

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

Abstract

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. Eight fellows will be participating in this program in the 2007-2008 academic year.

(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. Twenty-five fellows will be participating in this program.

(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. For 2007-2008, we will have one CASA II fellow.

(4) CASA 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. Two professors will be joining the CASA III program in 2007- 2008.

Dr. Mahmoud Al-Batal
1 University Station F9400
West Mall Building, 6.102
University of Texas at Austin
Austin, TX 78712-1104
Tel.: (512) 471-3463; Fax: 512-471-7834
E-mail: mbatal@mail.utexas.edu

**SUMMER ARABIC PROGRAM
FOCUSES ON THE REGION OF JORDAN, SYRIA, LEBANON AND IRAQ**

Abstract

Since 1984, the University of Virginia and Yarmouk University have jointly sponsored an intensive summer language-training program in Arabic. The program is conducted on the Yarmouk campus in Irbid, Jordan and lasts eight weeks. Each year, about thirty-five 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 7-8 credit hours upon successful 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 Eastern Studies.

These objectives are achieved through a comprehensive program including classroom instruction, language laboratory, specialized study clubs, 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 U.S. It therefore serves students from many colleges and universities from all regions of the United States of America 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.

Dr. Mohammed Sawaie
University of Virginia
PO Box 400781, Asian and Middle Eastern Languages and Culture
Charlottesville, VA 22904-4195
Tel: (434) 924-7917; Fax: (434)-924-6977
E-mail: ms@virginia.edu
www.virginia.edu/arabic/yarmuk_program.htm

TANGIER SUMMER ARABIC LANGUAGE PROGRAM

Abstract

The American Institute for Maghrib Studies is offering a special language and area studies program for advanced students of Arabic based in Tangier, Morocco. Taught by experienced bilingual American faculty and specially trained Moroccan professors, this intensive program comprises six weeks of language study, with a break for independent activities. Students will be placed in one of two tracks of Modern Standard Arabic (MSA), advanced and intermediate, depending on transcripts, a telephone interview and performance on a placement test. Completion of at least two years of Modern Standard Arabic is required prior to application. A course in the fundamentals of the Moroccan Colloquial Arabic dialect will also be offered. Moroccan Colloquial Arabic is optional, although a working knowledge of the dialect is beneficial in actual communication with Moroccans. Students are welcome from all disciplines.

The program's primary aim is to develop sound conversational and reading skills in Modern Standard Arabic. At the same time, all students will be in a position to better experience the full range of Moroccan cultural-life, including French-Arabic code switching. The program is housed in the heart of Tangier, Morocco at the American School of Tangier (AST). The facilities at AST include large, well-lit rooms, a soccer field, swimming pool, and excellent food by one of the best cooks in Tangier.

There are also special lectures and programs in Arabic and in English dealing with various aspects of North African history, culture, and society. Students have also attended concerts, receptions, parties, weddings, and Sufi ceremonies. Mini-classes focusing on various aspects of the culture and society are taught in Arabic.

Eight college credits can be earned by successful completion of the program: six credits of MSA + 2 credits of Moroccan Colloquial Arabic or two credits of MSA extended. (the equivalent of two semesters, or 150 instruction hours). MSA extended consists of additional class time in MSA, concentrating on speaking skills.

Students planning to do research will find the American Legation Museum in Tangier a priceless resource. An extensive library is available to AIMS program students. The American director and the Moroccan staff are helpful and supportive.

Information about the program is posted on our website, AIMSNorthAfric.org

Dr. Keith Waters
C/o Kerry Adams
The University of Arizona
Center for Middle Eastern Studies
P.O. Box 210158-B
Tucson, Arizona 85721-0158-B
Tel: (520) 626-6498; Fax: (520) 621-9257
E-mail: maimscmes@u.arizona.edu
www.aimsnorthafrica.org

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

Abstract

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 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. The grant will allow CIEE to award partial funding towards program fees to approximately 28 participants in the second year of the project.

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.

CIEE's research has shown that living in China and Taiwan has been instrumental in creating a long-term professional commitment to the region. Therefore, this project provides financial support to those advanced language learners that need an overseas experience to develop their language skills where they may use them in a professional setting or graduate program following their undergraduate experience.

