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Fulbright-Hays Group Projects Abroad Program  
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Advanced Language (Long-Term) Project Abstracts  
Fiscal Year 2012-2016

## Advanced Language Long-Term Group Projects Abroad, FY 2012-2016

### List of Grantees and Award Amounts

Grantee Institution	State	Country of Study	Award Amount	Page Number
American Institute of Indian Studies	IL	India	\$235,123	3
American Research Institute in Turkey	PA	Turkey	\$156,287	4
Hamilton College	NY	China	\$316,054	5
Johnson C. Smith University	NC	China	\$133,901	6
Michigan State University	MI	Kenya	\$81,536	7
University of California – Los Angeles	CA	Indonesia	\$81,536	8
University of Florida	FL	Nigeria	\$71,078	9
University of Massachusetts – Boston	MA	China	\$263,348	10
University of Texas – Austin	TX	Egypt	\$326,296	11
University of Texas – Austin	TX	Russia	\$161,545	13
University of Virginia	VA	Jordan	\$73,293	14
<b>TOTAL: \$1,899,997</b>				

**American Institute of Indian Studies**  
**Intensive Advanced-Level Training in Bengali, Hindi, Malayam, Tamil, and Urdu**

The objective of this proposal is to continue and further strengthen the Advanced Language Programs in India (ALPI), which provide intensive advanced-level training in Bengali, Hindi, Malayalam, Tamil, Urdu, and other modern languages of India for a period of nine months during each academic year. These programs are run by the American Institute of Indian Studies (AIIS), a consortium of 69 U.S. colleges and universities that have significant programs on India and other South Asian countries. Through its junior and senior research fellowship programs, its many services to American scholars working in India, its two research archives, and its language centers, the AIIS enjoys wide recognition as the pre-eminent institution promoting informed knowledge of the Indian Subcontinent in the United States. This application meets Competitive Preference Priorities I and III established by the U.S. Department of Education. In terms of the stipulations of the first priority, the AIIS ALPI programs provide superb advanced-level immersion training in 10 out of the 78 languages included on the Department of Education's list of Less Commonly Taught Languages, and offer the only well-established programs for advanced immersion study in South Asian languages that are rarely taught in the United States, including Gujarati, Kannada, Marathi, Panjabi, Tamil, and Telugu. In terms of Priority III, ALPI Fellowships provide round-trip travel to India, maintenance stipends and program costs for each of 22 language fellows who have had a minimum of two prior years of study in the target language.

Building on four decades of experience and with partial support from previous Fulbright GPA awards, the AIIS has created a unique infrastructure of language training centers and has assembled a cohort of gifted instructors who are regularly trained in current Second Language Acquisition methodology. ALPI language fellowship recipients are selected through a national competition, and must have completed two years of instruction in the target language. Successful applicants plan to teach modern foreign languages or area studies, or plan careers in government service or in the public health and NGO sectors. Each ALPI language is taught through an intensive immersion approach, in a well-equipped center located in a city in which the target language predominates. Rigorous classroom instruction is supplemented by field trips, community and independent study projects, home-stay accommodations with native speaker families, and a wide range of cultural and social activities designed to maximize the immersion experience. Periodic evaluations by students and teachers, proficiency-based testing, and site visits by language pedagogy specialists and program officers monitor students' progress and enable the fine-tuning of instruction. An annual workshop for the teaching staff emphasizes innovative approaches to language teaching and assessment, including audiovisual and computer-based instructional materials. The success of these methods is demonstrated by two generations of AIIS-trained teachers and other area specialists, who represent a national pool of expertise that enhances our nation's security as well as its economic, political, and cultural relations with India, and that promotes intercultural understanding within the United States. The relatively low cost of living in India and careful management of finances by AIIS insures a highly cost-effective use of the requested GPA funds, which provide only a portion of the total expense of running ALPI.

