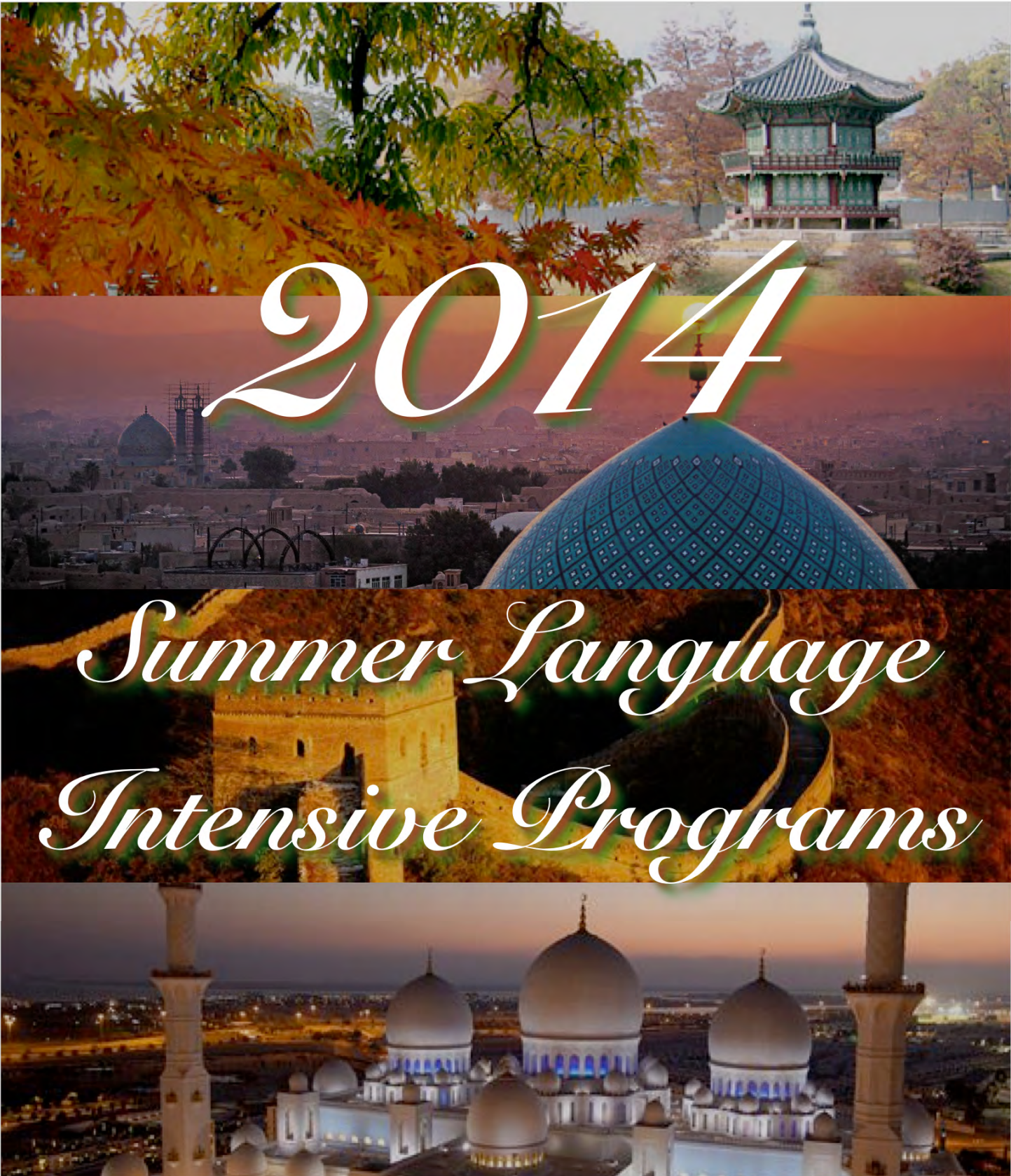




2014

*Summer Language
Intensive Programs*

ABROAD PROGRAMS: ARABIC & KOREAN

DOMESTIC PROGRAMS: ARABIC, CHINESE, KOREAN & PERSIAN


CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

2014 Summer Language Intensive Programs Yearbook



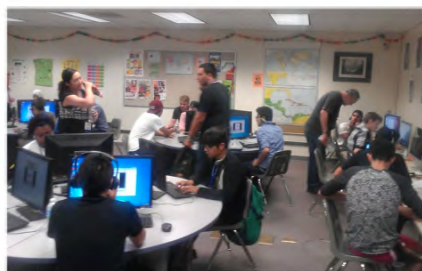
Arabic Summer Language Intensive Program



Overview

The 2014 CSUSB Summer Language Intensive Program marks its eighth year in operation and continues to be one of the most engaging, diverse, comprehensive and affordable Arabic Language Summer programs in the United States. It is a robust program that integrates Modern Standard Arabic (MSA) with colloquial Arabic, developing all students' language skills with special emphasis on communication.

Both components of the Arabic program -- the residential-immersion in the United States and the study abroad in Jordan -- are carefully planned to engage students and provide them with a stimulating learning environment. In addition to



building language proficiency, participants gain a thorough understanding of Arabic culture: they are exposed to authentic material from the Arab world and they connect with members of the Arab community as well as with institutions conducting business in Arabic-speaking regions.

Academic Aspects

During the on-campus Summer Program, the Arabic language is taught in context by exposing participants to real-life situations and building their confidence in expressing themselves in Arabic. In addition, students gradually gain understanding and appreciation for the historical, cultural and socio-political aspects of the Arab world.

In the residential program in San Bernardino, students usually earn around 18 units, though some may take additional elective classes. Classroom and lab work are supplemented with daily



extracurricular activities. These include sports, games, calligraphy, music, liturgical recitations, movies, discussion, cooking, folkloric dance, ceramics and interaction with guest speakers. All activities, including field trips, are conducted from early morning to late evening. These programs are extremely demanding and stimulating and it is not uncommon to find students working on their projects, practicing their language skills, and preparing a late-night snack at 2 or 3 a.m.

Students who study abroad with CSUSB's partner, Qasid Institute in Amman, Jordan, during summer 2014, earn 14-18 quarter units in the Arabic language. Some students enhance this special international experience by undertaking an internship and helping out in a community service project. All of our students abroad connect with

the local people and experience the culture of the Middle East firsthand.

Upon completion of both the residential and study abroad programs, students of Arabic language usually earn a minor or certificate in Arabic Language. Those who take a few more content-based courses can also opt to receive the Bachelor of Arts in Arabic Language and Culture, the first and only such degree in the 23-campus CSU system. With careful



planning, students can also earn a minor or certificate in Islamic and Middle Eastern Studies and complete several requirements for a degree in business administration (international track) and social science (Middle East track).

The Arabic program has also started a pilot partnership with San Bernardino High School allowing high school students to complete the content requirements for a B.A. degree in Arabic by the time they graduate. With the content area earned, these students would only need to take their general education classes at any community college or at CSUSB to receive a B.A. degree in Arabic, or they can choose to double major, making them true global citizens and far more competitive for their educational and professional careers.



