

**ADVANCED ARABIC LANGUAGE TRAINING  
THE CENTER FOR ARABIC STUDY ABROAD (CASA)  
AT THE AMERICAN UNIVERSITY IN CAIRO**

The Center for Arabic Study Abroad (CASA) is a consortium of twenty-nine American universities that was formed in 1967 for the purpose of providing advanced level training in Arabic language and culture at the American University in Cairo. Since its establishment, CASA has trained over 1,400 American students. The four programs described below are offered during the 2007-2008 academic year.

(1) CASA Summer Program

This is a seven-week intensive summer program that offers twenty hours of instruction per week. The summer program includes: (i) a course in Egyptian Colloquial Arabic (ECA) titled *Umm d-dunya* and aimed at developing proficiency in the spoken Arabic of Egypt; (ii) a course titled *Egypt: Culture and Society* and conducted in Modern Standard Arabic (MSA). The objective of this course is to introduce students to aspects of Egyptian culture and society through printed, audio, and video texts and activities that emphasize the development of the various MSA skills; (iii) a weekly field trip connected to the *Egypt: Culture and Society* course.

(2) CASA Full Year Program

This is a one-year program that includes the summer course outlined above. The fall semester of this program offers eighteen hours per week of training in i) ECA; ii) listening comprehension, and iii) reading comprehension and vocabulary building. The fall program also includes a weekly lecture series on a wide variety of topics. The spring semester provides fourteen contact hours per week that include a required course on writing and three elective content-based courses (all in Arabic) chosen by the fellows based on their interests and areas of specialization.

(3) CASA II Program

This program is designed for students who have completed the full year CASA program within the past five years. The program provides the CASA II fellows with the opportunity to spend one or two semesters in Egypt working on further developing their advanced language skills in Arabic or doing language-based research under the supervision of academic specialists from various Egyptian universities.

(4) CASA Program III

CASA also provides refresher courses in Arabic for university professors of the humanities and the social sciences who use Arabic actively in their teaching and research. This course is funded by the US Department of Education and the Fulbright Binational Committee in Egypt and provides opportunities to study in Egypt for a period that ranges between two and four months.

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**ADVANCED ARABIC LANGUAGE TRAINING  
THE CENTER FOR ARABIC STUDY ABROAD (CASA)  
THE EXPANSION OF CASA CENTER IN DAMASCUS, SYRIA 2008-2009**

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The Damascus program of the Center for Arabic Study Abroad (CASA) was launched in June 2007 to accommodate increased demand in the U.S. for advanced overseas intensive Arabic training. The geographical expansion of CASA to a second Arab capital was a logical and practical solution to several challenges and concerns. The original CASA site at AUC in Egypt has reached its capacity and the demand for the kind of training that CASA provides is increasing every year. Moreover, it is important that the Superior level speakers we produce have a collective expertise that covers as much of the Arab world as possible, both linguistically and culturally.

CASA's ultimate goal of the expansion of CASA Center in Syria is to accommodate 20 full-year fellowships, five summer fellowships, three CASA II fellowships, and three CASA III faculty fellowships by 2011. As part of the present grant's activity, CASA plans also to undertake three material development projects in Syrian Colloquial Arabic (SCA) and Modern Standard Arabic (MSA), and to provide teacher training for Arabic instructors at the Arabic Language Institute at University of Damascus.

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**ADVANCED CHINESE WITH RESEARCH PRACTICA**

Bard College will conduct eight-week advanced overseas intensive Chinese language training with research practica in the summer of 2008-2011. The program provides a full year's worth of Chinese, an important step to helping students reach an advanced level by the time they graduate from college. In addition to the language course, the program is designed to assist students in developing and conducting research projects in their fields of concentration.

The program is based at Qingdao University, China, where the intensive intermediate/advanced Chinese language training has been offered since 1998. Qingdao University is located in one of China's major cities, in Shandong Province.