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**American Research Institute in Turkey**  
**ARIT Summer Fellowships for Intensive Advanced Turkish at Bogazici University, Istanbul**

Under this project, we seek to enable eighteen university students to study advanced Turkish at the summer intensive language program utilizing the resources and facilities of Boğaziçi University in Istanbul, Turkey. This program was initiated by the American Research Institute in Turkey (ARIT) in 1982. It is designed to provide the equivalent of a full academic year course in advanced Turkish. Students, recruited nationwide, benefit from direct and constant exposure to the language and culture in its native setting. USED grant funds will be used to support the advanced level language training of eligible undergraduate and graduate students, as well as faculty.

While always a U.S. ally with regional importance for Europe, Eurasia, and the Middle East, Turkey has increasing economic power and growing influence on democracy-building in the region. Turkish language programs in the United States have grown over the past decades, but have not been able to create stable programs that consistently complete the advanced levels. The Boğaziçi University program has proven to be an effective means of addressing this need by enabling students to achieve a proficiency level which can be maintained and improved independently. The program assists Middle East, Central Asian, European language and area studies centers as well as Islamic Studies in the United States in attaining their primary objectives, that is, to prepare American students to pursue various careers related to Turkey, Central Asia, Europe, and the Middle East, and forges ties between the American and Turkish academic communities.

In total, 325 participants from 69 institutions have been awarded ARIT Fellowships. Under the previous directorship of Dr. Erika Gilson, 175 fellows were supported from 2002-2011. The purpose of this application is to secure support for the continuation of this fellowship program for the next four years. The project will again be administered jointly by ARIT and Boğaziçi University using the language expertise of the American Association of Teachers of Turkic Languages (AATT), with academic year administrative and program director support from Georgetown University.

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**Hamilton College**  
**The ACC Intensive Language Training Program for Students and Language Professionals**

The ACC Intensive Language Training Program for Students and Language Professionals will: 1) expand its fellowship program to twenty fellowships enabling more full-year students to join the ACC's existing advanced language and culture study abroad program; 2) fund twelve fellowships for ACC's field studies program; 3) establish twelve fellowships for Chinese language teachers' institute for K-12 nonnative teachers; and 4) create a distance learning center to offer individualized online instruction to Fulbright fellows and other advanced U.S. students who are in need of continuing their Chinese language and culture learning beyond their study abroad experience. These programs will help students and Chinese teachers at different stages in the learning process further develop their language proficiency and cultural competency by participating in a series of carefully designed programs, including intensive language/culture training, first-hand field experience in China, hands-on projects and pedagogical workshops, and face-to-face or online interaction with Chinese people.

Our proposed project addresses several pressing *issues and needs* in the larger field of foreign language education and of Chinese language/culture education in America: 1) the national paucity for competent and fluent speakers of critical languages, of which Chinese is one; 2) serious language loss and maintenance challenges every student faces after their study abroad programs have been completed; 3) the prevalence of urban-based and classroom-oriented study abroad programs; 4) the lack of opportunities to expose students to a comprehensive and in-depth study of the Chinese culture and society; 5) the need to develop experience-based study abroad programs for students and teachers of Chinese; and 6) the need to find innovative ways to inspire more American young people to engage in foreign language/culture learning and K-12 Chinese language teaching.

This proposal meets the *absolute priority* of the of GPA program by creating a program with a focus on East Asia. Further, we address *competitive preference priority I* by establishing a program that fosters the development of advanced language skills in one of the priority languages – Chinese – highlighted in the GPA program announcement. By creating a program with participant travel to China, we are also addressing *competitive preference priority III*. While *competitive preference priority II* is limited to short-term projects, it should be noted that by including K-12 teachers and thereby developing and improving foreign language studies in the United States, this proposal also addresses that priority.

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**Johnson C. Smith University**  
**An Advanced and Intensive Training Program in Modern Chinese Language and Culture**

Johnson C. Smith University (JCSU) is a historically black college located in Charlotte, North Carolina. Over the past three years, JCSU has been developing and implementing strategies to globalize the educational experiences of our students. As JCSU works to position itself as the HBCU for the world, we need to provide our current and future student populations with the kind of horizon-expanding, overseas opportunities that will take them beyond their self-imposed limitations and move them out onto what our president, Dr. Ronald L. Carter, refers to as their “growing edge.”