Arabic Program: Beginning



Benjamin
Billings



Martina
Chase-Rios



Margaux
Fitoussi



Allan
Gluck



Xochilth
Hernandez



Janelle
Hrycyk



Anya
Kuzieva



Amadeus
Luisjuan



Ali
Mir



Bethany
Patton



Ashley
Roth



Jacob
Serrano



Michael
Strawser



Arabic Program: Beginning



Diana
Arias



Karla
Carcamo



Mahsood
Ebrahim



Sandy
Huerta Cruz



GengXin
Liu



Jonni
Mills



Yesenia
Mondragon



Viridiana
Murillo



Jack
Oliver



Alec
Payne



Mason
Portales



Alondra
Reyes Rodriguez



Alexandra
Robledo



Maricza
Salgado



Amir
Shahatit



Maritza
Sosa



Gilda
Sotelo



Arabic Program: Intermediate



Amanda
Abdraboh



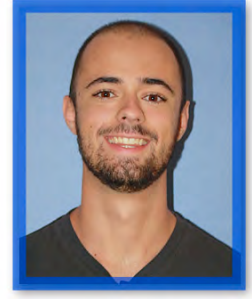
Ahmed
Alami



Mohanad
Alami



Lateefa
Awad



Kevin
Cleppe



Mohamad
Ghossein



Beau
Hall



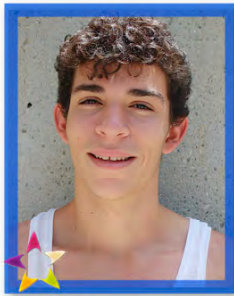
Janette
Jiries



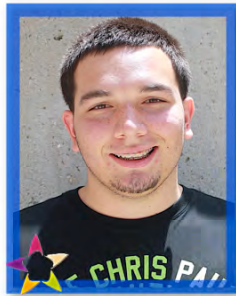
Hillary
Jones



Alexander
Martonik



Ryan
Massoud



Kathem
Muhammad

Not Pictured:

Hamad Jabarah 

Rawan Jabarah 



Arabic Program: Intermediate



Emanuel
Negrete



Carissa
O'Brien



Mahmoud
Oraiqat



Fabiola
Piceno



Bethany
Ramos



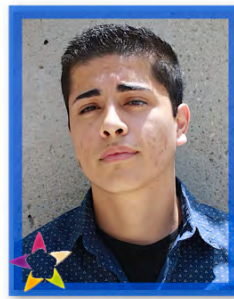
Jose
Rangel



Joshua
Segura



Rami
Shahatit



James
Sigler



Luis
Solis



Bradley
Stolk



Razan
Tabel



Elizabeth
Valenica



Armando
Villanueva



Aaron
Withers



Arabic Program: Advanced



Rafika
Alami



Keely
Brashears



Adam
Ghossein



Tarik
Gibani



Briana
Gomez



Kevin
Hack



Erika
Newell



Alejandra
Padin-Dujon



Sheren
Shihadeh



Suzanna
Zambrano

Scholarship Recipients



-ROTC, Project GO



-StarTalk



-Qatar



Arabic Program Mentors & Volunteers



Mohamad Alamad



Arwa Al Halabi



Mohammad Al-Hijawi



Sultan AlHomaidhi



Aya Alwahib



Daniel Brandenberger



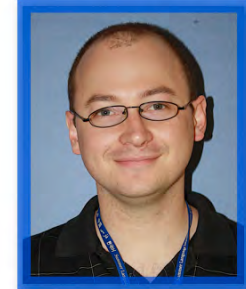
Diana Iwais



Garrett Beach



Andrew Brake



David Briggs



Josue Chahin



Rebecca Cuevas



Nada Kaoud



Wijdan Kaoud



Marina Khalil



Tricia Mimaki



Adeel Mohammadi



Clare O'Brien



Jessica Page



Lana Ramadan



Gregory Richardson



Stephanie Sigler



Alex Yousif

Not pictured: Noura Alamri
Beatrice Longshore-Cook

Program Instructors & Staff



Dr. Dany Doueiri
Arabic Director



Dr. Gaby Semaan
Arabic Co-Director



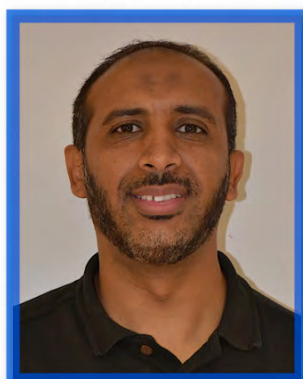
Dr. Massoud Ali
Arabic Instructor



Mahbuba Hammad
Arabic Instructor



Ayman Ramadan
Arabic Instructor



Dr. Khaled Bahjri
Taiweed Instructor



Dr. Imad Bayoun
Calligraphy Instructor



Nabilla Metualli
Theater Dance



Alison Petty
Ceramics Instructor



Parri Semaan
Catering Coordinator



Dr. Rafael Correa
Department Chair



Dr. Ruth Burke
SLIP Director



Georgia Pallas
SLIP ASC



Monica Mills
SLIP Assistant



Tania Quesada
WLL Secretary



Lily Gutierrez
WLL Assistant



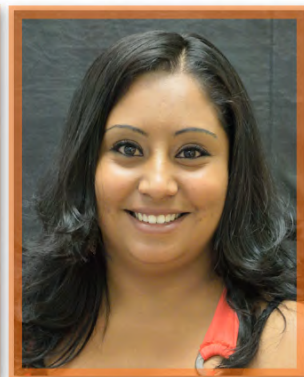
Alysha Timmons
MMLC Director



Fernando Nahon
MMLC Assistant



Itzel Viramontes
MMLC Assistant



Teresa Zabalsa
MMLC Assistant

Chinese Summer Language Intensive Program



Overview

In summer 2012, the Chinese program joined the Arabic Summer Language Intensive Program and Persian Summer Language Intensive Program at California State University, San Bernardino with two levels of classes (beginning and intermediate) partially funded through the U.S. Department of Defense Project GO (Global Officer Program) and supported by the Department of World Languages and Literatures

The 2014 Chinese Summer Language Intensive program has been a comprehensive program focusing on development of oral and written proficiency in Chinese while emphasizing the richness of the current issues related to China. Students achieve these goals through direct instruction, communicative activities, cultural activities (e.g. Chinese films, calligraphy, music, sports, ceramics), contact with local target-speaking communities, and field trips (Pacific Asia Museum, Xi Lai Temple, and Nixon Presidential Museum and Library).



Academic Aspects

The SLIP on-campus Chinese program combines direct and indirect instructional activities in an immersion environment. Instructional design uses a textbook as a foundation, but focuses on common themes that unite all levels of instruction. For summer 2014, the theme has been Discover China. Students participating in this year's residential program at Cal State San Bernardino earned academic credits in Chinese program and Chinese related studies. Students focused on pronunciation, speaking, reading, writing and Chinese culture



through various communicative task-based activities. They also compiled written and audio headlines extracted from Chinese websites.

Through access to Chinese language news sites, all learners explored the daily headlines. Differentiated culture activities asked students to work at comprehending key words and ideas that helped them follow stories of interest to them. This activity was reinforced through China in the Media to explain in greater detail (in English and Chinese) the nuances of the political and social situation both within China and between China and the other nations. Students also explored how Chinese culture is both maintained and evolving in other Chinese communities throughout the world.

Instructors

Dr. Jack (Jinghui) Liu is associate professor and coordinator of Chinese at California State University, Fullerton. Dr. Liu earned his Ph.D. in Foreign Language Education at Purdue University. He coordinated and taught the Summer Study Abroad Program of the Strategic Language Initiative (SLI) in Long Beach, Beijing, Shanghai and Qingdao (2006-2011). The 2014 SLIP was enriched by the leadership of Dr. Liu in collaboration with calligraphy professor, Corina Shih. In addition, native-speaking peer tutors helped to encourage adherence to the language pledge during co-curricular activities, as well as in the course of daily life in the residence halls.

Teaching Assistant

Ms. Tanya Honey just finished her bachelor's degree in linguistics from UC Davis. Tanya is a fluent foreign language speaker competent in Mandarin, Spanish, French, Italian and Portuguese.

Academic achievements and positive feedback from students are good signs that the program has been successful. We hope that with the promised CSUSB support, students can achieve advanced-level proficiency in the language during the upcoming period of 2015. The Chinese Summer Language Intensive Program looks forward to further expanding academic activities abroad in Mainland China or Taiwan.



Chinese Program



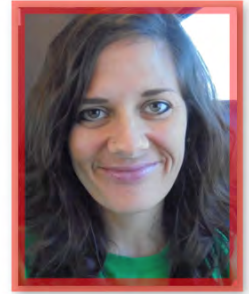
Timothy
Gavin



Baek
Kang



Hieu
Le



Tracy
Pittsley



Joel
Powell



Jacob
Rafal



Matthew
Tse



Dr. Jinghui Liu
Chinese Director



Corrina Shih
Calligraphy Instructor



Tanya Honey
Chinese Tutor



Korean Summer Language Intensive Program



Overview

2014 marked the second year that Korean was offered as one of the Summer Language Intensive Programs at CSUSB. In tandem with Arabic, Persian and Chinese, we hope to continue building a cooperative language learning community that can contribute to the national discipline of language education as a whole.