The research advisors are selected from the professors of the university; the research buddies are selected from the graduate and undergraduate students to assist program participants. Morning classes in advanced Chinese will be followed by afternoon research and field sessions, with the advice and assistance of the research advisors and research buddies. The program will thus enhance the students' capacity in Chinese and area studies and position them for future careers that employ Chinese language.

Fourteen students will be selected to participate in the program in 2008.

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## THE ACC INTENSIVE LANGUAGE TRAINING PROGRAM FOR STUDENTS AND LANGUAGE PROFESSIONALS

The Associated Colleges in China (ACC) is a consortium of six core members and over 50 participating colleges and universities. The 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 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 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.

ACC will work in partnership with Capital University of Economics and Business (CUEB) in Beijing, China, its collaborator of eleven years and host institution, to achieve three programmatic objectives:

- 1) **Establish new full-funded fellowships for students who commit themselves to a full year of study in China through ACC's Language and Culture program.** From 2003-2007, applications to the ACC program have grown from 123 to 203; an increase of 39 percent and a recent ACC survey indicated that only 10 to 17 percent of participants sign up for the full-year program, with the primary reason being financial constraints. The fellowships will enable students without financial means to engage in intensive advanced language and cultural studies to achieve an advanced high to superior proficiency of Chinese.
- 2) **Expand the ACC post-study abroad field studies program by establishing new fellowships.** Established in 2007 with a grant from the U.S. Department of Education's Group Projects Abroad program and now primarily supported by the Henry Luce Foundation, the seven-week program demonstrated that well-designed field experiences can assist students achieve advanced high to superior level language and cultural proficiency. Due to the enormous success of the program, 16 students will participate in the Field Studies Program in 2008.
- 3) **Launch a new six-week Chinese language teachers institute for twelve fellows who are in-service or pre-service K-12 Chinese language teachers.** Such an institute not only helps address the urgent need for qualified Chinese language teachers in K-12 schools in the U.S., but it also provides opportunities for K-12 teachers to refresh their Chinese languages skills, learn advanced pedagogical strategies, and renew cultural awareness. A recent survey in the language field shows that 85 percent of teachers do not have adequate funding for their professional development, let alone the opportunity to do so in an overseas setting.

The ACC programs will expand a successful model of advanced Chinese language acquisition and cultural immersion, building a continuum of increasing exposure for students from kindergarten through post baccalaureate study and meeting the nation's security and economic needs through the development of the nation's capacity in foreign languages and area and international studies.

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**LUTHERAN UNIVERSITIES ASSOCIATION, INC  
VALPARAISO UNIVERSITY ADVANCED OVERSEAS INTENSIVE  
CHINESE LANGUAGE TRAINING PROJECT**

Valparaiso University, building on the past two summers of experience in offering language and cultural immersion programs in China, will launch an eight-week advanced overseas intensive Chinese language training project (plus a three-week pre-seminar language preparatory session) in partnership with Zhejiang University of Technology in Hangzhou, China from summer 2008 through summer 2011.

The project will recruit (1) nationally up to 16-20 undergraduate or graduate students per year who have taken at least two years of Chinese classes: students with any major can apply, (2) four to six K-12 in-service or pre-service Chinese language teachers, and (3) related administrators and language curriculum specialists. Preference will be given to educators from Indiana and Illinois.

The overarching goal of the program is to help participants achieve an operational level of proficiency that enables them to function linguistically in a broad range of Chinese situations. This goal will be achieved through a rigorous curriculum that combines intensive, advance language training in a Chinese-only environment with local internship, home stay, rooming with a Chinese student, and other opportunities available only in China.

By the end of the program, participants will be able to (1) discuss abstract and complicated situations as well as debate and defend points of views in clear, logical, and appropriate language; (2) understand specialized speeches and comprehend mass media publications that include newspapers, magazine articles, broadcasting, and online materials with both speed and accuracy; and (3) write coherent articles and give persuasive presentations on multiple topics with a much better understanding of the Chinese culture.