For the Group Projects Abroad, our team at JCSU has chosen to focus on developing, implementing, and evaluating an intensive Chinese Language and Cultural Training Program. From 2013-2016, four different participant cohorts will travel to China during the summer to participate in an intensive language and cultural training program at Chinese universities. Each year, participants will complete pre-departure training and program orientation during the spring, travel to China and spend three weeks at one Chinese institution in the northern part of China and three weeks at a different Chinese institution in the southern part of China during the summer, and engage with local and international stakeholders through various evaluation and dissemination activities during the fall. In addition, they will undergo multiple language and cultural skills assessments and visit numerous places of cultural significance throughout China.

Participants will include undergraduate students from JCSU and other local colleges who have completed at least two years of Chinese language instruction, K-12 Chinese teachers from the Charlotte region, and JCSU faculty and staff.

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**Michigan State University**  
**Intensive Advanced Kiswahili Course in Tanzania**

The African Studies Centers at Michigan State University and Ohio University will offer a seven-week Summer Intensive Advanced Kiswahili program in Tanzania from 2013 to 2016 under the oversight of African Language Teachers Association (ALTA) and Association of African Studies Programs (AASP). The main objective of the program is to provide opportunities for students from American universities to learn Kiswahili at the advanced level in a Kiswahili speaking environment. It aims to develop the proficiency of the participants in cross-cultural communication and let them experience the culture by living among native speakers in Tanzania. The main emphasis of the project will be on oral proficiency and the use of Kiswahili in culturally appropriate ways, as well as advanced reading and writing skills.

In Tanzania, training will take place at MS-Training Center for Development Cooperation (MS-TCDC), which has hosted the Kiswahili GPA since 2004 with remarkable success in terms of raising the proficiency levels of the participants. In order to achieve the program objectives, participants will be exposed to carefully tailor-made classroom curriculum, educational excursions, host family stays, journal writing, literature, mini-projects, and audio-video media.

Participants of the program will be students with at least two years of Kiswahili instruction selected from among applicants in national competitions by a panel of the African Language Teachers Association (ALTA) Kiswahili experts. The participants' proficiency will be evaluated before the program and at the end of the program. An external evaluator from Tumaini University Makumira will also observe and evaluate how the objectives are achieved and will take part in evaluation of final presentations. Every year the curriculum, the itinerary, and all aspects of the planning and implementation will be reviewed by the co-directors, MSTCDC instructors and the external evaluator.

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**University of California – Los Angeles**  
**Consortium for the Teaching of Indonesian (COTI): Advanced Indonesian Abroad**

The Center for Southeast Asian Studies at the University of California, Los Angeles (UCLA), on behalf of the Consortium for the Teaching of Indonesian (COTI), is applying to the Fulbright-Hays Group Projects Abroad Program - Advanced Overseas Intensive Language Training Project for support of a summer language program in Indonesia to teach advanced courses in the Indonesian language. The program, which has been in operation with great success since 1976, has generally been referred to as the COTI Program.

The COTI Program is an eight-week summer language and culture instructional program held in Salatiga, Central Java, in Indonesia, designed to accommodate twelve participants each summer. It is organized in cooperation with the Language Training Center at Universitas Kristen Satya Wacana (UKSW) - Satya Wacana Christian University. Participants receive individually tailored language instruction, mentoring from Indonesian academics in their fields, and hospitality from local homestay families to encourage maximum use of the Indonesian language. The program also includes field trips to a variety of educational and cultural sites where additional language skills can be practiced.

The COTI Program is designed to admit applicants after a rigorous screening process and to ensure the participation of students of the highest potential. Candidates are chosen, through a careful and equitable selection process, from a variety of backgrounds and home institutions. The immersion experience in the country where the language is spoken permits students to gain proficiency in the contemporary language used in on-going political, economic, and social discourse. It contributes in raising student cultural sensibilities to achieve successful interactions in a wide variety of formal and informal context within Indonesian society.