Los Angeles offers one of the best environments for Korean language learning in the USA, since the largest Korean community in the nation is located in the heart of the City of Angels. With its proximity to this immersion setting in an authentic language and cultural community, the SLIP Korean program at CSUSB offers a location where participating students can take advantage of a unique opportunity.



Academic Aspects

In 2014, the SLIP Korean Program ran from June 18 to August 7. During its seven-week duration, instruction enhanced the participants' proficiency in three core areas: language, culture, and society.

The Language: The SLIP Korean Program strives to advance the participating students' language proficiency one level higher on the ACTFL scale in all of the four language skills. For example, students who joined the program at Intermediate High proficiency are expected to reach Advanced Low by the end of the program. The students reach this goal by acquiring the language through communication-oriented, task-driven, and product-centered instruction, curriculum, and activities in a semi-immersion environment. In addition, tutors interact with and assist them and they engage with native speakers in field trip settings.



Overall, the program requires the students to attend 240 hours of diverse classes and activities throughout the program, which is equivalent to two years' worth of language instruction in normal university language programs in the U.S.A. Two evaluative instruments measure the students' final progress: the ACTFL Oral Proficiency Interview and the mock Test of Proficiency in Korean, which is the only standardized Korean test acknowledged by the Korean government and academic and non-academic institutions in Korea.

The Culture: The SLIP Korean Program students participate in diverse lectures and activities that are designed to facilitate their understanding and knowledge of Korean culture. The students are encouraged to develop a life-long love for the beauty and depth of the culture through the hands-on experience of making ceramic artifacts, appreciating and reciting Korean poems, viewing and analyzing films, and learning national songs and dances. In

addition, the students visited the Los Angeles County Museum of Art, where they observed 5,000 years of Korean history and its artistic products, traditional and modern. The students even learned how to make Korean dishes through cooking workshops and visiting and dining at Korean restaurants. Finally, the students attended a Korean Culture Night event, organized and hosted by the Korean Culture Center, which featured traditional and pop singers and dancers, traditional and fusion cuisines, and sports figures.



Korean Society: Realizing that any language learning should be accompanied by learning about the most critical and current issues that target language speakers are facing, the Korean SLIP Program requires the students to investigate the economic and financial roles that Korea plays internationally today. They also look at changes in societal practices and values, and political conflicts and cooperation intra- and inter-nationally. Students are given research topics that feature the most prominent issues being discussed in today's Korea. Armed with their findings and new insights, they get together with their peers in discussions guided and moderated by the instructors. In this way, students develop completely new perspectives and an understanding of Korea in terms of its particularity and universality.



Korean Program



Zachary
Balitaan



Pleres
Choi



Edward
Hong



Samuel
Joo



Amanda
Lundstedt



Vanessa
Moore



Ryan
Murphy



Mikayla
Page



Hector
Perez



Nikkita
Rivera



Rebekah
Yang



Dr. Namhee Lee
Korean Director



Luna Lee
Korean Instructor



Moses You
Korean Tutor



Persian Summer Language Intensive Program



Overview

In 2006, with the cooperation of the Strategic Language Initiative (SLI), Cal State Fullerton started a comprehensive Persian Program focused on Persian language, Persian culture and history, as well as current issues in the Middle East. Cohort 1 spent a summer studying abroad in Armenia in 2008.

Cohorts 2, 3 and 4 summer programs were successfully offered at CSUF in 2009, 2010 and 2011 respectively. These students spent their summer studies abroad in Tajikistan. Due to budget cuts, CSUF subsequently cancelled all its Persian classes and no SLI Persian Program followed.

In summer 2011, the Persian Program's Cohort 5 joined the Arabic program at CSUSB with 20 beginning and intermediate students. The program was primarily funded through SLI, the university provost, the dean of the College of Arts and Letters, and the Department of World Languages and Literatures. With the abundance of wholehearted support, the Persian Program offered the most successful iteration to date (based on student achievement). The following year, the program received Startalk funding to provide scholarships to students in Persian.

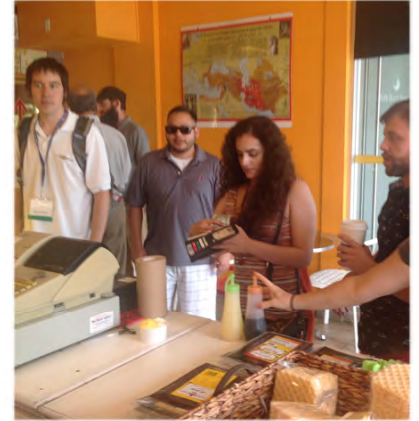


Academic Aspects

In summer 2014, the personnel included Professor Ali Miremadi (Persian Program director), dance instructor Golsanam Fazel and tutor Sima Alizy. At each level, students not only learned Persian language, but also obtained extensive knowledge of current issues as they discussed in class and searched Persian websites on a daily basis. Authentic materials were prepared to assist students in reaching higher levels of proficiency. Excellent documentaries and in-depth Iranian movies also enriched the program with extensive information on Persian food, rituals and other cultural traditions.



Students who participated in this year's residential program at Cal State San Bernardino earned 12-quarter units in Persian language and Persian related studies. They attended regular language classes in addition to studying content-based topics. They also practiced with materials developed by Cambridge University. Homework assignments, some of which were demonstrated in a poster session during the closing banquet, are good indicators of how successful the program was and the degree to which students were able to improve their knowledge of Persian language and culture.



As one of their field trips, Persian students participated in "Tirgan Festival," a Zoroastrian celebration, on June 29, 2014. Here, they became familiar with Iranian pre-Islamic religion and its traditions. A prominent Iranian scholar briefed students about the tenets of Zoroastrian religion. On another occasion, they visited Westwood in the L.A. area. In the colorful Persian bookstores, they had a chance to browse and to purchase storybooks that caught their fancy. They also visited a Persian rug gallery and gained a deeper understanding of the symbols and meanings woven into these artifacts. By providing these varied activities, the SLIP administration is making every effort to nurture the students' linguistic and cultural proficiency. The administration also continues to seek additional funds for the program. We hope that with this support we will have the ability to successfully accommodate a larger group of students in the future.



Persian Program



Timothy
Avila



Christa
Bowers



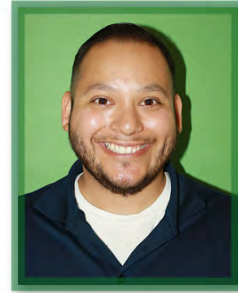
Jared
Dmello



Justin
Ivey



Izchel
Pulido



Martin
Zapien



Dr. Ali Miremadi
Persian Director



Sima Alizy
Persian Tutor



Golsanam Fazel
Dance Instructor



Program Field Trips



Friday, June 27, 2014 (Arabic & Persian Field Trip)

Our first field trip was a visit to Orange County's Little Arabia, also known as Little Gaza. That morning started with a freshly baked cheese and zaatar (thyme) manqouche breakfast that we ate on the bus as we practiced and sang authentic songs. Then, we went to our all-time favorite Jarir Bookstore where faculty, tutors and students spent nearly two hours loading up on books, flashcards, posters and language learning aids. We then headed to Al-Anwar Islamic Fashion where we tried outfits from multiple cultures from around the Middle East. Afterwards, we visited the Islamic Institute of Orange County (aka Masjid Omar Al-Farouq) where we observed the weekly Friday congregational service, met with members of the community, and ate falafel sandwiches while learning about Islam, which is the dominant, though not the only religion, in the Middle East. Our day couldn't end without going to Super King Market, a renowned grocery store for the Middle East community in Southern California. Then we ate dinner at the Castle restaurant, sampling fine cuisine from the Levant region.

