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CENTRE FOR DEVELOPING  
ENGLISH LANGUAGE TEACHING  
AIN SHAMS UNIVERSITY

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EVALUATION REPORT

FEBRUARY 1980

Dr. Roger Bowers

Roger Bowers

English Language Consultancies Dept.  
British Council, London

Dr. Mary N. Bruder

Mary Newton Bruder

University of Pittsburgh

Dr. William Slager

William R. Slager

University of Utah

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## PREFACE

The Evaluation Team is convinced that the Centre for Development of English Language Teaching is

- in the right place
- doing essentially the right work
- basically right in structure.

In many cases, the comments which follow will read more as reminders than as recommendations, reminders of decisions which have been made in the past, reminders of how a centre of this kind should be operating within its institutional setting and its broader educational context.

We hope that our evaluation of this unique collaborative venture will help the Centre, in spite of current problems, to achieve all that its American, British, and Egyptian sponsors intend.

## ACKNOWLEDGEMENTS

We are keenly aware that an evaluation of this scope could not have been carried out without the careful advanced planning and continued support of all those concerned. In particular, we should like to thank the following:

- The host institution, Ain Shams University, and the Centre staff assigned there;
  
- The British and U.S. sponsoring organizations
  - the British Council, Overseas Development Administration (O.D.A.), United States International Communications Agency (USICA), Agency for International Development (A.I.D.), and University of California, Los Angeles (U.C.L.A.):
  
- The Fulbright Commission and the supporting team.

We should also like to thank all those individuals not directly involved in the Centre project who gave so willingly of their time.

## SCOPE OF EVALUATION

The Evaluation Team in consultation with the various funding agencies identified the scope of the evaluation to lie in the following areas:

- a historical view of the academic and pedagogical aspects of the Centre
- a detailed review of the current and proposed Centre activities
- suggestions for implementation growing out of the evaluation

It is not within our purview to identify and specify sources or allocations of funds. Questions of that nature are to be resolved on a cooperative basis by those involved.

To these ends we amended the preliminary schedule drawn up prior to our arrival and produced the work schedule shown in Appendix I. We include it for the purpose of verifying details in the report and also as an aid to any future evaluations which might take place.

The Ain Shams Evaluation Team in making this report are of one voice, but we speak as individuals and not as representatives of our respective universities or government organizations. We would like to remind all readers of this report that we have spent very little time here in relation to the overall length of the project. There may be important things we have overlooked. If that is the case, we trust that the oversights will be interpreted as ignorance and not as ill will.

FACULTY OF EDUCATION/CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING

CHART 1

NON-EGYPTIAN STAFF

1975 -- 1980

Sept 1975	Sept 1976	Sept 1977	Sept 1978	Sept 1979	Sept 1980
UCLA Staff					
<u>Dr. Clifford Prator</u>					
<u>Dr. Grover Hudson</u>					
<del>Mr. Raymond Moy</del>					
<u>Ms. Mary Willia</u>					
	Dr. Donald Bowen				
	Dr. Judith Gary				
	Mr. Norman Gary				
		Dr. Evelyn Hatch			
		<del>Dr. Grant Henning</del>			
		Ms. Rebecca Jones			
			Dr. Richard Schreck		
			Mr. Thomas Hudson		
			Ms. Barbara Sayers		
				Dr. Jeris Strain	
				Ms. Meredith Pike	
				Ms. Kathryn Hudson	
British Council KELTs					
<u>Mr. Neil Radford</u>					
	Mr. Donald Porter				
	Mr. James Melia				
			Mr. Michael Ramsden		
			Ms. Josephine Lewkovic		
			Mr. James Pett		

Chief-of-Party indicated by double underline.

## HISTORY OF THE CENTRE

- December 1975 Proposal for a Centre of Developing English Language Teaching drawn up (see Appendix II).
- 1975-76 Dr. Hudson becomes Chief of Party, UCLA Team. Professional Diploma program planned. Partnership with the British Council entered into. Library set up.
- 1976-77 Professional Diploma program initiated. M.A. degree in TEFL planned. Nine demonstrators from Ain Shams sent to the American University in Cairo for M.A. in TEFL. Three Ph.D. candidates sent to the U.S. for study.
- 1977-78 Dr. Hatch becomes Chief of Party, UCLA Team. Mr. Melia becomes Chief of Party, British Council Team. Diploma Program continues. M.A. program initiated. Nine demonstrators receive M.A. from AUC. Curriculum Development Project planned by Hatch and Salaama. ESP Project in its experimental year. ASUPE developed and used as testing instrument for Centre's ESP and CDP projects. Three more Ph.D. candidates sent to the U.S. for study. Two professors from Ain Shams sent to UCLA for coursework and study.
- Summer 1978 Five Centre students attend Applied Linguistics Conference in Tunis.
- 1978-79 Dr. Henning becomes Chief of Party, UCLA Team. Curriculum Development Project underway; texts written and tried out in first year English program. ESP project expanded in first and second year science programs.
- March 1979 Occasional Papers I published.
- Summer 1979 Ten Centre students participate in UCLA Summer TESOL Institute in Tunis.
- 1979-80 Dr. Schreck becomes Chief of Party, UCLA Team. Revision of first year Curriculum Development materials. All first and second year science students involved in ESP project. Two new forms of ASUPE planned. Occasional Papers II published. ESP project in Abbassia for medical technicians planned.

## THE CURRICULUM DEVELOPMENT PROJECT

In the background narrative that follows, we have found it necessary to rely rather heavily on information gained in interviews. Whenever possible, we will cite relevant documents. But in many instances we were unable to find agreements, documents, or letters that might provide us with a detailed chronology and specify where and by whom agreements were arrived at.

Background

During the Centre's third year of operation, it was agreed at a meeting in Dean Ghaffar's office that the Centre would participate in a curriculum revision project. Subsequent to that meeting, Dr. Evelyn Hatch, who was then Chief of Party for the American Team, conferred with Dr. Adel Salaama, Chairman of the Department of Languages, to implement the agreement. It was clear from the beginning that ultimate responsibility for approval of the material would rest with the chairman.

Before June of 1978, a needs assessment had been conducted and a survey had been made of teacher and student attitudes toward the curriculum then being followed. Based on this and other evidence, it was agreed that a total curriculum revision would be undertaken for the first year students in the English section, and that this revision would receive top priority during the 1978-79 academic year (see Appendix III). (The passives are deliberate here, for it is not clear just who finally specified the nature and scope of the revision.) The next step was to prepare a proposal for supplementary funds from the Ford Foundation (see Appendix IV).