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**SCHOLARSHIP PROGRAM FOR ADVANCED CHINESE LANGUAGE TRAINING  
AT THE COUNCIL FOR THE INTERNATIONAL EXCHANGE OF SCHOLARS (CIEE)  
STUDY CENTERS IN CHINA AND TAIWAN**

The Council for the International Exchange of Scholars (CIEE) will manage a scholarship program to provide external funding for students studying Chinese at the advanced level at the CIEE Study Centers in China and Taiwan. Fulbright-Hays Group Projects Abroad scholarships will be awarded to highly qualified candidates with at least two years of advanced Chinese language training, a strong undergraduate academic record, the perceived ability to reflect on and use their personal experiences during their study abroad experience, to gain expertise in the Chinese language and culture, and an intention to pursue advanced studies and careers related to China in the areas of academia or public affairs.

Categorized as a "group IV" language by the Foreign Service Institute, it takes almost three times as long for American students of Chinese to achieve proficiency compared with those of "group I" languages such as Spanish and French. Given the learning environment in existing U.S. academic settings, the success of advanced learning of Chinese as a foreign language relies significantly on the incorporation of study abroad into the undergraduate curriculum. Studying Chinese in China or Taiwan not only expedites a learner's language acquisition, but also dramatically improves their understanding of Chinese culture and society.

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**ADVANCED FILIPINO ABROAD (AFA) PROGRAM**

The U.S. Department of Education, Fulbright-Hays Group Projects Abroad (F-H GPA) program awarded funds to the Center for Southeast Asian Studies at the University of Hawaii to conduct the Advanced Filipino Abroad (AFA) program in the Philippines in 1991 and from 1993-2007. These summer immersion programs provided scores of American teachers and students the opportunity to learn Filipino (Tagalog) in a Philippine environment.

The AFA programs will focus on advanced language acquisition through a structured academic program complemented by substantial exposure to native speakers that will in turn be strengthened through living for eight weeks with a Filipino-speaking family. Fourteen students will spend eight weeks at the De La Salle University (DLSU) Dasmarias campus and four weeks at DLSU in Manila.

The program's goals are to provide American students and teachers advanced instruction in Filipino, to promote scholarly cooperation between the U.S. and the Philippines, to provide participants the skills necessary to do research in the Philippines, and to provide and test a body of pedagogical materials for intensive language study abroad programs and field test proficiency examinations in Filipino.

The AFA participants get six credits in Advanced Filipino from the University of Hawaii at the end of the program.

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## **BENGALI, HINDI, MARATHI, TAMIL AND URDU**

### **ADVANCED LANGUAGE PROGRAM IN INDIA**

The American Institute of Indian Studies (AIIS) Advanced Language Program in India will provide language instruction to students studying Bengali, Hindi, Marathi, Tamil and Urdu. The Hindi program is located in Jaipur, the Bengali program will take place in Kolkata, the Tamil program will take place in Madurai, the Marathi program will take place in Pune, and the Urdu program will take place in Lucknow.

The language instruction at the advanced level is provided by and under the guidance of highly proficient professionals in India. The Chair of the AIIS language committee through personal visits, workshops, and program evaluations constantly monitors the language programs in India.

The objective of each program is to maximize the benefit from the cultural environment in which students find themselves. In addition to a carefully structured, but individually oriented, curriculum for class meetings there are field trips, field projects, host families, bringing various persons from the community into the classroom, journal writing, and use of the audio-video media. All these resources are richly laden with socio-linguistic variation. In all situations there is pre-activity preparation and post-activity evaluation as well as problem resolutions.

An additional objective for the upcoming year is to continue to emphasize the concept of self-management of learning. Students are provided with orientation information to take charge of their own learning, watch it closely, analyze it, and identify their needs in the target language. The AIIS Advanced Language Program in India is an exemplary combination of sound theoretical basis in second language acquisition, sound pedagogy through workshops for continuous professional development of instructors, and careful selection of mature and motivated learners.

The AIIS will be able to fully fund twenty-two language fellows.