Friday, June 27, 2014 (Chinese Field Trip)

The Chinese program took its first field trip to the Pacific Asia Museum in Pasadena. The museum is one of only four U.S. institutions dedicated to the arts and culture of Asia and the Pacific Islands, serving the city of Los Angeles and the Greater Southern California region. The museum has a variety of exhibitions, including the first North American exhibitions of contemporary Chinese art after the Revolution and the first exhibition of Aboriginal art in the United States. Our trip aimed to further involve the students with intercultural understanding through the arts of Asia and the Pacific Islands. Students were exposed to the elite arts presenting Chinese culture and history in both classic and contemporary styles. One of the most groundbreaking exhibitions gave us a chance to experience a remarkable historical event in China—the establishment of the Silk Road, which led the students to the knowledge of culture and trade exchange between China and other countries in history. It was an engaging activity for all of us to immerse ourselves in a cultural dialogue about art, history and culture.

Friday, June 27, 2014 (Korean Field Trip)

For its first excursion, the Korean program headed to Los Angeles, the Korean Cultural Center and the Korean Tourism Organization. The Korean Cultural Center serves as a hub in California to showcase Korean culture to the American people who seek to understand the esoteric beauty and rich

culture of Korea and its 5,000 years of history. The center features a museum, art gallery, library and auditorium, and hosts diverse cultural activities for exotic traditional culture and vibrant modern culture. The center hosts exhibitions, cultural classes, film screenings, language courses and social events. The current director welcomed us, gave us a guided tour and presentation and generously presented the students with souvenirs. After imbibing the beauty of Korean culture and the hospitality of its people, we headed to O-Dae-San Korean barbecue restaurant. The students experienced Korean cuisine and culinary traditions by preparing some meat dishes themselves. The day finished with the students visiting Galleria Market where they observed and shopped Korean food products and practiced their language by interacting with the workers and customers.

Sunday, June 29, 2014 (Persian Field Trip)

Every year in June/July, when the heat scorches, Zoroastrians celebrate the "Tirgan Festival" in a park. This year, the venue was Mile Square Regional Park in Fountain Valley, Orange County. It is the custom that after the religious ceremonies are performed by Zoroastrian priests, people soak one another with water as it has been the tradition for many millennia. The Persian Program went to Mile Square Regional Park to experience this yearly tradition.

Friday, July 11, 2014 (Chinese Field Trip)

Xi Lai Temple is the one of the largest Buddhist temples in America and serves as a spiritual and cultural center for Chinese culture. Xi Lai Temple was built to fulfill the goal of "Humanistic Buddhism" in the United States. Guided by a temple officer, we learned about the history of Xi Lai Temple and the religious doctrine of Buddha. We concluded our trip by practicing meditation inside the temple to experience the essence of "silence" and "purity" in Buddhism. It was a wonderful opportunity to learn about Chinese culture through the dominant cultural and religious belief in the country.

Friday, July 11, 2014 (Korean Field Trip)

The second Korean field trip led the students to the Korean Bell of Friendship and Bell Pavilion, located on the knoll overlooking Long Beach Harbor, one of the busiest sea ports of the Pacific Ocean, from which U.S. soldiers sailed to Korea a half century ago to fight for freedom. The people of Korea donated the bell and pavilion to the people of Los Angeles in 1976 to celebrate the bicentennial of US

Program Field Trips

independence, to honor veterans of the Korean War, and to further enhance friendship between the two countries. The bell, weighing in at 17 tons, a height of 12 feet and a diameter of 7-1/2 feet, was made in Korea and shipped to the current location. 30 craftsmen flew in from Korea to construct the pavilion and other symbolic structures, signifying ever-lasting friendship between the two countries. SLIP students examined the structures and had discussions about the history and current bilateral relationship of the two countries based on their research performed in preparation of the visit.

The day's trip continued to Han-Sang Restaurant, which specializes in traditional Korean formal dining. The students experienced the exquisite taste, flavor and beauty of Korean dining culture with more than 20 kinds of dishes, full of different types of meat, vegetables and grains, accompanied by exotic sauces. Finally, the trip was capped by a visit to Korean No-Rae-Bang, where people sing Korean songs and are immersed in Korean pop culture. All of our students sang along with the Korean songs, and improved their language skills and cultural knowledge while bonding as friends and colleagues.

Saturday, July 12, 2014 (Arabic Field Trip)

For our second field trip, we chose to visit Cal Poly Pomona's Arabian Horse Equestrian Center, where W. K. Kellogg (the same man who created Corn Flakes), had donated 625 acres to the State of California to build a university on the condition of maintaining purebred Arabian Horses for 99 years. That was a sign of his respect and passion for these wonderful horses. During the visit, we fed the horses, learned about their unique characteristics, ate at Cal Poly's Commons, went on a hike, visited the Japanese and rose gardens, purchased locally grown food from the farm store and headed to our famous Libyan-owned Aljibani Halal Meat Grocery in Diamond Bar, one of the most established stores serving the community in the Southland.

Monday, July 14, 2014 (Persian Field Trip)

For our second field trip, students visited the Persian bookstores in Westwood, Los Angeles for a chance to purchase Persian textbooks. Students also visited a calligraphy store and a store selling Persian rugs. The students also visited an Iranian shopping center and became familiar with typical Iranian foods and spices.

Friday, July 25, 2014 (Chinese Field Trip)

When President Richard Nixon entered office in the late 1960s, the United States had not had any formal diplomatic relations with the People's Republic China since 1949 when the Communist Party, led by Mao Zedong, won China's long

civil war. His decision to reestablish diplomatic relations stunned the world and became one of the defining moments of his presidency. In 1972, President and Mrs. Nixon traveled to China for a weeklong visit: "The week that changed the world, February 21-28, 1972."

President and Mrs. Nixon's whirlwind tour of the People's Republic of China in 1972 was filled with a mix of ceremony, sightseeing, and some serious political discussions. President Nixon and Chairman Mao issued the Shanghai Communiqué on the last day of President Nixon's weeklong visit to the People's Republic of China.

Our trip included information about these historic events and ended with a short presentation by Dr. Jack Liu. It was an enjoyable experience to spend half a day in such a historical place getting close to original materials.

Friday, July 25, 2014 (Korean Field Trip)

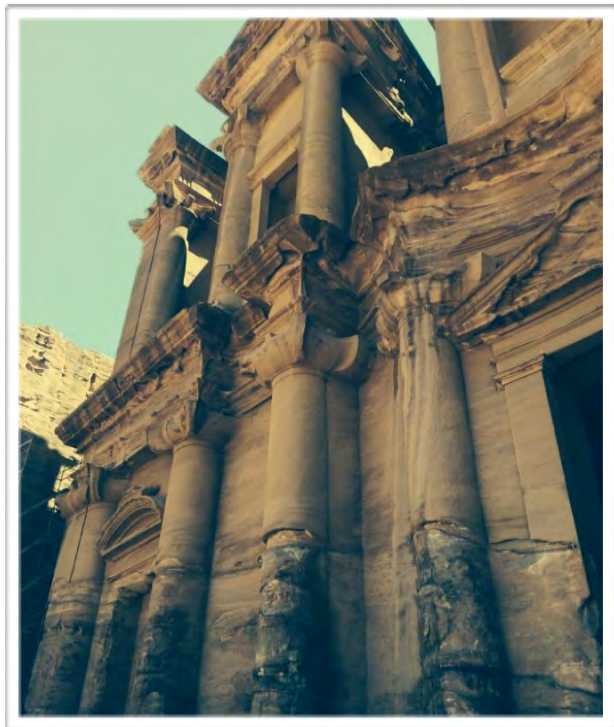
The third and last field trip of the Korean program led the students to Central Park in Glendale, where a "comfort women" statue was erected in 2013. This statue memorializes the 200,000 girls who were forced to be sex slaves by the Japanese Imperial Army during World War II. The dedication of the statue was an effort on the part of the Korean people to raise awareness of the human rights issue to all people who visit the park. Our students discussed history of Korea and the atrocities that the "sex slaves" suffered from the inhumane policies and practices of the imperialists, and enhanced their awareness of human rights. After paying homage to the victims, the students headed to Los Angeles County Museum of Art. This museum presents the largest collection of Korean arts, traditional and modern, among American museums. Its exhibits comprise masterpieces borrowed from the National Museum of Korea. These include paintings, ceramics, and sculptures from ancient dynasties of Korea, and contemporary pieces from 12 of the most prominent modern artists of Korea. The students learned about the both the distinctiveness and the universality of Korean culture which has blossomed with its originality through five thousand years of history, and had an opportunity to appreciate its beauty and depth.