A Project Team was then set up consisting of 3 American advisors, 4 British advisors and 10 Egyptian demonstrators. The Egyptian demonstrators were chosen by the English section, but the selection process for the American and British advisors is not a matter of record. James Melia was made head of the British advisors, and Thomas Hudson was eventually assigned the responsibility for overall coordination. After subteams for each course had been selected (the basis for this selection is not clear), the members began to develop materials in the Fall of 1978. Once underway, each subteam functioned autonomously -- that is, it assumed complete responsibility for quality control of its own materials. With some minor exceptions, these materials were completed by the end of the Spring Semester in 1979 and were submitted to Dr. Adel Salaama for approval.

In the Fall of 1979, without formal written approval (it is not clear whether or not approval might have been implied), some of the materials were offset printed and bound. Others are still in mimeograph form. All of the materials were being used in the first year classes.

The Development Process

Normally in a project of this scope (production of materials for every course in the first year), some, if not all, of the following procedures would be observed:

- 1) Goals and procedures would be written out in detail and agreed to in writing. We refer here not only to terminal goals but to course-specific goals. All preliminary planning would, of course, be based on a thorough knowledge of English teaching conditions in the Egyptian preparatory and secondary schools, so that account would be taken of the kind of classroom contexts the future teachers had come out of and would return to after four years. The designers would also keep in mind the methodologies and theories being studied in the newly developed Diploma and M.A. programs.
- 2) Materials already published would be examined for suitability in terms of these criteria and possibilities for adaptation would be explored.
- 3) In the event that all of the existing materials seemed unsatisfactory, even if adapted, the original goals would be reexamined and readjusted to take into account the background, expertise and numbers of available staff and the availability of resource materials which could be consulted by the writers.
- 4) There would be an agreed-on time line for production of materials, one allowing for delays in reproduction.
- 5) Provisions for evaluation during the process of production (for quality control) would be spelled out. These would provide not only for class testing by the writers but by other teachers. An evaluation procedure would also include input from colleagues not directly involved in the materials, and it would provide checks for linguistic accuracy and accuracy in literary and rhetorical terminology and approaches.
- 6) Approval mechanisms would be set up to provide for detailed reaction to the materials at various stages in their production.

In the case of the CDP, we find many of these procedures were missing:

- 1) Detailed objectives seem to have appeared after the fact, in December of 1979.
- 2) There was apparently no exploration of existing materials; rather, the assumption was made from the beginning that complete revision was essential.

## II A 1 cont.

- 3) Assessment of staff in terms of subject matter expertise was informal at best.
- 4) Production schedules were apparently determined by class need.
- 5) The only evaluation for quality of material took place within the subteam.
- 6) No regular mechanism for on-going approval had been set up.

### The Material Itself

Given the problems inherent in the development process, many of the problems we find in the materials could have been predicted. But we should like our comments here to be considered in the light of our own conviction that the project as conceived made huge demands on the team, demands that we feel were unrealistic. Indeed, considering the massive scope of the materials production design, and the limitation of staff resources, we are impressed that so much material that is always useable and often effective in the classroom could have been turned out in so short a time, and we commend the staff on their energy and dedication. Viewed as a whole, however, we have some serious reservations about the materials.

- 1) They are uneven in level of difficulty. Some, like the grammar, are remedial and very basic, while others, like the poetry, ask the students to analyze poems that educated native speakers need systematic help with. The applied composition work is simple and systematic, while the critical writing material (which attempts to introduce rhetorical theory) is much more difficult and less carefully planned. The materials on culture make very heavy demands on vocabulary, but only token help is provided. The essays (on education, for example, and on body language) are often formidable in their demands.
- 2) There is no apparent articulation among the various components beyond a commitment made early on to confine the contexts in the non-literary material to five topics. The grammar explicitly identified in the applied composition, for example, includes basic sentence types, while the grammar book first calls attention to the simple present tense. Paragraph construction in the applied composition is carefully guided, while the paragraph assignments in the grammar are without controls of any kind. Even within sections that are clearly related and produced by the same subteam -- for example, the applied composition and critical writing the articulation is nonexistent or minimal. Articulation between the literature and language components appears not to have been considered.

II A 1 cont.

- 3) There is no consistency in format among the various components -- for example, a Table of Contents (where there is one) may range from the very explicit and detailed to the minimal and misleading (5 units may be listed while only 3 are included). Introductory materials, explaining overall organization and organization within each lesson, are often inadequate, and sometimes there are none at all. All this, of course, might be expected in materials in a preliminary stage of development. But the lack of consistency in format seriously interferes with evaluation and comparison; it also reflects the lack of articulation mentioned above.
- 4) There are questions about the accurate use of literary and rhetorical terminology. Is prose, for example, the opposite of fiction? Does one usually refer to generalizations and specifics in talking about paragraph organization? The only component (the GRAMMAR) where linguistic accuracy might be in question has little explicit grammatical explanation.
- 5) Materials are rarely created without reference to the best research and texts available. However, in only one instance (the PHONETICS) is there any attempt to cite sources that were consulted or to acknowledge material that might have provided models. One has the impression that all material is completely original, a situation which is highly unlikely given the vast range of subjects covered in language and composition.
- 6) Throughout the literature sections, extensive use is made of copyrighted material. In one case, for example, an entire novel has been reproduced. If these materials are eventually to reach the stage of publication, this question of rights must be considered.

The Evaluation Team has not had time for a close scrutiny of each page of the materials. Indeed, we have not seen it as our main charge. However, we have felt a professional responsibility to suggest some of the problems that would need attention in revising the materials.

In the following paragraphs we will comment on the individual components of the project. The components will be identified by a title that most adequately reflects their subject emphasis -- a labeling which will not in all cases match the titles on the bound materials or the titles within syllabi and lists of objectives. They will, we hope, be sufficiently descriptive for clear identification.

II A 1 cont.

Grammar. Five out of ten units have been bound. The rest of the material was not available to us.

There are many problems here, both large and small. Most importantly, it occurs to us that the objectives as stated have not been carried out. For example, the objectives for the first year are as follow:

- to identify and use: basic tenses of English; basic structures of English; use of stress and intonation in grammar and structure; patterns of exchange.

But the grammatical content that has been explicitly identified does not cover these goals and includes structures not identified:

- simple present tense and frequency adverbs; WH questions; tag questions (no work with intonation is provided); questions with Would you like... (a formula); modals in requests, etc.; patterns of comparison.

Note that the only tense explicitly identified and practiced is the simple present, yet from the beginning the past tense occurs freely in dialogues and other language samples.

As might be predicted, there is a lack of articulation between components -- for example, there is an obvious need to consider articulation with the Applied Composition (the writing here is uncontrolled) and with grammar (the structures emphasized in each component do not match).

All exercises need checking. For example, the present substitution tables yield such bizarre sentences as:

They generally reach the cinema early  
in the morning.

Shall I have something to eat soon?

Might I use your typewriter immediately?

The format within each lesson is not consistent, and there is a lack of consistency from lesson to lesson. Furthermore, practice activities must be added for many of the parts -- for example, there are long dialogues without any kind of practice (comprehension or otherwise). Under the circumstances, we feel that major revision, which requires clearly spelled-out and understood objectives and clear agreement as to format, is in order.