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**ADVANCED INDONESIAN ABROAD PROGRAM IN INDONESIA**

The 2008 Advanced Indonesian Abroad Program in Indonesia, the thirty-second program organized by the Consortium for the Teaching of Indonesian and Malay (COTIM), will be administered by Ohio University and conducted at Universitas Kristen Satya Wacana (UKSW) in Salatiga, Java, Indonesia.

The program is designed to provide intensive and specialized instruction in Indonesian for students and teachers from a variety of U.S. institutions and from a number of different disciplines who are planning or pursuing careers in Southeast Asian studies. Participants will receive advanced instruction in Indonesian as well as in-country experience. In addition, the program stimulates scholarly cooperation between U.S. and Indonesian institutions and is the site for the developing and testing of new materials for Indonesian language teaching. Over the years since its inception, this program has continued to grow and develop to become a fine model of intensive language training at the advanced level.

The nine-week (June 16 to August 16, 2008) program will provide 12 participants with language instruction to supplement their previous training in Indonesian and to attain a relatively high level of competence in the language, in the range of 2-3 on the five-point scale of the U.S. Foreign Service Institute ratings. COTIM is dedicated to language study that makes use of materials that are both current and authentic (created by Indonesians for Indonesians, rather than created for the second-language learners), and which reflect a variety of genres.

Two types of evaluation will be conducted. First, the participating students are evaluated in order to ascertain their instructional needs and to measure their progress made during the course of the program. Second, the program will be evaluated by an external evaluator in order to ascertain how well it meets its stated objectives.

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**INTER-UNIVERSITY CENTER FOR JAPANESE LANGUAGE STUDIES --  
PROJECT TYPE 4: ADVANCED OVERSEAS INTENSIVE LANGUAGE TRAINING PROJECT**

The Inter-University Center for Japanese Language Studies provides a carefully selected group of college/university students with intensive training in speaking and reading Japanese at the intermediate and advanced level. Up to 60 students are admitted annually and the number of graduates to date is just over 1,500. During 2008-09, we anticipate 47 students to enroll in the 10-month program and that 13-14 of these students will receive a partial tuition scholarship award from the Group Projects Abroad Program.

The Center admits students for two subprograms: (1) a pre-academic subprogram for students intending to pursue academic careers teaching Japanese or Japanese studies; and (2) a pre-professional subprogram for students who plan careers in government, law, journalism, business, international development, or other non-academic professions.

Admission is open to all qualified students from accredited colleges or universities who have completed two years of Japanese language training or its equivalent, regardless of their gender, age, race, national origin, color, disability, sexual orientation, religious affiliation or institutional affiliation. Applicants will be selected on the basis of their general promise, their record of academic achievement, and their proficiency in Japanese as measured by the Japanese language proficiency test created for that purpose at the Inter-University Center and administered every year to all applicants.

The Center program lasts for ten months. All teaching materials are in Japanese; all instruction is carried out in Japanese and all teachers are native speakers of Japanese. The teaching staff is recruited on the basis of national searches in Japan. Students abide by a "Japanese Only" pledge that requires them to speak only Japanese while undertaking daily activities at the Center.

The Center program, reinforced by the experience of living in a Japanese environment, brings students to a level of competence in Japanese that the best American programs can achieve only after several years of advanced training if at all. At the end of the program it is expected that students will be able to use their Japanese for effective academic research or other professional use. Almost all students reach a proficiency level equivalent to 2 on the FSI scale, and the best students reach a level equivalent to 4 and 4+.

The Center is operated under the governance of a consortium of sixteen American universities. A Japanese staff at the Center in Yokohama and an American staff at Stanford University are responsible for day-to-day administration of the program.

At present, the Center is funded by income from the U.S. Department of Education Group Projects Abroad program, the Japan-U.S. Friendship Commission, attendance fees, university contributions, and textbook sales, as well as by fellowship grants from the following organizations: the Blakemore Foundation, the Tokyo Club, the Shoyu Club, the Japan Foundation, the America-Japan Society, the College Women's Association of Japan, the Cressant Foundation, the UFJ Foundation, the Ito Foundation USA, and the Sato Foundation. In addition, the Center receives material support from the City of Yokohama in the form of rent-free office and classroom space.