Thursday, July 31, 2014 (Arabic & Persian Field Trip)

For our last trip, we thought it was time to get a taste of the beach after working hard for 7 weeks, enduring a heat wave on our campus, and for some students, fasting the entire month of Ramadan. We thus went to the breezy Laguna Beach, walked and played on the sandy beaches, swam in the cold ocean, barbecued, visited the Al-Khayat furniture store, which carries Middle East items that date back hundreds of years, practiced our songs and folkloric dance for the banquet, ate dinner and headed back to CSUSB.



Study Abroad Amman, Jordan



During summer 2014, the CSUSB Arabic Program sent its seventh cohort of students to study Arabic language abroad. Those students who had previously participated in the intensive residential program in San Bernardino already had a solid head start in Arabic language and cultural knowledge.

They joined an enriching, stimulating, and educationally rewarding and learner-centered summer experience in Jordan. Their program was carefully designed to make sure they got in-depth and first-hand knowledge of the Arab people, their language, culture and tradition. This was a cooperative endeavor between the Department of World Languages and Literatures at CSUSB and Qasid Institute in Amman.

Classes at Qasid

Our students received their formal language training at the Qasid Institute. The institute was selected again due to its professional staff and outstanding instructional faculty members who are recruited from among the most dedicated and experienced teachers in Jordan. In addition, CSUSB's personnel also accompanied our group, attended their classes, participated in their activities and resided in the same facility with them.

Internships & Community Service

Some students spent time performing work at an organization by either serving as an intern or by doing community service. The purpose of this exercise is to connect with the local population and exchange real-life experience and ideas. It also aims at broadening the students' professional growth outside the academic setting and increasing their understanding of the socio-cultural, political and economic issues related to the Arab world. Some organizations were public agencies while others were private or non-profit.

Life in Jordan

The program also asked students to explore and experience the day-to-day life of the local residents. With unlimited opportunities to connect with the Jordanian people, our students attended sport games, concerts, and theaters. They listened to lectures, shopped at popular souks, got hair cuts at the round-the-corner barber shops, visited bookstores, walked in public parks and attended social events.

Field Trips

Although small in geographic size, Jordan is actually home to many world acclaimed sites such as Petra, Jarash, the Crusaders' Castle, Aqaba, the Dead Sea, Wadi Rum, Salt, etc. Our students participated in several guided field trips exploring Jordan's natural physical and man-made wonders. They camped overnight, hiked, explored and documented their experience and discoveries online and in journals.

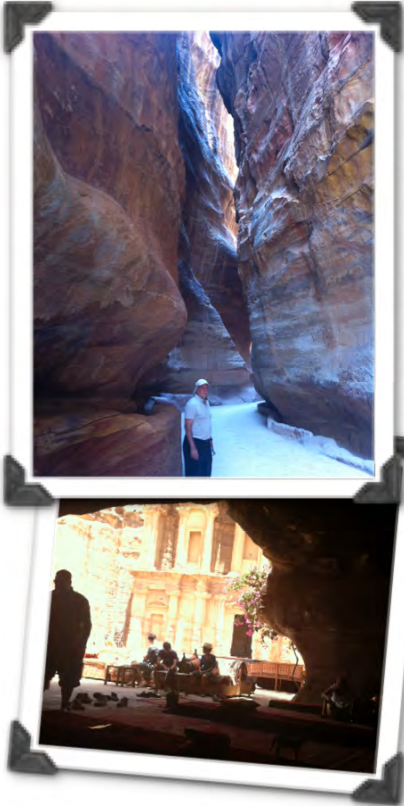
Time to go home?

CSUSB's nine-week program in Jordan was not long enough to fully benefit from the study abroad experience. Some students actually stayed a few weeks to a few months longer. Some of them decided to visit other neighboring countries while others continued their voluntary work and study in Jordan.



SUMMER LANGUAGE INTENSIVE PROGRAMS

William Abriel, B.A. in Anthropology 2014, Santa Clara University



So far my stay in Jordan has been exciting and very different from anything that I could have expected. I am trying to learn Arabic because I am an anthropologist and Arabic represents a huge population rich with culture and history. I plan on teaching Arabic at some point and my stay in Jordan has exemplified the great differences between the spoken Amia and the written Fusha, and the resulting work entailed in the process. I hope to work on my fluency in the spoken language, which will further my ability to interact on a personal basis with the local people. On several occasions, I have felt inclined to present myself as Canadian but in reality the locals are very friendly. Many are excited to find that you are American especially when they have family living in the United States. The hardest part about being here is feeling inadequate in your speaking capabilities, but you really have to just dive into the deep end, ask the person you are speaking with to slow down (at least I have to frequently) and try to learn as much from every moment possible. You will never learn faster than when in community because sometimes your ability to get home (ergo taxi or bus) is dependent on your dedication to practicing the language. Have fun, be safe and have a great summer to anyone who plans on going on this trip in the future.



Carrera Allred,

B.A. in Arabic & Communication Studies 2015, CSUSB



Studying Arabic in Amman has been my goal since I attended my first SLIP program at Cal State San Bernardino in the summer of 2011, and my experience here has definitely been a dream come true. The ability to study a language overseas has not only raised my comprehension and fluency, but has also provided me with countless opportunities to engage in both the Arabic

language and culture. My decision to study Arabic stemmed from my deep fascination with the Arabic culture and a desire to one day work in the Middle East. My time in Amman has challenged my prior conceptions of the Arab World and has introduced me to experiences that I would have never encountered in the United States.

There have been several opportunities to get involved throughout Amman. In addition to studying Arabic and exploring the beautiful country of Jordan, I have been able to teach English and assist two Syrian refugee families in Marfouq. The connections I have made in Jordan run very deep, and it is the people who have made the deepest impact on my life. Overall, my experience in Jordan has truly been life-

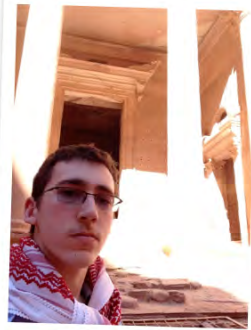


Not Pictured: Evan Burke

SUMMER LANGUAGE INTENSIVE PROGRAMS

Sean Bryant,

B.A. in History, Middle East Studies & Int. Relations 2015, University of Arkansas



In November of 2012, I put in an application to attend CSUSB for an intensive Arabic program. I was accepted and had a great time learning. At the time, I had no idea I would be doing not just a program, but adopting a second college, one at which I've made friends and one to which I want to return next year to finish a B.A. in Arabic. A year after my first summer program at CSUSB, I'm studying in Amman, Jordan, learning Arabic, having conversations with cab drivers, cafe owners, and native speakers everywhere. At Qasid institute, my ability to read and write Fusha are increasing rapidly. My primary goal is to be able to read Fusha fluently, and this program is helping me learn rapidly. Equally important, I am learning a great deal about the culture, history, and people. I've got to see crusader castles, historical ruins, and a region I've only been able to read about before. I've had the opportunity to try new foods, barter, and learn that while my Arabic isn't near fluency, I can talk, learn, convey messages and have a successful conversation. Overall my time in Jordan has been a challenging but great experience, and one I'll always value. The time I have spent here has made me want to come back to the Middle East in the future.

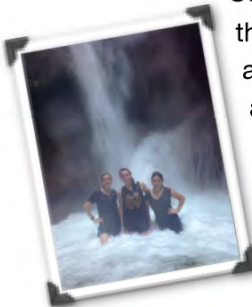


Alexis Gill,

B.A. in International Studies 2016, University of Kentucky

So far this summer has been incredible. Jordan is definitely unique. From sleeping under the stars in the desert to dodging cars crossing the street, every day has been an adventure. The food is amazing. I never knew that I could love bread so much. Being here during Ramadan has also been an experience. I decided to be engaged with the culture and fast. So far it has been good, with some days better than others. Now I only have a week left. I don't think anything could have prepared me for the lifestyle here but it has allowed me to grow as a person. I have made a lot of Jordanian friends who have shown us local places to go and have helped us learn some amiyah.