Phonetics. This consists of six units, which are bound. There is a separate Teacher's Manual, a Student Workbook, and an Answer Book.

The introductory material clearly and accurately describes the format of the lessons. It also describes organization and purpose so that teachers outside the sub-team would have little difficulty in using the lessons. The workbook provides a number of useful activities meant

to lead the students away from sheer memorization toward active understanding of the concepts being introduced. And the material is clearly adapted to local needs: a contrastive analysis of English and Egyptian colloquial Arabic segmentals is utilized throughout in the ordering and presentation of the material. In short, while one might take exception to details of presentation (aspiration, for example, seems not to have been utilized in the presentation of voiceless stops) the material is carefully prepared and usable. We recommend keeping this component after it has gone through minor polishing and revision.

Composition. The material here is in two parts which have been kept distinct. One part is Applied Composition, for which we have seen mimeographed units only, all in very tentative form. These include some brief teacher's notes, but there is no Table of Contents, and there is no introductory material. The other part, entitled Critical Writing, has five units that are bound and is apparently complete.

The focus of the Applied Composition on mechanics and organization on the paragraph level is clear and consistent. And the activities are for the most part successfully designed to keep the students themselves involved in writing as well as in talking and thinking about the problems of writing. But there are many matters which need attention, for example:

- 1) the use of terminology such as a specific (which none of us is familiar with);
- 2) the assumption that an outline of a paragraph consists of the sentences rearranged with Roman numerals and capital letters (perhaps the problem here is that outlines of this kind are more useful beyond the paragraph level);
- 3) the rationale for including explicit grammatical work and for selecting those items that are to be included -- specifically, the introduction of basic sentence types.

However, since there is an unquestioned need for a guided composition component in the program and since the material we saw in the classroom was effective, we recommend that the applied composition component, with major revision, be kept.

The Critical Writing (rhetorical patterns) part of the composition program, on the other hand, raises serious questions. For one thing, the connection between this element and the applied composition is not well thought out (indeed, it might well be that this element could be reduced and merged with the applied). For another, the formal consideration of rhetorical patterns might well come in the second year or even later when the students are more proficient in English. Further, there is some question as to whether the rhetorical work is solidly based in current theory. We recommend a re-examination of the appropriateness of a separate rhetorical component at this point in the program. Some rhetoric could well be introduced in the applied composition, and rhetoric surely has a place in the prose section of the literature materials. As it is, Critical Writing does not seem to fit.

Literature. We begin with generalizations that can be made about all three of the literature components -- Poetry, Novel and Prose, and Drama.

- 1) The role of literary tests in the first year of the program has obviously been considered, but the issue has clearly not been resolved, for the basic questions remain unanswered: to what extent is the formal study of literature (literature as a discipline in itself) to be undertaken? To what extent are the literary texts to be used primarily for language development -- for improving reading skills and oral language? Clearly spelled out answers to these questions will form the basis for selection of the texts themselves and for decisions concerning the kind of machinery (the focus of discussion questions, for example) that is to accompany them. As it is, there are no consistent criteria for selection and approach.
- 2) Whatever emphasis is agreed upon (literature as a discipline or literature as a vehicle for language development -- or, indeed, some carefully spelled out compromise somewhere between the two extremes), provision must be made for input from experts in literature at the planning stage and at various stages during the development of the course. This will ensure accuracy and consistency in approach and terminology. Whenever literary analysis is used, there should be references to critical studies or textbooks that have been consulted.
- 3) All the literature components contain large amounts of copyrighted material (the second part of the prose section, for example, is a complete novel) with no indication that permissions have been or will be sought.

Poetry. This is in five parts (units?) bound and apparently complete.

Here is a clear case where the criteria for selection might well be looked at again. The present material consists largely of a number of short poems, both British and American, that cover a wide range in time and in style. We wonder if it is reasonable to expect a first year student in an Egyptian university to shift easily from Tennyson to Updike. In the class we observed, an Updike poem was taught and many of the nuances were missed.

Another problem lies in the machinery that accompanies the poems: its present emphasis is on reading comprehension, but there are activities which deal with style and questions of textual analysis. These latter should be carefully checked for accuracy.

Despite our reservations about the selections and the amount and kind of activities to be based on them, the material seems to be working. The students we observed were absorbed and actively participating. Revisions need not be made under pressure.

## II A 1 cont.

Novel and Prose. Part I, which has short fiction and nonfiction prose, is bound. Part II is a novel, The Picnic at Sakkara, and is in mimeograph form. The two parts together comprise a complete course for the first year.

Part I is a good illustration of our general comments made earlier about the difference in level of difficulty among the various components. The essays (for example, those by Hight and Havigurst) are very demanding. When one reviews all the project material together and at a single sitting, he is struck by the disparity in language proficiency required in the Grammar and Applied Composition on the one hand, and the material in this book on the other. Clearly the selections ought to be looked at carefully with regard to the demands made on the students. The machinery here seems quite limited: most of the pre-reading and post-reading activities remain the same throughout -- that is, there is no attempt to give the student tasks that gradually become more demanding. The same lack of gradation according to difficulty of task is evident in the machinery that accompanies the novel. And there are problems not only with gradation of tasks, but also with variety -- for example, True/False questions are used from the first lesson to the last. Further, the vocabulary work is at best meager. If vocabulary in a long passage is to be seriously dealt with, it hardly seems sufficient to define only six words, no matter how carefully those words are chosen.

Despite these weaknesses, there are interesting aspects of the material that deserve attention: the distinction between in-class readings, out-of-class readings, and short speed readings seems original and useful in developing reading comprehension. And, as in all other cases, we found these materials were being successfully used in class. With careful revision, this Novel and Prose component could be a very effective component in the program.

Drama. There are two "units" in mimeograph form. Part One includes selections from critical studies as well as short excerpts from plays. Part Two has two short plays.

Though we did not have time to look carefully at this material, our general sense is that it is often fresh and original; the use of mime, for instance, might prove very useful in developing oral language skills. Some consideration is given to achieve consistency of format. We understand that revision has already begun.

Culture. A bound student's book consists of selections of reading about British and American culture and some excerpts on Egyptian life for purposes of comparison and contrast. The passages are accompanied with occasional vocabulary glosses at the bottom of a page. A workbook that accompanies the anthology consists largely of comprehension questions.

Three serious questions might be asked about these materials:

- 1) Are the readings appropriate and accurate as representations of the cultures?

- 2) To what extent is this kind of comparison useful?
- 3) To what extent is it culturally acceptable?

There is a wide difference in level of difficulty within the selections. With virtually no vocabulary work and other aids to getting at meaning, the material seems unusable in its present form except by a highly experienced native speaker.

Under the circumstances, we recommend that this project be set aside. When time permits, a completely new cultural component should be developed.