The program has pioneered in the development of evaluation materials for Indonesian language, and proposes to continue to refine its evaluation methods here.

This proposal builds on more than three decades of experience with overseas instruction in a number of institutions in Indonesia and Malaysia. The Program has been held in Salatiga from 1980-1984 and from 2008-2011. Past COTI FHGPA programs have been sponsored by Cornell University, the University of Oregon, the University of Wisconsin-Madison, and Ohio University. Now UCLA plays this role, under the leadership of newly elected COTI President Dr. Juliana Wijaya. The experiences with the program at these other institutions serve as the model for the one proposed here.

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**University of Florida**  
**Intensive Advanced Yoruba GPA Course in Nigeria**

This proposal is to enable the Center for African Studies, University of Florida in Gainesville continue the yearly Summer Intensive Advanced Yoruba GPA Course in Nigeria as part of Fulbright-Hays Group Project Abroad from 2013 to 2016. Up to twelve participants will be selected for the program every summer. The program will provide opportunity for participants to achieve advanced competence in the study of Yoruba language and culture in an environment where the language is spoken on daily basis. We will accept applications nationally from undergraduate and graduate students in the fields of humanities, social sciences, foreign languages, and/or area studies who are prospective teachers in these areas, or who plan to apply their language skills and knowledge to the United States' national security in the fields outside teaching, including government, the profession, or international development.

Yoruba GPA program curriculum consists of a combination of three inter-related approaches: communicative-oriented, learner-centered, and content-based. Unlike what operates in the typical language classroom, the syllabus proposed for this Intensive Summer Advanced Yoruba GPA Program will integrate structural and cultural components of the language. The program will assist participants to develop advanced competence in Yoruba language within the shortest possible time. This means competence in several senses: aural, oral, written, reading, cultural, etc. The program will therefore focus on the development of functional language skills which subsume the mastery of certain linguistic structures rather than the mastery of the structures themselves. Program activities will include classroom language instruction with a linguistic goal, discussions in Yoruba with a functional linguistic and a cultural goal, one-on-one conversation with native speakers of Yoruba; exposure to series of guest lectures on different aspects of Yoruba society, and cultural performances in Yoruba; participation in group activities such as mid-week visits and weekend trips to cultural and historical sites across Yoruba land; and individual student's research and reports in Yoruba.

The program, which will be hosted by the University of Ibadan, Nigeria, will emphasize mastery of speaking and comprehension skills at advanced level as recommended by American Council on the Teaching of Foreign Languages (ACTFL). The program itself will be appraised by students, their instructors, a foreign language specialist, and an external evaluator. The yearly program report of the program director will be submitted electronically to the Department of Education, with an abridged version sent to program Oversight Committee.

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**University of Massachusetts – Boston**  
**Chinese Language Immersion Program**

The China Program Center and the Chinese Language Program of Modern Language Department at the University of Massachusetts Boston (UMass Boston) are applying for Fulbright-Hays Grant-Advanced Intensive Language Training Project for a GPA project type 4 program. We will run a *Chinese Language Immersion Program* with the grant.

One of the objectives of the China Program Center is to find opportunities for college students to study abroad. We have received federal grant five times with a mount of \$850,000 to run STARTALK programs including summer institutes for teachers of Chinese language and Student Mandarin summer camp from 2008 on. More than 300 students attended our summer camp. Our summer programs were named “outstanding model” by STARTALK Central. Forty students and teachers also attended our China study tour in 2009. It was very successful.

More than 200 students at UMass Boston take Mandarin classes each year and many of them are eager to go to China experiencing Chinese culture, learning and practicing Chinese language. But most of the students from low socioeconomic families and they cannot afford study abroad. We hope that the Fulbright program can make their dream become true. We plan to recruit 16 students with 10 students from UMass Boston and 6 students from other universities in New England to participate in this program every year from 2012 to 2016.