Mr. Daniel Olds
Program Director, Asia Programs
Council on International Educational Exchange
7 Custom House St., 3rd Floor
Portland, ME 04101
Tel: (207) 553-7624; Fax: (207) 553-0624
E-mail: Dolds@ciece.org
<http://www.ciece.org>

ADVANCED FILIPINO ABROAD (AFA) PROGRAM

Abstract

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 2007 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 five weeks with a Filipino-speaking family. Fourteen students, a project director, and three in-country educators will spend three weeks at the De La Salle University (DLSU) Dasmariñas 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 participants get six credits in Advanced Filipino from the University of Hawaii at the end of the program.

Dr. Teresita V. Ramos
University of Hawaii at Manoa
Hawaiian and Indo-Pacific Languages
Honolulu, HI 96822
Tel: (808) 956-8933; Fax: (808) 956-5978
Email: teresita@hawaii.edu

ADVANCED LANGUAGE PROGRAM IN INDIA

Abstract

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.

Dr. Philip Lutgendorf
C/o Elise Auerback
American Institute of Indian Studies
1130 East 59th Street
University of Chicago
Chicago, IL 60637
Tel: (773) 702-8638; Fax: (773) 702-6636
E-mail: maiis@uchicago.edu

ADVANCED INDONESIAN ABROAD PROGRAM IN INDONESIA

Abstract

The 2007 Advanced Indonesian Abroad Program was held from June 18 to August 18, 2007, in Indonesia. It was the thirty-first program organized by the Consortium for the Teaching of Indonesian and Malay (COTIM); it will be administered by Ohio University and conducted at Universitas Sam Ratulangi at Manado (UNSRAT) in the province of Northern Sulawesi in Indonesia.

The program provides 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 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 program provides participants a 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 are 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, an external evaluator will evaluate the program itself in order to ascertain how well it meets its stated objectives.

Dr. Marmo Soemarmo, COTIM President
Department of Linguistics, Gordy 375
Ohio University
Athens, Ohio 45701
Telephones:(740) 593-0252 or (740) 590-1401
Fax: (740) 593-2967
E-mail: soemarmo@ohio.edu

INTER-UNIVERSITY CENTER FOR JAPANESE LANGUAGE STUDIES -- INTENSIVE TRAINING IN ADVANCED SPOKEN AND WRITTEN JAPANESE

Abstract

The Inter-University Center for Japanese Language Studies provides a carefully selected group of college and university students with intensive training in speaking and reading Japanese at the intermediate and advanced level. During 2007-08, 47 students will be admitted in two programs: (1) a pre-academic program for students intending to pursue academic careers teaching Japanese language or area studies; and, (2) a pre-professional program for students who plan careers in law, journalism, public administration, business 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 age, race, creed, sex, disability, or institutional affiliation. Applicants are selected on the basis of their general promise, their record of academic achievement, and their proficiency in Japanese as measured by a standardized Japanese Proficiency Test.

The Center program lasts 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 through national searches in Japan. The Center program, reinforced by the experience of living in a Japanese environment, provides students with a level of competence in Japanese that the best American programs can provide only after several years of advanced training, if at all. The program is designed to bring each participant to a level of proficiency sufficient for academic or professional use. Training focuses on development of the ability to converse in Japanese on specialized subjects, to comprehend and deliver public presentations, and to read and write materials in Japanese in order to function professionally in academia, business, government, and other fields. 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. All students reach a proficiency level equivalent to 2 plus on the Foreign Service Institute (FSI) scale, and the best students reach a level equivalent to 4. The Center is operated under the governance of a consortium of 16 North American universities. An American staff at Stanford University and a Japanese staff at the Center in Yokohama provide day-to-day administration of the program.

The Center pre-academic program is funded in part by the U.S. Department of Education. In addition, the Center is funded at present by member university contributions, income from attendance fees, textbook sales, and grants and/or fellowships from the Japan-U.S. Friendship Commission, the Japan Foundation, the Blakemore Foundation, the College Women's Association of Japan, the Shoyu Club, Tokyo Club, the Bank of Tokyo-Mitsubishi UFJ Scholarship, the Itoh Foundation U.S.A., the Sato Foundation, the America-Japan Society, Inc., the Cressant Foundation, and the Hiroko Araki Fowler Scholarship. In addition, the Center receives material support from the City of Yokohama in the form of rent-free office and classroom space.