Listening Comprehension. This consists of 20 lessons in mimeograph form. There has been no attempt at consistency in format or design. Obviously, the materials are in very tentative form. Even in their present form, however, they reveal two problems that must be considered in revision:

- 1) We question the appropriateness of the dictionary and spelling work. Would such work not be more useful in Applied Composition and in the Prose section of the literature component?
- 2) A careful articulation with the other components (particularly grammar) seems essential.

We believe that Listening Comprehension is a vital component in the first year curriculum, and this is one skill area in which existing materials should be considered. Joan Morley's Improving Aural Comprehension (University of Michigan Press) strikes us as ideal for the situation.

#### General Recommendations

Because we are convinced that change is needed in the curriculum and because we are convinced that the direction of change as defined by the CDP materials is right, we recommend that the project be continued. However, in order for high quality to be in all of the components, we recommend the following steps be taken in revision:

- 1) that plans for development of material for the second year material (except in special areas, such as Phonetics) be laid aside.
- 2) that the organizational structure for materials production be systematized as described in a previous section. The new structure would include provisions for ongoing evaluation outside the sub-team and for ongoing approval of the material in progress. It would also spell out responsibilities for quality control as well as production.

II A 1 cont.

- 3) that the present material be carefully examined by the group as a whole with the goal of spelling out in detail the amount and kind of articulation to be effected among the components.
- 4) that a new set of objectives, in terminology all can agree to and understand, be developed for each component.
- 5) that priorities be assigned to the revision of each component. This implies that the present subteams might be reconstituted, that some of the material might well be abandoned in favor of available texts, and that program needs (for example, priority in composition and listening comprehension) be considered as well as the amount of revision that is needed.
- 6) that a time-line be developed for each component of the revision that involves adequate time for polishing and reproduction before classroom testing.
- 7) that the new material be tested outside the University as well before being put into final form.

It is clear that the original expectations, given the time restrictions of the staff, were totally unrealistic. Hopefully, some of the recommendations we have made will take care of many of the problems inherent in the original plan. Given time, patience and dedication, the materials that eventually emerge might well serve as models to be emulated not only within Egypt but beyond.

## PROFESSIONAL DIPLOMA IN TEACHING ENGLISH

This course, which is taught primarily by members of the Centre and the Departments of Foreign Languages and of Curriculum in the Faculty of Education, is a one-year full-time course which prepares students for the Professional Diploma granted by the Curriculum Department.

### History

- 1975/76 Proposal for Professional Diploma agreed.  
Ministry agreement obtained to second suitable qualified teachers.  
(M.A.-TEFL course proposed, with entry from the Professional Diploma and equivalent degrees.)
- 1976/77 First course completed, with 14 students.
- 1977/78 Second course completed, with 13 students.  
Interviewing for entry developed.  
(M.A.-TEFL course initiated.)
- 1978/79 Third course completed.  
Standardized screening measure adopted for Diploma and M.A. entry.  
Teaching practicum developed.
- 1979/80 Fourth course in progress, with 15 students from 23 starters.

### Objectives

No single statement of objectives is available, but there appear to be three major ends in view:

- 1) to allow experienced teachers with a first degree in either Arts or Education to take a higher qualification relevant to their teaching specialization;
- 2) to provide a stepping-stone for suitable candidates to the Ain Shams M.A. in TEFL;
- 3) to allow early identification of candidates for further training overseas.

### Status

The Diploma is intended to be equivalent in status to the General Diploma, which is available as a one-year full-time or two-year part-time course to those whose first degree is not in Education. Both qualifications earn no increments but are a necessary stage to M.A. level training. However, there is a major imbalance. The General Diploma leads

## II A 2 (Diploma Program) cont.

automatically to the one-year Special Diploma, and this in turn qualifies candidates to write and defend an M.A. thesis. In the Professional Diploma, on the other hand, advance to the M.A. in TEFL is by selection on the basis of performance and no guarantee of such continuation is therefore possible. Moreover, the Special Diploma qualifies successful candidates for University teaching at a demonstrator level, but the Professional Diploma does not do so. Even the candidate who proceeds to complete his M.A. in TEFL is barred from Ph.D. study within Egypt unless, in addition, he collects the equivalent qualifications in, for example, the Arts Faculty. This anomalous practice inevitably reduces the number of applications to the Professional Diploma course, the quality of the candidates selected, and the general confidence of these candidates as the course progresses.

Notwithstanding these structural problems, upon which we comment further below, the course as planned and as executed is a valuable element in the overall program mix of the Education Faculty.

### Content

Appendix V sets out the regulations laid down by the University for this course. Subjects prescribed for study are as follow:

#### First: general subjects for all students

Theories of learning foreign languages	2 hours/week
General linguistics	2 hours/week
Observation and evaluation	2 hours/week
Expression and pronunciation for teachers	2 hours/week
TOTAL	<u>8 hours weekly</u>

#### Second: subjects of study for students who are not graduates of the College of Education

Curriculum and English language teaching	4 hours/week
Philosophical, historical and socio-logical basis for education	2 hours/week
Psychological basis for education	2 hours/week
Practical applications	4 hours/week
TOTAL	<u>12 hours weekly</u>

#### Third: subjects of study for graduates of the College of Education

Contemporary English literature	4 hours/week
Contemporary American literature	2 hours/week
Language and Literature	2 hours/week
Educational applications	4 hours/week
TOTAL	<u>12 hours weekly</u>

II A 2 (Diploma Program) cont.

Each component is the responsibility of one member of the Faculty (Centre, Department of Foreign Languages, Department of Curriculum, etc.) except for 'practical' and 'educational' applications, which are shared components.

On the basis of the course descriptions available to us, supplemented by observation and discussion, the following points clearly require attention.

- 1) It is paradoxical that an education course in a center of national excellence should need to disguise curriculum innovation, for the sake of parity with the existing curricula, under labels which are no longer correct. If, for example, the component 'Pronunciation and Expression for Teachers' in fact covers study skills and classroom techniques, this should be made explicit.
- 2) With closer coordination, the components of the course could be less uneven in style, strategy and intent. Any course of this nature should have a course coordinator -- this task is frequently rotated among course tutors -- whose responsibility it is to ensure that all course tutors know what is happening across the program and to ensure, in addition, that all students have from an early stage a coherent picture of what is demanded of them. It is important, for example, that all topic outlines should provide relevant information on objectives, content references, assignments and assessment. This helps the students to plan for their work, and, in particular, their private reading. More important, it helps the course staff to ensure that the course as a whole makes sense in matters of sequencing, weightage, cross-referencing, level of demand and overall workload. Current coordination is inadequate.
- 3) There is some indication of a confusion of objectives, particularly with regard to the linguistics component. Topics such as language acquisition, bilingualism, language planning, sociolinguistics and linguistics in relation to language teaching have been relegated to a minor position. Yet these, with basic work on the structure of English, are of major relevance to course objectives. Practice in transformational analysis, for example, is not. It is recommended that the linguistics component should be geared directly towards classroom applications.
- 4) While the study skills component is to be welcomed, it would be valuable if it could be made fully intensive and covered within the first few weeks of the course. Extension over ten weeks in what is a very short teaching year reduces the value of this course to the program as a whole.