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**ADVANCED STUDY OF KHMER (ASK)  
SUMMER ABROAD PROGRAM IN PHNOM PENH, CAMBODIA**

The Advanced Study of Khmer (ASK) Summer Abroad Program (June 9th – August 1<sup>st</sup>, 2008) is an intensive eight-week Khmer language-training program held in Phnom Penh, Cambodia. It aims to fill a void in the U.S. academic community by providing third year level Khmer students with a "one-of-a-kind" opportunity to acquire the linguistic foundation necessary to engage in academic research, professional discourse, and cultural interaction with all segments of Cambodian society.

This program is sponsored by the College of Languages and Literature at the University of Hawai'i (UH), and by the Royal University of Phnom-Penh (RUPP) in Cambodia. The ASK project will increase the number of linguistically competent Khmer-speaking professionals available for employment in federal agencies, departments responsible for national security, and all non-governmental agencies. Also, it will promote scholarly cooperation and cultural understanding between Cambodia and the U.S.

The ASK curriculum is intensive, and implements eight instructional modules based on ACTFL proficiency guidelines. Instruction is given to small individualized groups taught by Khmer language professors from the Institute of Foreign Languages (IFL) at RUPP. ASK is a structured academic program consisting of four hours of formal classroom language and culture learning instruction each morning, followed by three hours of hands-on application using task-based activities at the pre-arranged sites to engage, interact, exchange, compare, hypothesize, analyze, and discuss real situations and issues with the community. In addition, the curriculum includes a one-week homestay with rural families in local villages and weekend field trips to outlying areas of Phnom Penh. In language study, immersion is fluency's best guarantee.

This immersion provides the best opportunity for students to learn, grow, and understand Khmer language, culture and its people. In addition, the ASK project will increase the number of Khmer linguistically competent professionals across the United States to supply its shortage domestically and internationally.

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**RUSSIAN LANGUAGE AND AREA STUDIES PROGRAM, SUMMER RUSSIAN LANGUAGE TEACHERS PROGRAM, EURASIAN REGIONAL LANGUAGE PROGRAM, RUSSIAN LANGUAGE FLAGSHIP PROGRAM**

Since 1976, American Councils for International Education: ACTR/ACCELS (American Councils) has worked to advance education, research, and mutual understanding across the United States and the nations of Eastern Europe, Eurasia, and Southeast Europe. American Councils programs are designed to improve the quality of Russian and Eurasian language instruction in the United States and to enable teachers, students, and professionals to attain advanced proficiency levels in Russian and Eurasian languages through substantial immersion experiences in the target culture.

American Councils has Fulbright-Hays Group Projects Abroad support for four overseas language study programs:

(1) The Russian Language and Area Studies Program (RLASP) offers undergraduate and graduate students intensive language training and seminars in literature, area studies, and culture at Russian institutions for a summer, semester or academic year.

(2) The Summer Russian Language Teachers Program enables U.S. teachers of Russian to study advanced Russian, Russian literature, linguistics, and culture for six weeks at Moscow State University.

(3) The Eurasian Regional Language Program enables advanced undergraduates and graduate students to study virtually any of the languages of the independent states of the former Soviet Union in an overseas, immersion-based setting for a semester, summer or academic year.

(4) The Russian Language Flagship Program provides already advanced learners of Russian the rare opportunity to achieve superior/professional proficiency levels through a year-long program of study and practical training tailored to their professional interests and academic specialization.

There will be 61 advanced learners of Russian participating in the program of 2008.

