exciting ways to apply the lessons we are learning.
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؟	
Your overall, numerical rating of the instructor (0-10) 10-10) برأيك الشخصي ما هي الدرجة التي تعطيها للمدرس بشكل عام من (0)	10
The pace of teaching was just right - (سرعة سير الدرس) (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب)	Strongly agree (أتفق تماماً)
Games, activities, and other creative teaching methods and tools were used in the class - (الألعاب والنشاطات وبعض الأدوات تستعمل بالدرس طرق التدريس الخلاقة)	Strongly agree (أتفق تماماً)
The homework that was given was appropriate and helpful in my Arabic learning - (الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية)	Strongly agree (أتفق تماماً)
Speaking - الكلام	5
Listening - الإستماع	5
Are the topics that the book addresses important to you?	Yes they are very fun and interesting
Are there other subjects in the colloquial language you would like to learn at this level?	Yes
If yes, what is it?	How to deal with arguments and cultural misunderstandings

<p>Any additional comments, thoughts, or suggestions about the curriculum program's instruction? أذكر أي تعليقات إضافية أو أفكار أو إقتراحات تتعلق بالبرنامج التدريسي</p>	<p>Use of videos and shows is excellent.</p>
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## CASA Group 2 | Ammiya

Class starts on time - يبدأ الدرس على الوقت تماماً -	Strongly agree (أنتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً -	Strongly agree (أنتفق تماماً)
Additional Comments for Section A (Organization and Logistics) أي تعليقات والتي تتعلق بالتنظيم ( إضافية تتعلق بأسئلة القسم ب (والأمور اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أنتفق تماماً)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أنتفق تماماً)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أنتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أنتفق تماماً)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أنتفق تماماً)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة - بالصف, صف البيئة الصفية	Strongly agree (أنتفق تماماً)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة - قوية عن الموضوع	Strongly agree (أنتفق تماماً)
Please describe the instructor's areas of strength. What specifically did you like	The class has been wonderful and the instructor has been wonderful! The instructor has a strong command of the subject and assesses our

<p>صف نقاط القوة في المدرس, about the instructor? وما الأشياء المفضلة لك في المدرس</p>	<p>strengths and weaknesses in class to help us improve our language skills. She also encourages asking questions and is willing to devote time in class to discussing any topics that we me have related to 3amiya from our experiences outside the classroom in Jordan. It's been a pleasure being in her class!</p>
<p>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؟</p>	
<p>Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة (0-10) التي تعطيتها للمدرس بشكل عام من</p>	10
<p>The pace of teaching was just right - (سرعة) سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب</p>	Strongly agree (أنتفق تماماً)
<p>Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس والأدوات تستعمل بالدرس الخلاقة</p>	Strongly agree (أنتفق تماماً)
<p>The homework that was given was appropriate and helpful in my Arabic learning الواجبات التي تعطى بالصف مناسبة ومفيدة - في دراسة العربية</p>	Strongly agree (أنتفق تماماً)
<p>Speaking - الكلام</p>	5
<p>Listening - الإستماع</p>	5

Are the topics that the book addresses important to you?	Yes, very helpful and relevant.
Are there other subjects in the colloquial language you would like to learn at this level?	Yes
If yes, what is it?	Maybe terms or expressions related to weddings, or other social events?
Any additional comments, thoughts, or suggestions about the curriculum program's instruction? أذكر أي تعليقات إضافية أو أفكار أو إقتراحات تتعلق بالبرنامج التدريسي	It has been a wonderful experience! Thank you!

## CASA Group 2 | Issues

Class starts on time - يبدأ الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت -	Strongly agree (أتفق تماماً)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أتفق تماماً)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أتفق تماماً)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أتفق تماماً)
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	Strongly agree (أتفق تماماً)
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	Khaled does a great job of facilitating conversation and forcing people to think on their feet, and he has helped us learn how to navigate more controversial issues effectively.
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؟	
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيها للمدرس بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير الدرس - (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أتفق تماماً)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض والأدوات تستعمل بالدرس طرق التدريس الخلاقة	Strongly agree (أتفق تماماً)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف - مناسبة ومفيدة في دراسة العربية	Strongly agree (أتفق تماماً)
Speaking - الكلام	5
Listening - الإستماع	5
Writing - الكتابة	5
Reading - القراءة	5

## CASA Group 2 | Issues

Class starts on time - يبدأ الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
The instructor engages me throughout most of the class - المدرس ييقيني في جو الدرس معظم الوقت -	Strongly agree (أتفق تماماً)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أتفق تماماً)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب - وبصلب هذه المواضيع	Strongly agree (أتفق تماماً)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أتفق تماماً)
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	Strongly agree (أتفق تماماً)
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	Ustadh Khaled is one of the strongest teachers I've ever had. He offers rich insights into the multiple meanings of words and cultural contexts of the language we are learning.