## II A 2 (Diploma Program) cont.

- 5) The practicum has allowed some contact with teachers and classrooms, but it is inadequate in scope and extent. It should be sufficient to form the base for empirical study of many of the topics now discussed in the abstract. In this context, it is worth remembering that peer teaching is never a substitute for the real thing.
- 6) Prescribed reading is integral to a course of this nature. It is important to ensure that the Centre's library facilities are maximally available to students.
- 7) A number of pressures point to the need for a longer course. We recommend that the Diploma should extend over the full school year, rather than the University year. Several components can and ought to be taught intensively at the beginning of the lengthened program. Provided that the required total hours of instruction are maintained, there is no reason why an identical weekly timetable should be pursued from start to finish. The Diploma course should therefore begin in September, with an early emphasis on study skills and controlled observation.
- 8) Given that the overall objectives of the course and the expressed wishes of the trainees are largely in agreement, it seems advisable to respond to their wish for more, and more practical, assignments. These might take the place of some of the existing lectures and discussions.

### Policy

We have three major recommendations to make which will, in our view, further justify the considerable input into this program from the two departments and the Centre.

We recommend, first, that Centre staff should be available to teach the Diploma only if, in addition to screening measures to establish initial linguistic competence, there is a clear policy of recruitment into and deployment following this Diploma course. It is our view that the Ministry of Education through the Dean of the English Inspectorate should, in consultation with the course coordinator and the Dean of the Faculty of Education, invite to follow the course those senior teachers and inspectors who will after receiving their Diploma (and generally proceeding to the M.A.) be appointed, or return, to posts of influence within the secondary advisory/inspection/in-service training system. It is our further view that to support the current development of regional autonomy of execution in response to central decision-making and availability of resources, a clear policy for the training of such persons from throughout Egypt should be adopted, with financial compensation provided where necessary in the form of additional allowances. Without such a policy, the Diploma course will increasingly cater to only a section of the population, those who are favored by geography and economic status.

## II A 2 (Diploma Program) cont.

Current intake and dropout figures confirm the weakening power of this course, along with the M.A., as an instrument of improvement of the system through the 'multiplier effect' and the 'key post' strategies. Training senior teachers to work alongside other senior teachers is not a sufficient objective for courses of this nature. Since 25% of the time of the British and American teams is spent on these courses, which form in principle a single coherent training program, it is important that course output should be both adequate in numbers (i.e. 25 per course) and appropriate in deployment.

Returning to the question of the status of this course, our second policy recommendation is that the Professional Diploma should be recognized by the Ministry of Education (and Higher Education) as equivalent to the Special Diploma as a requirement for higher studies and/or university employment.

Our third policy recommendation is that all those entering the Diploma course, whatever their first degree, should follow the curriculum at present prescribed for Arts graduates. Thus, the distinction of curriculum presently drawn between 'arts' and 'education' graduates will be eradicated. That is to say, the components 'Contemporary English Literature', 'Contemporary American Literature' and 'Educational Applications' would be removed, and the component 'Curriculum and English Language Teaching' would be expected to cover the teaching literature in the schools.

Since the teaching of literature remains an objective in its own right, we propose that students completing this common curriculum for the Diploma should be allowed either to pass to the existing M.A. in TEFL in the Curriculum Department, or to a new M.A. in English and Education in the English Department. A proposal for such a course has already, we understand, been agreed at Faculty level. We fully support this proposal. The courses, in turn, should allow progress into Ph.D. programs within the Faculty of Education.

These recommendations are in line with our perception of the relations which should exist between the Centre, the Departments, and the faculties of the University which we set out in Section IV.

In conclusion, we should like to stress our confirmation of the need for the Professional Diploma course and our confidence that, with the changes suggested, it can contribute significantly to the raising of standards of English teaching in Egypt.

THE M.A.-TEFL PROGRAM

The M.A.-TEFL Program, introduced in the Curriculum Department of the Faculty of Education in the academic year 1977-78, has to date graduated 11 students who have presumably returned to their Ministry positions. (A larger number are currently completing their thesis.) See Chart 2. The stated objectives (as extracted from the Annual Reports) include the training of English teacher trainers and the professionalizing of English language teaching specialists in Egypt. The latter includes working knowledge of research techniques in order to engage in experimental projects to upgrade all of English teaching in this country. It is our belief, after interviewing the current group of M.A. students and examining the M.A. theses so far completed, that major strides towards these goals have been accomplished. (See Appendix VI for the Degree Charter and for titles of Master Theses.) There remain, however, several problem areas that we feel need attention which will bring the program even closer to its original intent.

Specification of Program Objectives

The objectives mentioned above are broad enough to cover most EFL teaching situations. It seems to us that more specific objectives are required in a country such as Egypt where English language teaching is viewed as a leading priority and where there is such a shortage of trained teachers.

Prior to specifying program objectives, it is useful to explore the local situation, including the background of the teachers and the students, as well as describe the customary positions the M.A.s will hold. If the M.A. training is to have the multiplier effect suggested by the Ain Shams personnel, the M.A.s' training must be pertinent to the local situation. Questions such as the following must be answered, even if tentatively:

- 1) What is the expected level of English proficiency of the M.A.? What is the level of proficiency of the teachers he will be responsible for?
- 2) Will the M.A. be responsible for teacher supervision and training?
- 3) What is the M.A.'s background and experience?
- 4) What aspects of English teaching are the regular teachers generally weak in?
- 5) Will the M.A. have responsibility for Curriculum/materials?
- 6) What level is the M.A. being prepared for? What type of schools? What facilities? What is the student motivation?
- 7) What are the possibilities for research?

## CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING

## M.A. STUDENTS

NAME	FACULTY OF ORIGIN	DIPLOMA	COMPLETION OF M.A. COURSEWORK	THESIS DEFENDED: DEGREE CONFERRED:	WHERE THEY ARE NOW
<u>American University in Cairo</u>					
Guiguis Younan Mansour**	NA	NA			Military Duty
Nermine Shaban Fahmy	NA	NA			Centre:ESP
Nabila Louis Nakhla**	NA	NA			Centre:ESP
Fayza Mohamed Hassan**	NA	NA			Centre:CDP
Ferial Rashad	NA	NA	June 1978	June 1978	Centre:CDP
Mohamed Imam	NA	NA			Centre:ESP
Hamid Hawass	NA	NA			Centre:ESP
Shahira Zaki	NA	NA			Centre:ESP
Ferial Hassan	NA	NA			NA
Shaker Risk <sup>†</sup>	NA	Centre, 1978	June 1979	June 1979	Centre:ESP
<u>Ain Shams University</u>					
Soraya Al Atroosh**	Arts	England			Centre:CDP
Sameer Armanios	Arts	England/AUC	June 1978	June 1978	Senior Teacher .