My favorite trip so far has been Wadi Mujib and the Dead Sea. If you are a hiker and risk taker I would take advantage of this place. It is breath-taking. Petra and Wadi Rum were awesome too. No matter where you go there is something to see and so much history behind it. I'm just taking it day by day and soaking everything in.



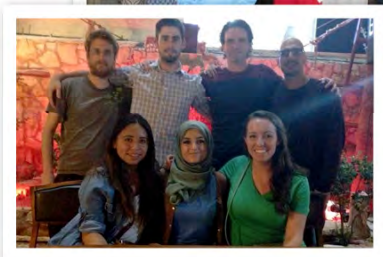
Ana Guevara,

B.A. in Arabic & Criminal Justice 2014, CSUSB



I am currently a double major in both Arabic and Criminal Justice CSUSB. I decided to study Arabic because of its beautiful language and culture. Studying abroad in Jordan this summer has been a life changing experience. During my stay in Jordan, I have had an amazing time exploring and assimilating the culture, which is very different from our culture. My roommates and I have explored places such as Petra, Wadi Rum, the Dead Sea, and many

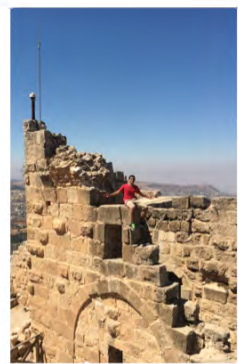
more. I have also made some amazing Jordanian friends, who have shown us around Amman and given us great hospitality. I believe that studying abroad is very beneficial because as we become more familiar with different cultures, our borders become absurd.



SUMMER LANGUAGE INTENSIVE PROGRAMS

Adam Herrera, B.A. in Economics 2015, UCLA

My study abroad experience in Amman, Jordan, has been a great experience thus far. Although it has come with its fair share of difficulties in trying to adjust to a new culture, it has definitely been an enriching experience. I have already made memories that will go with me the rest of my life. Some of the highlights of my trip include visits to Ajloun Castle and the Dead Sea. The Ajloun trip was during the first week, so it was difficult to force myself to go when I was fighting jet lag, but it was definitely worth it to see a piece of living history that is still standing from the Crusades. The Dead Sea trip



was an amazing experience, as we got to swim in literally the saltiest water in the world. We also stayed in a villa from which we watched a beautiful sunset across the Dead Sea right over Jerusalem. The food has been amazing—a special memory is the opportunity I had to eat an Iftar meal with a group of friends who were breaking their Ramadan fast. And of course there have been the Arabic classes, which have been difficult but intellectually enriching as well. It definitely has been a commitment to go to Arabic 4 hours a day every day, but I am already noticing a difference in my understanding of the language. I hope to continue to improve my Arabic so that I may one day become fluent. That is my goal partly because it is the language of my heritage, and also because I want to keep doors open for me if a potential job opportunity that requires the language strikes up in my future. It's crazy to think that this trip is already half over, but until it ends, I will keep enjoying Amman to its fullest.

Jonathan Herrera,

B.A. in Islamic & Middle Eastern Studies 2014, CSUSB

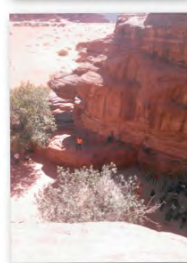


Much is said about the Middle East in America, but very few Americans get the opportunity to visit. I believe the biggest shock I had here in Jordan was the realization that Arabs are not too different than us Americans. This land, like our own, is in need of love. A simple act of kindness can do wonders, no matter where you are in God's beautiful world.

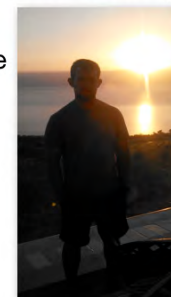


Stephen Huff,

B.A. in Arab, Armenian, Persian, Turkish & Islamic Studies 2015, University of Michigan



My favorite part of my study abroad so far was the trip to Petra and the Wadi Rum. The view from Petra was beautiful and there is so much history left to be discovered. That was my first time climbing all over a bunch of ruins. It really brought history to life and was beyond anything I've seen in pictures. The Wadi Rum was gorgeous, especially sleeping under the stars! I've never seen so many in my life! The Bedouin people were also very generous and I had a great time singing around the fire. My Arabic fluency has also improved rapidly and I've enjoyed actually putting my language skills to good use. Talking with cab drivers, hookah bar waiters, retail clerks at the local store, bookshop owners, or neighbors on the street are all varying levels of conversation which challenge and excite me daily. I chose Arabic partly because of the food...I also had friends growing up whose parents were from various countries in the Middle East. I've always been interested in foreign languages and of the languages I've studied so far, I like Arabic the most. My short term goals for the language are to become proficient enough to maintain fluency for military/government applications. However, learning Arabic will be a lifelong pursuit that I will enjoy long after I'm out of the military.



SUMMER LANGUAGE INTENSIVE PROGRAMS

Vanessa Marin, B.A. in Arabic 2015, CSUSB



I first started to learn Arabic three years ago because of simple curiosity about the Arab world. Now, I have been given the opportunity to fully experience the Arab culture during my stay in Amman. I have met many people and made new friends. There is so much to see here! The Citadel, The Roman Theatre, Rainbow Street, the Dead Sea, Petra, Wadi Rum...but so far my favorite place has been Wadi Rum. The amount of shooting stars here is insane, you don't get much of that in Cali; and the Bedouin people are so nice and welcoming. There are so many places to hike here! I've had



so many great photo sessions. You get to see both the city life and natural/historical aspects. I noticed my improvements in the language and have been able to efficiently use it. I decided to test my skills in communication, which is why I decided to come to Jordan. I have taken community service/internships here which have given me an idea of what career field to go into, but I'm not quite sure yet. I definitely love communicating and interacting with people so something along the lines of that. My advice to any future travelers: Explore! This trip is what you make out of it.



Joshua McClure, M.A. in National Security Studies 2014, CSUSB



There is no question that a working knowledge of Arabic is valuable to international relations-oriented professionals. Having such knowledge was the initial reason for my interest in studying the language. However, learning Arabic has over time become a truly enjoyable experience for me, and I have been fortunate to discover the SLIP Program as a great way to gain a more intensive exposure to the language. I have especially enjoyed the study abroad program in Jordan, as it has provided an immersion experience difficult

to match in the United States. The instructors are excellent, the country is beautiful and the Jordanian people are very friendly and welcoming to students. The well-designed courses include rigorous and multifaceted approaches to learning the language. The intensive listening and conversational exercises have been especially helpful to me as these have been elements with which I have heretofore struggled during my studies. Spending a considerable amount of time in an Arabic-speaking country is also very enlightening in terms of the cultural exposure. In my experience, learning a new language is not only an exercise in increasing one's ability to communicate, but also a way to increase one's capacity to see the world from a different perspective. Spending the summer in Amman has been an extremely valuable way for me to increase my understanding of the context of both Arabic and Islamic culture. I am both grateful and thrilled that I have had the opportunity to learn from and enjoy this part of the world as provided by the SLIP study abroad program.



Amanda Meere, M.A. in Social Science 2014, CSUSB

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Mena Moussa,

M.A. in Religion 2015, Claremont Graduate University



Jordan has been a wonderful experience. Every aspect of the country is beautiful. I decided to come to Jordan because of the great opportunity the CSUSB program provided, a chance to study MSA in the classroom, while being able to engage in colloquial Arabic on the streets. I chose to study Arabic for two reasons. The first, I am a heritage speaker and wanted to improve my Arabic. The second, I am applying to Ph.D programs in Middle Eastern Studies soon and wanted to improve my chances of being accepted into programs. My favorite part of this trip has been the interaction with the locals.