<p>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؟</p>	<p>The class could have been challenged more with reading and writing.</p>
<p>Your overall, numerical rating of the instructor (0-10) (10-0) برأيك الشخصي ما هي الدرجة التي تعطيه للمدرس بشكل عام من (0-10)</p>	<p>10</p>
<p>Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب</p>	
<p>The pace of teaching was just right - (سرعة سير الدرس) (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب)</p>	<p>Agree (أتفق)</p>
<p>Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض الأدوات تستعمل بالدرس طرق التدريس الخلاقة</p>	<p>Strongly agree (أتفق تماماً)</p>
<p>The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية</p>	<p>Strongly agree (أتفق تماماً)</p>
<p>Speaking - الكلام</p>	<p>5</p>
<p>Listening - الإستماع</p>	<p>5</p>
<p>Writing - الكتابة</p>	<p>1</p>
<p>Reading - القراءة</p>	<p>5</p>

## CASA Group 2 | Issues

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

Your overall, numerical rating of the instructor (0-10) برأيك (10-0) الشخصية ما هي الدرجة التي تعطيها للمدرس بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (تغطية المادة) سرعة سير الدرس الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أنتفق تماماً)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة - والأدوات تستعمل بالدرس	Strongly agree (أنتفق تماماً)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية	Strongly agree (أنتفق تماماً)
Speaking - الكلام	5
Listening - الإستماع	5
Writing - الكتابة	5
Reading - القراءة	5

## The Levant: A Cinematic History

Class starts on time - يبدأ الدرس على الوقت تماماً -	Strongly agree (أتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً	Strongly agree (أتفق تماماً)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت	Strongly agree (أتفق تماماً)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أتفق تماماً)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب ويصلب هذه المواضيع	Strongly agree (أتفق تماماً)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أتفق تماماً)
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	Agree (أتفق)
Please describe the instructor's areas of strength. What specifically did you like	Ustadha Banan is amazing. She forges strong relationships with her students which creates a

<p>صف نقاط القوة في المدرس, about the instructor? وما الأشياء المفضلة لك في المدرس</p>	<p>great classroom environment. I also think that she structures this course in a perfect way: focusing on new vocabulary and phrases, careful listening assignments, and the symbolism of the films at home and then discussing and reviewing everything in class.</p>
<p>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؟</p>	<p>It is hard to think of anything! My only suggestion is to add a few more opportunities throughout the semester to meet with Ustadha Banan one-on-one to discuss our voice recordings and other assignments.</p>
<p>Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة (0-10) التي تعطيها للمدرس بشكل عام من (10-0)</p>	<p>9.5</p>
<p>Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب</p>	
<p>The pace of teaching was just right - (سرعة) سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب</p>	<p>Strongly agree (أتفق تماماً)</p>
<p>Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس والأدوات تستعمل بالدرس الخلاقة</p>	<p>Strongly agree (أتفق تماماً)</p>
<p>The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية</p>	<p>Strongly agree (أتفق تماماً)</p>
<p>Speaking - الكلام</p>	<p>5</p>

Listening - الإستماع	5
Writing - الكتابة	0
Reading - القراءة	3

## Public Speaking

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



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	Ustadh Fadi does an excellent job encouraging questions and class discussion, and explains concepts in a very clear and effective manner.
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؟	I know we may have more of these opportunities in what is left of the semester, but I would personally benefit from more feedback on my work and assignments so far, as well as more opportunities to meet with Ustadh Fadi to discuss what I can improve,
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيه للمدرس (0-10) بشكل عام من	8.5
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير) - (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب)	Somewhat agree (أتفق نوعاً ما)
Games, activities, and other creative teaching methods and tools were used in the class - والأدوات الألعاب والنشاطات وبعض طرق التدريس الخلاقة تستعمل بالدرس	Agree (أتفق)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية	Agree (أتفق)
Speaking - الكلام	5
Listening - الإستماع	5