\*Participated in Applied Linguistics Conference in Tunis, Summer 1978.

\*\*Participated in TESOL Institute at UCLA, Summer 1979.

<sup>†</sup>Funded by AUC Scholarship.

NA-Not Available.

## CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING

## M.A. STUDENTS

NAME	FACULTY OF ORIGIN	DIPLOMA	COMPLETION OF M.A. COURSEWORK	THESIS DEFENDED: DEGREE CONFERRED	WHERE THEY ARE NOW
<u>Ain Shams University contd.</u>					
Aamer Omar Mohammed*	Education	Centre		--	Sudan: Sr. Teacher
Ali Mohammed Abd Rabbo	Arts	AUC		--	Senior Inspector
Awatef Ayad Mehail	Education	England		June 1978	Senior Teacher
Foad Khalil Hasan**	Arts	England		--	Senior Inspector
Mohamed Refai	Education	AUC		--	Ministry of Education, Testing Project
William Zaki	Education	England/AUC	June 1978	--	Ministry of Education, Testing Project
Amal Matarawi	Education	Centre		1980	Centre:ESP
Therese Constantin	Arts	Centre		1980	Min. of Educ.: Teacher
Rawia el Meniawi	Arts	Centre		--	--
Shokri Zaki Iskander	Education	England		--	Senior Teacher
Fatma Al Maghrebi	Education	Centre		--	Senior Teacher
Farid Riad Abdel Sayed	Education	AUC		1979	Senior Teacher
Korayem Afifi	Education	England		--	Centre:ESP

## CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING

## M.A. STUDENTS

NAME	FACULTY OF ORIGIN	DIPLOMA	COMPLETION OF M.A. COURSEWORK	THESIS DEFENDED: DEGREE CONFERRED:	WHERE THEY ARE NOW
<u>Ain Shams University contd.</u>					
Magda Hasan Mohamed	Languages	Centre	June 1978	--	Teacher (?)
Nadia El Didi**	Arts	England		--	Centre:CDP
Nabeel Kaiser	Education	England		--	In-Service Assistant
Haridi Abu El Ela**	Education	Centre		--	Centre:ESP
Ismael Mohammed	Arts	Centre	June 1979	--	--
Wagih Abd Alla	Education	NA		--	--
Rafat Gorgy	Education	England		--	--
Fahmi Gabr	NA	Centre		--	--
Abdel Rahman Hussein	Education	Centre		--	--
Farida El-Shakri	Arts	England		--	--
Karima Naquib	NA	NA		--	--
Kamal Abdel-Ghany	Education	Centre		--	--
Abdel Moez Mohamed	Arts	AUC		--	--
Shawki El Sayed	Education	Centre		--	Teacher
Mohamed Abd Alla	Education	England	--	NA	
Omaya Ahmed Ali	Education	Centre	--	Faculty of Women Demonstrator	

## CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING

## M.A. STUDENTS

NAME	FACULTY OF ORIGIN	DIPLoma	COMPLETION OF M.A. COURSEWORK	THESIS DEFENDED: DEGREE CONFERRED:	WHERE THEY ARE NOW
<u>Ain Shams University contd.</u>					
Abdullah Yassin Abdullah	Education	Centre	--	--	--
Awatef Ess Guirguis	Arts	Centre	--	--	--
Koot El Kloob Abou Elnour	Arts	England/AUC	--	--	--
Mohamed Ali Elsayed	Education	Centre	--	--	--
Mohamed Ahmad Moneeb	Education	Centre	--	--	--
Mohamed Eid	Arts	Centre	--	--	--
Mohamed Redwan	Education	Centre	--	--	--
Naguib Fayed	Education	Centre	--	--	--
Samir Ahmed Mohamed	Arts	Centre	--	--	--
Soraya Ahmed Al Haddad	Arts	Ireland	--	--	--
Violet Fahmy	Education	AUC	--	--	--

N.B. The above students are enrolled in the 1979/80 M.A. Program.

In general, the program should specify which skills the teacher trainer/specialist must possess in order to be most effective in the given situation.

In addition to the specification of objectives, we believe the courses and experiences designed to carry out the objectives should be interrelated and carefully coordinated. The last point is especially important in a new program where the personnel are sometimes new to each other as well as to the academic situation. Virtually the only way to assure continued quality is by specifying objectives early on and coordinating the courses. Please note that we are not advocating engraving the objectives in stone; of course, times (as well as M.A. students) change, and there will be a need for revision of objectives and courses from time to time. Nor are we advocating relinquishing of academic freedom. We are simply asking that the professors teaching the M.A. courses consult each other on a regular basis so that the courses and experiences have common goals.

### Implementation of Objectives

There are currently two aspects to the M.A. program: the course work and the thesis. While the courses cover a number of very current topics in linguistics and language learning, there seem to be some gaps in the program for people being trained for this situation.

For example, there is no required course in linguistic structure of English. In our experience, non-native speakers of extremely high proficiency in English still benefit from the study of advanced linguistic aspects of the language, if for no other reason than being able to explain questions about syntax and phonology to less proficient teachers under their care.

We note also that the course on testing is an elective. One of the easiest ways for a classroom teacher to get feedback on both teaching and learning is by giving appropriate tests, and the supervisor will presumably need to know how to help in this area.

At the M.A. level there is no teaching component, an experience which may be altogether missed if the M.A.s do not come from the Ain Shams Diploma program. Also, there seems to be no component in teacher supervision. This seems to be a serious gap since most of the graduates will be engaged in this task, and since this area will provide the challenge of the future for English teaching in Egypt.

There also seems to be some gap at the M.A. level in classroom practices. If the students come from the Ain Shams Diploma program, perhaps the present course in Theories of Foreign Language Teaching can substitute; but if the students don't have the Ain Shams Professional Diploma, then there is no assured component in classroom practices.

The courses in Psycholinguistics and Sociolinguistics, while very important in a program which has everything else, seem somewhat esoteric in a program which does not seem to provide some of the basic skills required of teacher trainers in Egypt. We would like to see the major topics of these courses included in Readings on EFL, so that the students continue to keep up on the latest issues.

## II A 2 (M.A.-TEFL PROGRAM) cont.

The research aspect of the program seems adequately covered. The Research Methods classes and seminars lead to independent research at the thesis writing stage. Several of the theses we examined are very impressive and display a broad knowledge of the professional field as well as a keen understanding of the needs of language teaching in Egypt. Both the graduates and their supervisors should take pride in their accomplishments.

Leaving aside the question of thesis quality, however, we note that there are significant numbers of M.A. students who have finished their course work, but who have not finished the thesis, and we understand a number may never finish. We question the value of a procedure which may prevent highly trained specialists from doing the much needed work in English language teaching. We are fully aware of the lower status of a degree without thesis in the system of higher education in Egypt, but we feel that in this very special context the question of a degree without a thesis should be raised.