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## **Intensive Advanced Kiswahili Course in Tanzania**

The African Studies Center and the Department of Linguistics and Languages at Michigan State University will sponsor an eight-week Summer Intensive Advanced Kiswahili program in Tanzania from 2008 to 2011. The project aims to take advantage of the cultural and linguistic environment of the Kiswahili speaking environment where Kiswahili is the national language, an environment that is not available in the US. It also aims to develop the proficiency of the participants in cross-cultural communication by experiencing the culture and life among the people in Tanzania. The main emphasis of the project will be in 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 the MS-Training Center for Development Cooperation (MS-TCDC), which has hosted the Kiswahili Group Project Abroad from 2004 to 2007 in collaboration with the University of Dar es Salaam. The instruction will be conducted by the highly proficient and professional Kiswahili language teachers and cross-cultural communication trainers. In order to achieve the program objectives, participants will be exposed to carefully designed tailor-made classroom curriculum, educational excursions, host family stays, journal writing, literature, projects, and audio-video media.

Participants of the program will be students with two years of Kiswahili instruction selected from applicants in a national competition by a panel from the African Language Teachers Association (ALTA). The participants will be evaluated throughout the program to measure their progress and to determine which level of proficiency they reach. Program participants will evaluate the program at the end, and an external evaluator will observe and evaluate how the objectives are achieved. The curriculum, the itinerary, and all aspects of the planning and implementation of the program will be reviewed by the U.S. external reviewer and consultant.

This project will involve the collaboration of faculty from Michigan State University, the University of Florida, and Kiswahili specialists of ALTA with the oversight of the Association of African Studies Programs (AASP) and ALTA.

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**ADVANCED STUDY OF THAI (AST)  
ADVANCED OVERSEAS INTENSIVE LANGUAGE TRAINING PROJECT**

Advanced Study of Thai (AST) is conducted over an eight-week period (mid-June to mid-September) in Chiang Mai, Thailand in cooperation with Chiang Mai University. AST is supported by a consortium of US universities: Arizona State, UC-Berkeley, UC-Los Angeles, Cornell, Hawaii, Michigan, Northern Illinois, Ohio, Washington, Wisconsin, and Yale.

AST provides intensive, advanced Thai instruction for up to twelve participants in a task-based curriculum that emphasizes communicative skills in listening, speaking, reading, and writing. Classes are small, averaging five to six students each and all instructors are experienced pedagogues from the Faculty of Humanities of Chiang Mai University (CMU). The formal in-class sessions, which are structured around a textbook authored by former AST instructors at Chiang Mai University, are supplemented by homework assignments that require interactions in the community; in addition field trips are included for all participants. All of the language to which AST participants are exposed is authentic Thai.

Formative and summative evaluations are conducted and participants in AST programs over the years have demonstrated significant improvement in proficiency, as determined by an American Council for the Teaching of Foreign Languages (ACTFL) style pre-test and post-test.

AST enrolled its first group of students in 1986. The program is coordinated by the University of Washington's Southeast Asia Center with extensive knowledge of the program content, as well as visa formalities and travel arrangements.

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**ARIT-AATT SUMMER FELLOWSHIP PROGRAM FOR  
ADVANCED TURKISH LANGUAGE STUDY**

Under this project, 15 students will be supported to study advanced Turkish at the eight-week summer intensive language program utilizing the resources and facilities of Bogaziçi University in Istanbul, Turkey.

This program has been designed to provide the equivalent of a full academic year course in advanced Turkish. Group Projects Abroad funds will be used in support of advanced level language training of these qualifying undergraduate and graduate students recruited nationwide and selected by a committee based on proficiency assessment of the applicants' Turkish language skills.

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**VIETNAMESE ADVANCED SUMMER INSTITUTE (VASI)**

The Vietnamese Advanced Summer Institute (VASI) is an intensive eight-week course of study in advanced Vietnamese conducted for four weeks at the Vietnamese Language Center in Hanoi and for four weeks at Vietnamese Language Studies in Ho Chi Minh City.