Shaanxi Normal University is our partnership school in China. It is one of the six key normal universities under direct leadership of Ministry of Education of China. This school is located in Xi’an, the cradle of Chinese civilization. It is a very ideal place for our students to learn Chinese language and culture.

This is a one year program. In fall semester the participants will study Chinese language and culture in the International College of Chinese Studies at Shaanxi Normal University. In spring semester, they will do internship in Xi’an High Tech Development Zone (HIDZ). A fieldtrip to Beijing will be arranged for the participants in the winter break.

The students will be immersed into Chinese society by learning Chinese language and culture, living with host families sometimes, participating in Chinese festivals celebrations, offering community services, learning business culture in public and private companies, and traveling in different cities and regions. Through this program, students achieve proficiency in listening, speaking, reading and writing Mandarin. This program will establish a solid foundation for their further studies, research and teaching in the fields related to China.

We plan to apply for a budget of \$302,655.00 which includes international and domestic travel in China, tuition, fieldtrips and living stipend.

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**University of Texas - Austin**  
**Advanced Arabic Language Training**

The Center for Arabic Study Abroad (CASA) is seeking four-year funding (2012-2016) from USED to support 30 Full-Year fellowships and four CASA II fellowships annually in addition to two-three CASA III fellowships starting in 2014. This funding will provide study abroad opportunities to Advanced-level students of Arabic aiming to reach the Superior level of proficiency (Level 3 and beyond). CASA's proven training methods are crucial for meeting the nation's strategic, economic and educational needs for advanced-level speakers of Arabic. CASA, a consortium of thirty-four American universities, was formed in 1967 and has since provided advanced-level training in Arabic to over 1,500 American students at the American University in Cairo (AUC), Egypt. CASA is administered by a Governing Council representing the 34 members of the Consortium and a stateside director who is responsible for all operations. In Cairo, a Co-Director coordinates the relationship between CASA and AUC, and an Executive Director manages the daily operations of the programs. CASA offers three programs for Arabic language instruction:

**CASA Full-Year:** A twelve-month program that begins with an eight-week intensive summer semester that trains fellows in both Egyptian Colloquial Arabic (ECA) and Modern Standard Arabic (MSA) and introduces students to Egyptian culture and society. The fall and spring semesters offer advanced level language courses in each of the four skills (listening, reading, writing and speaking), along with content-based instruction in areas such as history, economics, literature, politics, religion, and anthropology.

**CASA II:** A one or two semester program intended to allow fellows who have completed the CASA Full-Year program within the past five years to further develop their language skills and/or engage in Arabic-based research in Egypt as part of their academic or professional work.

**CASA III:** A two-to-four month program that aims to provide refresher language courses and Arabic-based specialized courses to American university professors who utilize Arabic in their teaching and research. The CASA III program is funded by Fulbright, and USED funding is used to support the travel portion of this program.

Because of the keen competition for CASA fellowships, CASA has provided a standard of excellence that other Arabic programs have tried to emulate, thus raising the standards of Arabic teaching nationwide. CASA has directly impacted the field of Arabic language education by encouraging Arabic programs throughout the country to stress the teaching of the aural/oral skills and develop testing tools for language proficiency in all modalities. As a result, CASA has helped raise the level of language instruction at Arabic programs nationwide.

The success of the CASA program derives from three main factors. The first factor is the outstanding quality of the CASA faculty. The second is the CASA fellows, who are drawn from the Nation's very finest graduate and undergraduate Arabic students and whose remarkable commitment and enthusiasm serve as a constant source of motivation for CASA faculty and staff. Finally, CASA derives its success from its commitment to a comprehensive curriculum with well-defined learning outcomes, proven instruction methods, and integrated course materials.