### Other Problems

If one looks back at the program reports of 77-78 and following, one is struck by the number of problems which have been solved during the very rapid implementation of a new degree: space, size of student body, and library facilities, for example. There remain, however, some issues which are not as easily remedied.

The relationship between the M.A. and Professional Diploma programs has proven a difficult problem. If candidates enter the M.A. without the Ain Shams Diploma, there is no way to guarantee that they will have the equivalent of the Diploma course experiences. When the M.A. enrollment is limited to 15, there are not enough students to make several courses of study. Thus, one possible solution would be to require the Ain Shams Professional Diploma as an entry requirement. This solution, however, would for all practical purposes eliminate people from outside of Cairo who might come for a one-year M.A., but who would find it impossible to do a two-year program -- Diploma plus M.A. If Ain Shams is considering a national constituency, this is not a viable solution. Our suggestion would be to reorganize the courses and then allow students from other Diploma programs to make up for this lack of background through their choice of electives. This solution would answer both objections.

Students with a first degree in Education who take the M.A. in TEFL in the Curriculum Department are, by Egyptian University governance, prevented, as are those of any discipline who take the M.A.-TEFL at AUC, from going on to a Ph.D. The alternatives are to begin again with an M.A. in the Arts Faculty (which may itself require a prior B.A.), or to go abroad for post-graduate training, in which case they seem to be exempted from the usual regulations. Although the major objective of the M.A.-TEFL course should be to provide the school system with well-trained specialist/advisors, outstanding graduates of this program with strong research capabilities should have the opportunity to proceed to doctoral work within the University.

## II A 2 (M.A.-TEFL PROGRAM) cont.

The writing of the thesis is expected to be completed after the M.A. returns to his full-time job the September following the academic year. Once a student leaves the academic environment, it is very difficult to finish independent research; the support facilities in terms of libraries, professors and colleagues are not present to keep up the incentive. Additionally, the M.A. returns full-time to his teaching post. During discussions with the M.A.s at Ain Shams, one of them suggested that they be hired to teach in the undergraduate (e.g. ESP) program during the second year while they write the thesis. It sounds very simple, and would provide some needed manpower. There is, nonetheless, the question of money for salaries. So we leave it to the University officials to explore.

University officials should consider beginning the school term in September for the M.A. students. They are released from their posts at that time; Centre staff are available; and an extra two months would provide time for more research than is now feasible. This would complement a similar proposal for the Diploma program.

### Summary and Recommendations

We would like to reiterate that the M.A. program is a good one. The M.A.s we talked to and observed in classes are intelligent, articulate, and very up-to-date. It is our hope that they can be sufficiently assured rewarding and challenging futures.

#### Our recommendations for the M.A. program:

- 1) Goals and objectives should be reexamined and restated in terms of the Egyptian situation.
- 2) Courses should be readjusted in light of 1).
- 3) The courses should be interrelated as to objectives and coordinated throughout the program.
- 4) The relationship between the M.A. and Diploma classes should be clarified so that all the graduating M.A.s have the same experience.
- 5) Outstanding graduates should have the opportunity of doctoral work.
- 6) Institution of a "thesis year" at Ain Shams should be explored to increase the number of degree-carrying supervisors in Egypt and thus also speed up the multiplier effect.
- 7) Consideration should be given to extending the academic year.

II A 2 (M.A.-TEFL PROGRAM) cont.

Possible M.A. Course Structure  
Reorganization

PRESENT

Required

Psycholinguistics  
Curricula  
Readings in TEFL (2)  
Methods of Research (2)  
Sociolinguistics

Elective

Literature in EFL  
ESP  
Testing

PROPOSED

Required

Testing  
Structure of English  
Materials/Curriculum  
Classroom Practices  
Readings  
Research Methods  
Supervision

Elective

Psycholinguistics  
Sociolinguistics  
ESP  
Literature in EFL

## II A 2 (Library Facilities)

### LIBRARY FACILITIES

The library facilities are seen as an essential adjunct to the research aspects of the Centre's work. The library collection has grown from 0 to 1,600 volumes in four years; it has its own room and a permanent Egyptian librarian who has devised a system for cataloging and check-out. The whole operation seems to be running quite smoothly in a relatively short time.

Naturally, more books are needed and some are forthcoming from the British Council and UCLA. To augment these holdings, perhaps letters could be sent to American (and British) publishers asking for donations. The letter should point out the needs and emphasize the benefit to the publisher of having his titles available to the future leaders of ELT in Egypt.

Some consideration should be given to the hours of operation. Now, the library is principally open during the hours the students are in classes. If some afternoon hours could be switched for the morning ones, perhaps even greater usage could be made.

## TESTING

The Ain Shams University English Proficiency Examination (ASUPE) was originally conceived as an evaluative mechanism for the Curriculum Development Project. The test was drawn up in the academic year 1977-78 -- the same year the CDP was begun -- by Mme. Fawziah and Dr. Henning. (See Appendix VII for full discussion.)

Over the next two years, the purposes of the test seem to have changed from a program evaluation mechanism to a proficiency test which could be used in any instance when one might like to assess English ability, inside or out of Ain Shams. (See Schreck and Strain's 1980 statement, Appendix VIII).

The test includes measures of language activities which are included in language ability, such as measures of phonological, morphological, syntactic and semantic performance and measures which tap both the receptive (reading, listening) and expressive (writing) modes, a standard inventory. In fact, the test resembles closely proficiency tests commonly used in the United States and elsewhere. There is no report of the procedures used to select the item types, nor the specific items, so external comments of evaluation can only concern the final product.

To validate the test, it was first administered to the students in the graduate programs. The test was next administered to undergraduate students in all four years at Ain Shams. Then elaborate statistical procedures were performed on the results. But as far as we have been able to discern, none of the results have been applied to, nor had any impact on the CDP.

### ASUPE -- Proficiency Testing

It goes without saying that a large-scale program such as the CDP implies a constant evaluative procedure, but it seems to us that, as with other aspects of the Centre programs, specific objectives were not articulated at the outset, although they seem to be clearer now.

At the present time, ASUPE has a form A, and a form B is under construction. These forms will, in time, answer the need for measuring proficiency and will provide feedback on the program in terms of increase in general ability. Previous plans included development of many forms of ASUPE so the students could be tested repeatedly without compromising the results. We feel this is not productive in terms of time or money. If, as we have been told, security is a problem, the care and feeding of four forms offers much more difficulty than two. The Centre is not yet in a position to do external testing, as the tests are not standardized. Until such a time as testing can become a Centre priority, it is our recommendation that ASUPE forms A and B be polished and refined and used for proficiency testing purposes.