Being able to speak with them, hold conversations and even getting to know them a little bit has been very meaningful. I even enjoy the taxi and bus rides as I have interacted with quite a few characters. These small aspects have made this trip that much more enthralling. Coming to Jordan has been more than worth it and is a part of my life that I'll remember and talk about for a long time.



Zarif Rahman,

B.A. in Political Science & History 2016, UCLA

As a student of political science and history, I recognized the need to advance my understanding of Modern Standard Arabic to pursue my research in Middle Eastern religious and political history. I am particularly interested in topics like the interaction of Islamic law with the modern nation state, which inspired me to research the history of the late Ottoman Empire. I commonly encountered translated texts from religious and political figures, documents which provide just a snapshot of the rich collection of information that only an advanced student of Arabic could fully access. In addition to providing a solid foundation of the history of Middle Eastern civilization, knowledge of Modern Standard Arabic will empower me to grapple with contemporary issues, such as the Arab Spring and governmental development in the regions. These motivations shaped my decision to take part in this study abroad program in Jordan. Beyond the benefits of providing access to documents and literature, my stay in Jordan is compelling me to participate in conversations and interviews with native Arabic speakers. This provides me the opportunity to gain a broader and more personal research experience and will undoubtedly enrich my future academic and career goals. I have realized that immersing oneself in an Arabic-speaking society is a necessary step in the development of Arabic language. Indeed, parts of the human experience can only be conveyed through face-to-face exchanges, and to understand the people is to understand the society. While Jordan may not be as developed as the U.S or other Western countries, its people are extremely friendly and they are always willing to help out foreigners. For example, one time when I was unable to find a taxi, someone saw my plight and decided to drop me off at my desired destination, without requesting any money from me. In another instance, I

had to visit the police station in order to apply for a visa extension. Given that I had to fill out some complex bureaucratic papers in Arabic, an Iraqi residing in Jordan decided to walk me through the entire process, which took almost around an hour to complete. In the end, he hugged me and wished me well. These are all but a glimpse of the kind heartedness of Jordanians and Arabs in general. The people here have made my stay a treasured experience.



Taylor Reck,

B.S. in Chemical Engineering 2015, University of Notre Dame



My stay in Jordan so far has been incredible. From traveling world famous sights to everyday life in Amman, I've had experiences here that aren't comparable to anything in the U.S. Classes here at Qasid have been challenging, but very rewarding and enjoyable. As a member of Naval ROTC, I hope to develop a proficiency in Arabic that will be useful to the Navy and my country. My Arabic has improved tremendously from immersing myself in the language. Being here and learning more about customs, traditions, religions, and making friends with Jordanians has given me an insight into the Arabic culture that I had never been exposed to. There have definitely been times where I've been overwhelmed and frustrated with various aspects of life here, but the welcoming nature of Jordanians and the sense of community we've formed has made it such a beneficial experience. Even only a month in, I know that this intensive summer language program has made a lasting impact on my life and will return dividends in my career in the Navy.



Dalia Rockn,

B.A. in Arabic 2014, CSUSB



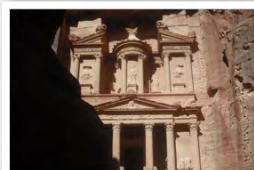
Being in a Middle Eastern country for the duration of the summer has made me an independent woman; being away from my family has allowed me to do more on my own and not rely on others. Women are the most valuable in the Arabic culture and religions; realizing this idea, made me feel at home in an Arab country that neighbors my home country. I have enjoyed being immersed in the culture and language and would recommend this program to anyone studying Arabic. The field trips and local excursions have been my favorite part of our trip; getting to interact with native Arabic speakers and experience the culture first hand has been wonderful.



Daniel Sarnoff,

B.A. in Arabic 2014, CSUSB

I initially decided to study Arabic because of my interest in linguistics and in foreign languages in general. Arabic seemed like the most obvious choice, as it is spoken by around 300,000,000 people and plays a significant role in the modern world in business, politics, diplomacy, economics, and sociology. At the same time, it is a historically important language, with crucially important scientific, philosophical, and historical texts written by hundreds of prominent Arabic explorers, scientists, authors, and artists. By studying a foreign language, not only have I been able to access a plethora of both modern and historical information, but my understanding of language as a tool of communication has expanded. These skills will serve me well in my pursuit of an advanced degree in linguistics. I would encourage anyone studying a foreign language to spend time in the country in which the language is spoken. Doing so will offer you linguistic and cultural insights you'd never discover any other way. In Jordan you will meet some of the nicest people. I've met dozens of local Jordanians who were authentically excited to meet a foreigner who was interested in learning about their language and culture. I met a security guard in the mall, who, upon learning I was American, was thrilled for the opportunity to practice his English, and allow me to practice my Arabic, and excitedly showed me a US quarter that had come into his possession. He later gave it to me as a gift. I also will never forget my visit to Petra, which is an ancient city built by the Nabatean culture. I've submitted some photographs, but they really don't do it justice. As beautiful as the photos are, it's nothing compared to seeing these ancient ruins in person. I will never forget my time here in Jordan!



Study Abroad: Seoul, South Korea



SLIP 2014 witnessed another landmark event, the inauguration of an overseas program in Korea. Students who had previously attended the intensive domestic program were able to hit the ground running when they arrived in Seoul. They became part of a well-developed program for Korean language and culture hosted by Kyung Hee University in consultation with the teaching team at CSUSB.

Classes at Kyung Hee University

KHU is the most widely attended summer institute in Korea. Its prestige is due to the quality of its professional staff and instructional faculty. In addition to providing instruction at higher levels of proficiency, KHU instituted a buddy system for the ROTC students on location. This arrangement facilitates maximum interaction with native speakers and contributes to the desired levels of proficiency mandated by our program.

Life in Korea

Outside the classroom, students experienced the many dimensions of everyday life. From transportation to ordering food, from connecting with family members to making new friends, students reveled in the fast-paced and intriguing aspects of Korean culture.

Field trips

Students are happy to have benefited from outstanding field trips. Destinations included local curiosities, national monuments, baseball games, a three-day trip to Kyungju, a famous historical city in the southern part of South Korea, and many more. Reading student entries will give you a good sense of the variety and intensity of what was available. Put a little Seoul in your future!



SUMMER LANGUAGE INTENSIVE PROGRAMS

Jay Choi, B.A. in Finance 2017, DePaul University



So far, I am loving my stay in Seoul, South Korea. The grammar classes are very informational and rigorous but that is just what I need. As we do different activities in the program I pick up many things that I would never get in a classroom. Meeting with the South Korean ROTC Cadets was a great experience, because I got to see how they run the program here and the difference in training and the development of a military officer in another country. It was also a fun experience because I found them to be great, down to earth people!

Growing up in the states and being surrounded by Americans, I quickly lost touch with my Korean culture. I did not know much about Korea and its accomplishments. When we went to the Seoul Tower and saw the view of Seoul, I was speechless. Sixty years ago, South Korea was a war-torn third world country. Now, it is one of the leading economies globally. At the moment I looked out over the teeming city, not only was I proud to be a Korean-American, but I saw the workhorse culture that is bred in Korean society. Without my actually experiencing South Korea, I would be unable to formulate these bittersweet reflections.

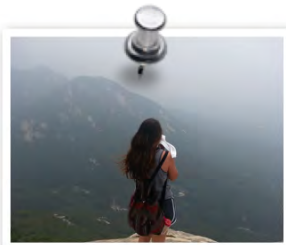


Yongjoo Ha, B.S. in General Engineering 2017, Virginia Polytechnic Institute

I went to Korea because I wanted to learn about Korean culture. Also, I thought improving my Korean would be more beneficial than learning a new language from scratch. In my experience of Korea, I've found everything tight and fast. The transportation system is easy, Internet and data transfer are fast, and food is fast (and always delicious). America would do well to adopt the delivery and service mind set of Koreans. For example, it was way past midnight when I ordered fried chicken, but my food was delivered within 10 minutes and no tip was required. On the other hand, there are just too many people in Korea. Most of the times, it is too humid and hot for people to walk around without sweating. On the language front, Korean grammar is one of the hardest things that I have faced. It takes me hours to figure out a small difference between two grammar phrases. However, the hardship will improve my skill as a leader. I am learning to challenge myself and to stick with things through the hardships. As an officer, I will be able to model determination and attention to detail, and share the most effective ways to lead.