Writing - الكتابة	0
Reading - القراءة	3

### CASA Group 1 | Listening

Class starts on time - يبدأ الدرس على الوقت تماماً	Strongly agree (أتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً	Strongly agree (أتفق تماماً)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت	Strongly agree (أتفق تماماً)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أتفق تماماً)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أتفق تماماً)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أتفق تماماً)
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 (أنتفق تماماً)
The teacher assesses my homeworks and assignments promptly	Strongly agree (أنتفق تماماً)
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	The professor does an incredible job of keeping us engaged and facilitates opportunities for interesting discussion that significantly benefits our growth in the language. Engages each student and ensures classroom participation. Encourages students strengths and helps strengthen weak spots. Provides assignments on a variety of different topics which helps keep us engaged and promotes our authentic growth in the language. Makes learning fun!
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؟	Nothing, an ideal instructor thus far
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة (0-10) التي تعطيتها للمدرس بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أنتفق تماماً)

Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس والأدوات تستعمل بالدرس الخلاقة	Strongly agree (أنتفق تماماً)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة - ومفيدة في دراسة العربية	Strongly agree (أنتفق تماماً)
Speaking - الكلام	5
Listening - الإستماع	5
Writing - الكتابة	5
Reading - القراءة	5

Reading - القراءة	0
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## CASA Group 2 | Listening

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

Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب - هذه المواضيع	Strongly agree (أنتفق تماماً)
Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أنتفق تماماً)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية -	Strongly agree (أنتفق تماماً)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أنتفق تماماً)
The teacher assesses my homeworks and assignments promptly	Strongly agree (أنتفق تماماً)
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	Ghadeer is an excellent instructor. She is very talented at encouraging discussion and the class is generally well structured with interesting material.
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؟	
Your overall, numerical rating of the instructor (0-10) (10-0) برأيك الشخصي ما هي الدرجة التي تعطيتها للمدرس بشكل عام من	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير الدرس) - (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب)	Strongly agree (أنتفق تماماً)

Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض الأدوات تستعمل بالدرس طرق التدريس الخلاقة	Strongly agree (أنتفق تماماً)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية	Strongly agree (أنتفق تماماً)
Speaking - الكلام	5
Listening - الإستماع	5
Writing - الكتابة	4
Reading - القراءة	3

### CASA Group 1 | Writing Rasha Kanaan

Class starts on time - يبدأ الدرس على الوقت تماماً	Strongly agree (أنتفق تماماً)
Class ends on time - ينتهي الدرس على الوقت تماماً	Strongly agree (أنتفق تماماً)
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	Somewhat agree (أنتفق نوعاً ما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أنتفق تماماً)

<p>Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع</p>	<p>Strongly agree (أُتفق تماماً)</p>
<p>Material is explained in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة</p>	<p>Agree (أُتفق)</p>
<p>Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية</p>	<p>Strongly agree (أُتفق تماماً)</p>
<p>The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع</p>	<p>Strongly agree (أُتفق تماماً)</p>
<p>The teacher assesses my homeworks and assignments promptly</p>	<p>Strongly agree (أُتفق تماماً)</p>
<p>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</p>	<p>Rasha is very knowledgeable and brings her expertise to the classroom. She always has a lot of different examples to draw on to explain the grammar points, which I find really helpful. I also like that she challenges us to practice the new connectors in class and offers feedback directly. Grammar can be a rather dry topic; however, I like that Rasha keeps us engaged by calling on different students to participate. She's created a supportive environment where it's okay to guess at the meaning of something, even when you're not sure.</p>
<p>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</p>	<p>It would be helpful if the grammar PowerPoints and notes that Rasha uses could be emailed (or posted to Canvas) directly and consistently after class. These are valuable resources, which would be helpful to review outside of class to reinforce the grammar lessons. We've also covered a wide variety of connectors so far, many of which are synonyms; plus there are so many ways to write something in Arabic that express the</p>

هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	same meaning. I think a useful homework exercise would be to have to re-write provided sentences using a different connector/expression/syntax that we've learned to express the same meaning. This exercise would also be helpful for practicing summarizes an author's statement in our own words.
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي (0-10) الدرجة التي تعطيتها للمدرس بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	I also appreciate the diverse content of the readings-- keeps in-class conversations fresh and engaging.
The pace of teaching was just right - سرعة سير الدرس (تغطية المادة الدراسية) بشكل مناسب للفهم والإستيعاب	Agree (أتفق)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض الأدوات تستعمل طرق التدريس الخلاقة بالدرس	No opinion (لا تعليق)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية	Strongly agree (أتفق تماماً)
Speaking - الكلام	3
Listening - الإستماع	0
Writing - الكتابة	5
Reading - القراءة	5