VASI is equivalent to a full year's academic work and is offered to twelve individuals selected nationally. VASI seeks to ensure that institute participants achieve a demonstrable improvement in speaking, listening, reading, and writing Vietnamese as it is used in ongoing political, economic, and social discourse by the completion of the program. The program aims to significantly increase the number of students entering the field of Vietnamese studies with a high proficiency in the language.

VASI is supported by the Group of Universities for the Advancement of Vietnamese Abroad (GUAVA) consortium, whose member institutions are Arizona State University, UC-Berkeley, UCLA, Cornell University, University of Hawaii, Harvard University, University of Florida, University of Michigan, Temple University, University of Washington, University of Wisconsin, and Yale University.

UC Berkeley's management of this program builds on more than a decade of experience first launched with seed grants from the Luce and Ford Foundations and continued as part of the Fulbright-Hays program. VASI was previously headquartered at the University of Washington (1996-2001; 2004-2007) and at the University of Hawaii (2001-2004).

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**INTENSIVE ADVANCED YORUBA COURSE IN NIGERIA**

The Center for African Studies, University of Florida at Gainesville, is initiating an eight-week Intensive Advanced Yoruba Summer Course in Nigeria as part of its Fulbright-Hays Group Projects Abroad from 2008 to 2011.

The primary objective of this program is to provide an avenue for American students to achieve advanced competence in the study of Yoruba language and culture in an environment where the language is spoken on a daily basis. The Center accepts applications nationally from undergraduate and graduate students who have studied Yoruba language at the college level for a minimum of two academic sessions. Students who are enrolled in their second year of language study will be encouraged to apply. Up to fifteen (15) participants will be selected for the program every summer.

The Institute of Cultural Studies hosts the program in Nigeria at Obafemi Awolowo University (OAU) in Ile-Ife, but Yoruba professors and lecturers in the Department of African Languages and Literatures of the University teach all the courses. The courses emphasize mastery of speaking and comprehension skills at the advanced level as recommended by the American Council on the Teaching of Foreign Languages (ACTFL). Students who successfully fulfill all necessary course requirements will have their credits transferred by OAU directly to their individual universities. The students, their teachers, and an external evaluator evaluate the program itself. The yearly program evaluation and the program director's report are forwarded to the U.S. Department of Education and to the AASP/ALTA (GPA) Oversight Committee.

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**INTENSIVE ADVANCED PROGRAM FOR ZULU IN SOUTH AFRICA**

The University of Pennsylvania's African Studies Center is directing an Advanced Intensive Group Project Abroad for Zulu in KwaZulu-Natal, South Africa, in the summer of 2008. The purpose of the project is to expand and enrich the participants' knowledge of the Zulu language and culture to prepare them for careers related to Southern Africa. The project will offer intensive intermediate and advanced levels of Zulu. The curriculum will emphasize communicative pedagogical strategies to enable the students to use the Zulu language appropriately in various contexts. Applications were accepted nationwide and eighteen participants were selected from a pool of undergraduate and graduate students. The program is funding sixteen American participants; two non-American participants are funding their own way. Selection criteria included two semesters of Zulu (or an equivalent) for the intermediate level entry, and four semesters for the advanced.

The University of Pennsylvania is administering the project held in affiliation with the School of Language, Culture and Communication (SLCC) at the University of KwaZulu-Natal (UKZN), Pietermaritzburg. The project director and faculty members of the Discipline of IsiZulu and the School of Education & Development will teach the course. Professors from the University of KwaZulu-Natal will lead a series of lectures, and Zulu-language student tutors will serve as teaching assistants.

The project begins with a two-day orientation program in Durban, followed by an eight-week intensive Zulu-language study at the University of KwaZulu-Natal. Formal instruction in Zulu will be supplemented with lectures, as well as field trips and home stays in urban and rural areas providing participants with opportunities to meet Zulu-language speakers from all walks of life and to participate in Zulu family life and multifaceted cultural activities of KwaZulu-Natal. An external evaluator will evaluate the project; the evaluation will be forwarded to the Zulu GPA Committee, and the AASP/ALTA GPA Oversight Committee.

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