Dr. Steven D. Carter
Chair and Professor of Asian Languages
Executive Director, Inter-University Center for Japanese Language Studies
C/o Stacey Campbell
Encina Hall, Room E009
Stanford University, Stanford, CA 94305-6055
Tel: (650) 725-1490; Fax: (650) 723-9972
Email: mstacey.campbell@stanford.edu

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

Abstract

The Advanced Study of Khmer (ASK) Summer Abroad Program is an intensive six-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 US.

The ASK curriculum is intensive, and implements six instructional modules based on ACTFL proficiency guidelines. Instruction is given to small individualized groups taught by Khmer linguists from the Institute of Foreign Languages (IFL) at RUPP. ASK is a structure academic program consisting of four hours of formal classroom instruction each morning, followed by (a three hours) pre-arranged afternoon site visit and related task-based learning opportunities to observe, analyze, interact, and experience issues introduced in the morning sessions, as well as to practice their language skills. These activities include meetings with governmental offices, local non-governmental organizations, businesses, and encourage student interaction with all segments of Cambodian society. In addition, the curriculum includes day-long weekend field trips to outlying areas of Phnom Penh. In language study, immersion is fluency's best guarantee.

Dr. Chhany Sak-Humphry
University of Hawaii
Hawaiian of Indo-Pacific Languages
Honolulu, HI 96822
Tel: (808) 956-5978; Fax: (808) 956-5978
E-mail: msak@hawaii.edu

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

Abstract

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 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 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 yearlong program of study and practical training tailored to their professional interests and academic specialization.

Dr. Daniel E. Davidson
President, American Councils:
ACTR/ACCELS (Washington, D. C.)
1776 Massachusetts Ave., NW Suite 700
Washington, DC 20036
Tel.: (202) 833-7522; Fax: (202) 833-7523
E-mail: Davidson@americancouncils.org

RUSSIAN HERITAGE SPEAKER SEMINAR IN MOSCOW

Abstract

The Center for Russian and East European Studies and the Department of Slavic Languages and Literatures at the University of Pittsburgh has implemented an Advanced Overseas Intensive Language Training Project to create a “Russian Heritage Speaker Seminar” to be taught in Moscow, Russia during the summers of 2005-07. This seminar was located within the administrative framework of the University’s annual Slavic and East European Summer Language Institute (SLI). Seminar participants were nationally recruited and will consist of Russian heritage speakers on the junior or senior undergraduate level or the graduate level, who are interested either in K-12 or college teaching careers in foreign language or area studies, or in applying their international knowledge to other fields such as government, the professions or international development. In addition, the SLI recruits into this seminar at least one current or prospective middle or high school teacher of Russian (who may or may not be a heritage speaker) each year.

All participants receive intensive advanced Russian language training for five weeks at the University of Pittsburgh in June – July, immediately followed by five weeks at Russia’s most prestigious educational institution, Moscow State University, in July – August. In each location, the seminar provides both regular language instruction and individualized tutoring and mentoring to address heritage speakers’ specific needs across the wide range of differences in literacy and fluency encountered among such speakers. The participating middle and high school language teacher(s) receive the benefit of observing firsthand and receiving instruction through example in the special needs of heritage speakers. The Moscow portion of the seminar utilizes local instructional personnel, customized cultural excursions, and other in-country resources to maximize the expansion of the participants’ linguistic and cultural knowledge.

Dr. Robert Hayden Director, Center for Russian and East European Studies University of Pittsburgh 4400 Posvar Hall Pittsburgh, PA 15260 Tel.: (412) 648-7407 Fax: (412) 648-7002 E-mail: rhayden@ucis.pitt.edu	Dr. Oscar Swan Professor of Slavic Languages and Literatures University of Pittsburgh 1417 Cathedral of Learning Pittsburgh, PA 15260 Tel.: (412) 624-5906 Fax: (412) 624-9714 E-mail: swan@pitt.edu
--	--

INTENSIVE ADVANCED SWAHILI COURSE IN TANZANIA: SUMMER 2007

Abstract

The University of Georgia's African Studies Institute will direct an eight-week Advanced Intensive Swahili course in Tanzania (as part of a Fulbright-Hays Group Project Abroad [GPA]) in the summer of 2007. The main goal of the course will be to reinforce and enrich participants' knowledge of Swahili language and culture. Applications will be accepted nationwide from juniors, seniors, and graduate students in United States universities. Requirements include at least four semesters of Swahili or the equivalent and an interest in African (East Africa) area studies. Students enrolled in their final semester or quarters of their second year of study of the language will also be considered.