Alicia Hendricks, B.A. in Psychology 2015, University of Oklahoma



Studying in Korea has certainly been one of the most rewarding experiences of my time in college. I'm half Korean, so since childhood I've been passionate about becoming fluent in the Korean language. Being able to speak with my mother's family has never been more of a reality than it is now, because of the two summers I've spent studying

Korean. One of the highlights of my study abroad was going to a Jimjilbang (Korean bathhouse) with my relatives and being able to

chat with them. Finally having the ability to independently communicate with my family is the most personally rewarding achievement of my three years in college. My ultimate goal of living in Korea and further improving my language skills has never felt more possible because of how much I've learned. I know that my language skills will be useful for the rest of my life and I'm so grateful for the weeks I've been given here.



SUMMER LANGUAGE INTENSIVE PROGRAMS

Ross King, B.A. in Architecture 2015, University of Houston



Summer 2014 in Seoul, South Korea, has been nothing short of amazing so far. I have had the chance to make new and exciting memories and make long-lasting relationships that cross national boundaries. My schedule has been action packed with educational and interesting activities every day. We take part in intensive Korean language classes, engaging cultural lessons, and thrilling field trips. On top of school



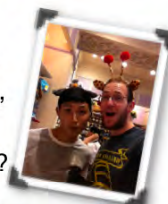
activities, I have also been assigned a personal tutor. They have done everything for me from helping me with homework to taking me out to interesting parts of the city of Seoul to experience culture and Korean society first-hand.

Every weekend, we go on a field trip; so far, we have been to the S. Korea National Museum, the top of N. Seoul Tower, a Korean ceramics workshop, a traditional Korean village, and a huge theme park. Apart from going to cool places, we also get to take part in fun activities; we have tried our hand at creating traditional Korean pottery, witnessed a dance and music routine from times past. Soon we will be staying overnight in a historical Korean city, and going to a professional Korean baseball game.

I have never been able to take part in something as amazing as this in my life. It has been a privilege just to be here. The education I gain here will help me in unimaginable ways and my experiences that were made in Korea will last forever. This will definitely aid me in my future career. I am a firm believer that no matter what your career field or even where you work, there is always something to gain from taking part in such an eye-opening experience. Living in another country amongst people that are different (and surprisingly very similar) to you will help you to be open-minded and see situations from other points of view. And having the strength of knowing another language is always good; it will help you to forge new friendships from the world over. To put it simply, if you have the chance to participate in this program, you definitely should.

Michael La Hogue, B.A. in German 2015, Amherst College

What's so great about going to Korea for two months in the summer? I mean, everyone's speaking Korean and the weather is always hot and muggy. Then, of course, you've got the fact that random Koreans want to talk to you, get to know you, and buy you food. And how can you forget all the trips you have to go on, hiking you do, friends you make, and weekly dinner-and-a-movie dates with your roommate. Did I mention the Kyung Hee staff that is always asking how you're doing and making sure you're being taken care of? And what about the classes?



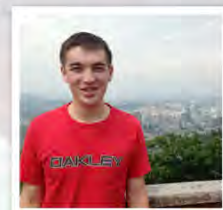
Four hours a day of language class, taught all in Korean, forcing you to learn way more than expected, and experienced professors that have been teaching Korean for years. Don't expect to go a week without a few Taekwondo and culture classes either. And to top it all off, you're in a foreign country, experiencing a new culture and expanding your understanding of the world—who would ever want that?



"Well, if given the chance again, I definitely would."

Stephen Romans, B.S. in Biochemistry 2016, Virginia Tech

My participation in Summer Language Intensive Program in Seoul has been one of the most exciting adventures I have ever taken in my life. After participating in SLIP at CSUSB last summer, I was very excited to have the chance to apply what I learned and continue my studies in Korea. I have never stayed outside of the United States for an extended period of time, so this opportunity has allowed me to dive in and fully embrace the Korean language and culture. The program is well balanced with learning the language and experiencing the culture. The people we have met here want nothing more than to help us learn. I am especially thankful for all of the program coordinators for arranging for us to have multiple helpers who not only help us with language and classwork, but also take us around Seoul to experience the culture.



While I have been in Seoul, I have been motivated to keep studying hard to make the most of my summer here and learn as much as I can. The experiences that I have had will definitely help me in my career as I strive to help others and make a difference. To me, I found it very interesting to learn about how Korea, a very small country, was able to grow so quickly to become a leader in industry and technology development, and to play such an important role in the world economy. With that in mind, it makes learning about the language and culture significant to me and inspires me to continue studying. I will always remember this summer in Seoul, and am very thankful for the opportunity to come here, all the people who helped coordinate the program, and helped while I have been here. It has made this experience even better and more memorable.



In 2014, SLIP received a generous grant from Startalk. This federal grant allowed us to admit 26 college and high school students into our program at a greatly reduced cost. Startalk's mission is to increase the number of Americans learning, speaking and teaching critical need foreign languages. The grant focuses on creative and engaging summer experiences that strive to exemplify best practices in language education.

There are about 146 Startalk programs in the U.S., 16 of which are geared to teach students Arabic language. The other languages are Chinese, Hindi, Persian, Dari, Swahili, Turkish, Urdu, Portuguese, and Russian. Most of the programs are one to four weeks in length. The CSUSB Startalk program not only offers seven and a half weeks of instruction, it is one of the very few programs to continue offering access to Arabic classes, for college and high school students, throughout the academic year.

In winter 2014, CSUSB received a generous grant from Qatar Foundation International (QFI) to support 20 high school students to attend the Arabic Summer Language Intensive Program. This grant falls within QFI's priorities to equip the next generation with the skills necessary to collaborate across cultures, national boundaries and communities; to deliver a learner-centered experience that is relevant to the world around us; and to partner with institutions that strive to exemplify QFI's program values.

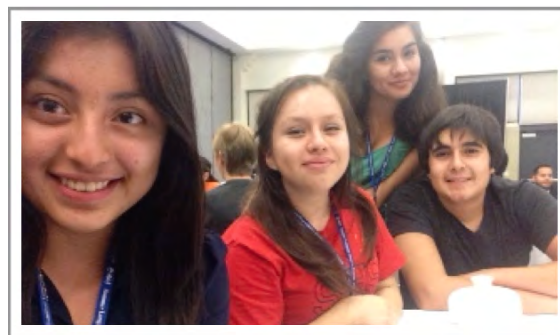
QFI supports many language, cultural, and community engagement programs around the U.S. and around the globe. QFI's mission is dedicated to connecting cultures and advancing global citizenship through education. The organization achieves its mission through grant-giving and programmatic activities that promote education as a force that facilitates collaboration across geographical, social and cultural boundaries.



In fall 2013, CSUSB received a generous grant to provide language training in Arabic, Chinese, Korean, and Persian to ROTC cadets. Project GO (Project Global Officer) is funded by the Department of Defense. This initiative brings together the National Security Education Program, 24 U.S. universities, the Defense Language Office, and three military services to promote global awareness and language proficiency among future military officers. Through cooperative arrangements, CSUSB has been able to support 30 ROTC students in 2014 (19 at CSUSB and 11 abroad).

In total, more than \$200,000 in scholarships helped to pay for their tuition, housing, fees, and travel cost. During the school year, the Project GO grant provides additional support for tutoring and language support for both CSUSB and non-CSUSB students.

According to U.S. Federal priorities, critical languages (Arabic, Bangla, Hindi, Punjabi, Turkish and Urdu) fall into the same category as Science, Technology, Engineering and Mathematics (STEM). SCE graciously supported 10 students with grants to attend the 2014 Arabic Summer Language Intensive Program.



2014 SUMMER LANGUAGE INTENSIVE PROGRAMS



المعهد الصيفي للغة العربية



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