To maintain high standards, thorough testing of students is conducted prior to admission, after admission for placement, during the year, and at the conclusion of the program. Evaluation of the

program is carried out by the Director, the Executive Director, the students, and by an external review conducted once every four years by two Arabic/Middle East scholars. All American citizens or permanent residents of the United States may apply to the programs, and CASA adheres strictly to the principles of equal opportunity and affirmative action, consistent with its objective selection criteria.

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**University of Texas – Austin**  
**Moscow-Texas Connections**

The Center for Russian, East European and Eurasian Studies (CREEES) in cooperation with the Department for Slavic and Eurasian Studies (DSES) at the University of Texas (UT) in Austin seeks support for the implementation of a ten-week, advanced Russian language study abroad program. This program entails a ten-week program for twenty students at the prestigious Higher School of Economics in Moscow, one of the top institutions in Russia. In addition to intensive language courses, the program offers content course in the Russian language that provide vocabulary building in the areas of history, economics, business, and law. We plan to integrate this course of study with comprehensive career mentoring, as well as on-site networking and career mentorship opportunities, and a post-summer study alumni network and job bank that allows us to track fellows' career trajectories, and promote professional contacts and points of information and interaction within a range of fields, from cultural studies, language pedagogy and academia, to petroleum engineering, aero-space engineering, oil and gas and tech industry, and law.

CREEES at UT feels that is can best maximize the impact of this program by concentrating its recruiting and post-program networking and career mentoring efforts in students from institutions of higher education across Texas. Recruitment, selection and assessment of the program will take place through a newly formed consortium, the Texas Russian and Eurasian Studies Network (TRESN). We will draw upon these constituencies from across the state, and provide participants with an opportunity for advanced Russian training that can be leveraged into concrete career opportunities in Texas and beyond. We feel that this program will not only respond to vital regional interests and educational deficits in Texas, but will also cultivate longer term cultural and commercial exchanges between Russia and the United States, with Texas as a vital gateway.

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## **University of Virginia** **Summer Arabic Program**

Since 1984, the University of Virginia and Yarmouk University have jointly sponsored an intensive summer language program in Arabic. The program is conducted on the Yarmouk campus in Irbid, Jordan and lasts eight weeks. Each year, about thirty students from institutions of higher education throughout the United States are selected for study in three levels of advanced Arabic. Students take classes in Modern Standard Arabic, Colloquial Jordanian and Media Arabic, and receive 7-9 credit hours upon completion of each level.

The primary purpose of the program is to provide advanced training in Modern Standard Arabic and Jordanian dialect. It also introduces students to the social, cultural, political, literary and religious traditions of the contemporary Arab world. Through this program, students achieve proficiency in listening, speaking, reading and writing Arabic. They are thus prepared for further studies, research and teaching in the Arabic language and literature and/or Near and Middle East Studies.

These objectives are achieved through a comprehensive program including classroom instruction, language laboratory, educational excursions and social activities. Through first-hand exposure to native speakers, to local and regional texts, and to contexts in which language functions, students understand how language both shapes and reflects contemporary Arab society and culture.

Program success is achieved through several factors. Faculty and administrators offer extensive experience in management of the program and training of U.S. students in Jordan. Likewise, an Advisory Board of distinguished Arabic language faculty ensures the program meets the need for advanced language instruction for U.S. students and institutions of higher education. To help students cope with the academic pressures and culture shock inherent in an intensive foreign study program, both peer counseling and orientation sessions are provided. Finally, the University of Virginia and Yarmouk University have a strong institutional commitment to the program and ensure that it has adequate facilities, resources and personnel to meet its objectives.

The University of Virginia-Yarmouk University Summer Arabic Program has a significant impact on the study of Arabic and area studies. In terms of language instruction, it offers a curriculum compatible with most Arabic studies programs in the United States. It therefore serves students from many colleges and universities who seek to accelerate their progress into advanced studies at their home institutions. In terms of area studies, the program focuses on a region--Jordan, Syria, Lebanon (the Levant) and Iraq--traditionally underserved by U.S. programs. As recent conflicts suggest, it is crucial that future American Near and Middle East specialists understand more about the political, social and cultural outlooks of these states.

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