The three-year program offers the University of Georgia the opportunity to collaborate with Michigan State University and to consult with the Association of African Studies Program (AASP), the African Language Teachers Association (ALTA), and past directors of the Swahili GPA. The program will be held in affiliation with the Department of Kiswahili at the Center for Development (MS-TCDC – the training location for GPA 2004) in collaboration with Tumaini University at Makumira College Campus (Arusha) and the Swahili Department at the University of Dar Es Salaam. Participants will receive adequate pre-departure and in-country orientations, a combination of virtual and face-to-face information dissemination and discussions. The most comprehensive orientation will be in country and will include one week of academic and cultural orientation that involves hands-on experiences at the MS-TCDC in Arusha, Tanzania. This will be immediately followed by seven weeks of advanced, intensive language training at the same Center. The training will also include cultural and educational site visits, host family stay, and a community-based project written in the target language (Kiswahili). Participants will be evaluated throughout the program and course transcripts will be mailed to their home institutions upon their completion of the course requirements and return to the United States.

Dr. Lioba Moshi
University Professor and Director, African Studies Institute
321 Holmes/Hunter Academic Building
University of Georgia
Athens, GA 30605
Tel: (706) 542 5314; Fax: (706) 583-0482
E-mail: mafrica@uga.edu or mMoshi@uga.edu

ADVANCED STUDY OF THAI (AST) (2007)

Abstract

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 U.S. 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 ten students in an immersion setting. The curriculum is task-based and emphasizes communicative skills in listening, speaking, reading, and writing. Classes are small, averaging four 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 CMU, 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, which enrolled its first group of students in 1986, is coordinated by the University of Washington Southeast Asia Center.

Dr. Thomas W. Gething
Affiliate Professor, Asian Languages & Literature
Acting Director, Southeast Asia Center
University of Washington
Seattle, Washington 98195-3650
Tel: (206) 543-9606; Fax: (206) 685-0668
E-mail: mgetting@u.washington.edu
<http://depts.washington.edu/~seac/ast/>

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

Abstract

Under this project, 17 students were 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. Grant 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.

Dr. Erika H. Gilson, Project Director
Department of Near Eastern Studies
Princeton University
110 Jones Hall
Princeton, NJ 08544-1008
Tel: (609) 258-1435; Fax: (609) 258-1242
E-mail: ehgilson@princeton.edu

VIETNAMESE ADVANCED SUMMER INSTITUTE (VASI)

Abstract

The Vietnamese Advanced Summer Institute (VASI) is a two-month summer program held in Hanoi and in Ho Chi Minh City. It is designed to teach intensive advanced courses in Vietnamese language and culture. VASI has operated successfully since 1996 under the oversight of the GUAVA Consortium (Group of Universities for the Advancement of Vietnamese Abroad), which includes Vietnamese teachers from several major U.S. universities. To date, 120 students from more than 30 institutions have participated in VASI.

VASI is organized in cooperation with the Vietnamese Language Center, under the auspices of the Hanoi University of Foreign Studies, and the Saigon Vietnamese Language School for Foreigners, under the aegis of the Viet Nam National Ministry of Education and Training. Both centers are known for their experience in teaching Vietnamese to foreigners and have had excellent evaluations from former VASI participants.

VASI admits twelve applicants after a rigorous screening process to ensure the participation of students of the highest potential in their respective fields of study. 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 the Vietnamese society.

Dr. Kim O. Nguyen
Southeast Asian Studies-- Box 353650
University of Washington
Seattle, WA 98195-3560
Tel: (206) 543-9606; Fax: (206) 685-0668
E-mail: oriele@u.washington.edu

INTENSIVE ADVANCED YORUBA COURSE IN NIGERIA

Abstract

The Center for African Studies, University of Florida, Gainesville is initiating an eight-week Intensive Advanced Yoruba Summer Course in Nigeria as part of Fulbright-Hays Group Project Abroad from 2005 to 2008. The objective of the 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 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 twelve participants will be selected for the program every summer.

The Institute of Cultural Studies hosts the Program in Nigeria, 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 advanced level as recommended by 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 Department of Education and the AASP/ALTA (GPA) Oversight Committee.

Dr. Akíntúndé Akínyemí
Assistant Professor of Yoruba Language & Literature
Dept. of African and Asian Languages & Literatures
University of Florida
Gainesville, FL. 32611-5565
E-mail: akinyemi@aall.ufl.edu
Tel.: (352) 392 7082; Fax: (352) 392 1443

THE BERKELEY URDU LANGUAGE FELLOWSHIP PROGRAM

Abstract

This program is designed to provide intensive instruction in Urdu, the official language of Pakistan, a national language of India, and one of the most important languages of South Asia. The demonstrated strategic importance of Pakistan and India, and of the study of Islam and Muslim life in South Asia, further increase the need for more American students, scholars, and teachers to gain high levels of proficiency in the Urdu language.

In 2004 the Berkeley Urdu program celebrated its thirtieth year of providing advanced instruction of Urdu for up to twelve American faculty members or students per year, most associated with programs of South Asian studies in American universities. The Berkeley Urdu Program, until Annual Year 2004-2005, had always taken place in Lahore, Pakistan. With the U.S. Department of State-imposed Travel Warning following the global impact of the tragic events of 9/11/01 in the United States, the Program has not been able to send students to Pakistan for several years. This year, for the third year in a row, the Berkeley Urdu Program will send students to Lucknow, India, to attend the AIIS Urdu program there. For the proposed project, then, we request funds to send students annually to India for as long as the Travel Warning remains in place, following which, the program will resume in Lahore, Pakistan.

In this upcoming cycle, 2005-2008, as in previous granting cycles, there will be thirty weeks of instruction, divided into two semesters, including periods of evaluation and testing, between September and May each year. Language instruction will be intensive: twenty hours of classroom or tutorial instruction plus a minimum of fifteen hours of outside preparation each week. The lead Urdu instructor implements and adapts the curriculum and syllabus developed through 30 years of experience by the Urdu language committee, which consists of prominent American scholars and teachers of Urdu and South Asian studies, most of them Berkeley Urdu Language Program alumni. Proficiency testing will be conducted before, during and at the conclusion of the program, using proficiency testing techniques and standards developed for Urdu in line with the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

Selection criteria include a good knowledge of Urdu grammar, script, and vocabulary. Instruction will emphasize the development of spoken language skills, while striving to improve the students' ability to read and write Urdu with confidence. Formal instruction in Urdu will be supplemented by lectures and field trips, as well as opportunities to meet native speakers from all walks of life and to observe and participate in the family life of the host country and the multifaceted cultural activities of Lucknow or Lahore. Building on classroom language instruction, all such opportunities and activities enliven and deepen the students' experience of the host country, be it in India or Pakistan, and provide unparalleled scope for using and expanding their ability to communicate through Urdu.

Dr. Sanchita Saxena
Center for South Asia Studies
10 Stephens Hall
University of California
Berkeley, CA 94720-2310
Tel: (510) 642-3608; Fax: (510) 643-5793
E-mail: sanchitas@berkeley.edu

INTENSIVE ADVANCED PROGRAM FOR ZULU IN SOUTH AFRICA

Abstract

The University of Pennsylvania African Studies Center is directing an Advanced Intensive Group Project Abroad for Zulu in KwaZulu-Natal, South Africa this summer of 2007. The purpose of the project is to expand and enrich the participants' knowledge of the Zulu language and culture to prepare them for careers in area studies disciplines 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 undergraduate and graduate students this year: the program funds sixteen American participants and two non-Americans ineligible for program funding 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. The project is held in affiliation with the School of Language, Culture and Communication (SLCC) at the University of KwaZulu-Natal (UKZN), Pietermaritzburg. The Project Director, members of faculty of the Discipline of IsiZulu and 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 by Professors from the University of KwaZulu-Natal, as well as field trips and home stays in urban and rural areas to provide 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, and the evaluation will be forwarded to the Zulu GPA Committee, and the AASP/ALTA GPA Oversight Committee.

Dr. Audrey N. Mbeje
Director, Program in African Languages
African Studies Center
647 Williams Hall
255 South 36th Street
Philadelphia, PA 19104-6305
Tel.: (215) 898-4299; Fax: (215) 573-7379
Email: mbeje@sas.upenn.edu
<http://www.africa.upenn.edu>