## II B 1 (Testing) cont

As mentioned above, there is no record available to us of the procedures used to construct the test, and even though Henning's statistical procedures deem the items statistically valid and reliable, statistics cannot tell us if the basic item was linguistically sound, -- i.e. statistics can tell us if the item discriminates among the takers, but not if the item itself is in English or Pig Latin. The basic construction of the test must be sound before the results can be entered into the equation. Another procedure selected "item prototypes," that is, which types of items revealed more reliable and valid information. This is very useful in checking items on the test, but there is no way for the analysis to judge items which are not on the test; that is, all of the items should be checked again to see if they constitute the best way to test a certain skill.

Our recommendation is that the polishing process of ASUPE begin with a careful analysis of the question types and of the individual types and of the individual items. Here is an example: the vocabulary section of the test seems to require several types of mental linguistic operations. No. 5 requires a phoneme/grapheme distinction (scalded/scolded); No. 6 requires an inference and No. 10 requires a synonym. We are not arguing that all of these operations are not part of learning a language, but that they be tested in such a way that the student and the tester know what is being tested. If the students make an inference in answering No. 10 (instead of supplying a synonym) they will get the wrong answer, at which point the tester will have no idea why the mistake was made.

It was not our task or our purpose to examine the test in detail, but a few examples may make our concerns more clear. In terms of individual items, Vocabulary No. 4, akin (Mary is akin to John) strikes us as somewhat dubious. In the Grammar part, Nos. 17 and 19 both test but, a rather wasteful procedure in a 15 or 20 item test.

Plans are being made to test ASUPE at another Egyptian university. This will give external feedback on the test as well as give some visibility to the Centre at Ain Shams. For the purpose of comparison with other measures, perhaps UCLA could help in testing it on students in the U.S. who have taken other standardized tests.

### Achievement Testing

The large area of achievement testing for the CDP remains to be explored. Achievement tests would give frequent feedback to the students on progress as well as provide measures of effective teaching. Moreover, and most importantly, it would provide systematic feedback on the materials in the CDP. It might be possible to tie the work in the M.A. testing course to this project, thus gaining manpower for the project and actual experience for the trainees.

## II B 1 (Testing) cont.

### Testing Oral Proficiency

The one skill area not tested by ASUPE is oral production, which is being explored informally by Centre Staff. Since the CD? stresses speaking skills, development of a speaking test can be justified in terms of testing objectives. Whether or not staff time can be justified is a matter of setting priorities on the various projects.

### Summary and Recommendations

ASUPE has received a lot of hard work and devoted attention over the years. Although its proposed use has changed, we think it can become a good instrument for evaluating English proficiency in Egypt. In a country where standardized English tests are not readily available, ASUPE could have important impact at Ain Shams and elsewhere in Egypt in the future. For the moment, however, the time for major staff involvement is finished. The test should be polished and revised and validated in as many contexts as possible. Future Centre efforts in testing should concentrate on achievement measures first and then measures of oral skills.

ESP PROJECT

English for Special Purposes

Normally an ESP program is based on answers to two sets of questions. The first set aims to establish whether a suitable ESP context in fact exists:

- 1) Is the group of target learners homogeneous in terms of initial behavior patterns, learning styles and intended outcomes?
- 2) Can the communicative needs of these students be specified in terms that are linguistically valid? The specification may be lexical (the vocabulary involved), syntactic (the grammar), notional (the concepts), functional (the tasks which language fulfills), or behavioral (the skills which a speaker requires).
- 3) Does the teaching context, in terms of time, facilities, course constraints and teaching staff, allow some or preferably all of these needs to be pursued?
- 4) Will the students themselves be satisfied with a specific focus on English rather than a general coverage?

If the answers to these questions indicate that the specific needs of a homogeneous group of students can be identified, and that the context allows an attempt to fulfill those needs, then the feasibility of an ESP program is established. The second set of questions concerns the design and implementation of courses:

- 1) Can the specifications of needs and wants be reconciled in a way which indicates what needs teaching and how it should be taught?
- 2) Are there existing materials which, by selection and adaptation, can form the basis for a course of instruction? In particular, are there authentic materials relating to study skills or occupational needs which can be utilized? If materials production or extensive adaptation is necessary, do adequate facilities exist?
- 3) If suitable materials are developed, do existing staff have the right competences and attitudes to use them skillfully?
- 4) Are adjustments to the teaching context, if not essential, desirable?
- 5) How can the effectiveness of the strategies be measured?

These, essentially, are the procedures which characterize an ESP approach. We mention them here in order to provide a general perspective against which the programs at Ain Shams can be viewed.

History (See Chart 3)

- 1977/78      An informal proposal developed into a detailed proposal for a project within which an experimental methodology would be applied and tested, i.e. a dual mode (listening and reading) decoding approach with carefully structured fully prescriptive written and recorded texts. Science student groups within the faculty were chosen because these offered better experimental contexts, not because desire had been expressed for curriculum revision within the existing Service English program for these groups.
- (October)    In Appendix IX, Document A represents the initial working proposal and Document B is the proposal drawn up at the request of the Dean of the Faculty of Education and in consultation with the Chairman of the Department of Foreign Languages, the Faculty of Education and the UCLA/ICA advisors. This proposal was for the following: a 3-year project, extending into three faculties by 1979/80; to be conducted by a Principal Investigator and four associate investigators, and a team (by 1979/80) of 14 research assistants and an unspecified number of demonstrators; full resources including special teaching premises, production room with recording booth, office and classroom recording equipment, computer time, consultancy and training expenses. Funding was not identified for this proposal, which was developed alongside proposals for research projects in testing and in undergraduate curriculum development. A limited project was, therefore, established within the Faculty of Education, which provided for the following: 12 hours of material using 3 different teachers and 8 sections of first-year students in the Department of Life Sciences, and the Faculty of Education; a control group of 12 hours of material using 4 different teachers in 6 sections of first-year students in the Mathematics Department and the Faculty of Education. The short-term objective was to test the effectiveness in the Faculty context (large classes, little time, relatively untrained teachers) of materials based on the theory underlying the original proposal, i.e. dual-mode decoding of scientifically based material presented by text and tape. See Document C in Appendix IX.

ESP

STUDENTS

Number

Beginning                      End

1977-78

Departments

Year I

Biology/Geology                      250-300                      121

Mathematics\*                      200-250                      48

1978-79

Year I

Natural Science

Physics/Chemistry                      1100                      NA

Mathematics

Year II

Natural Science                      700                      NA

Physics/Chemistry

1979-80

Year I and II

All science depts.                      2500

\*Control group during experimental year of ESP Project.  
One section of approximately 35 students dropped from  
experiment; other subjects' attrition due to individual  
participation.

## II B 2 (ESP) cont.

- (June)            The conclusions were: that the materials and methodology were both possible and desirable; that the pilot program should be revised and finalized; that materials should be developed for the Year II students of Life Science; that development of materials for other subject areas should commence; that the effectiveness and transferability of the materials should be the subject of further research.
- 1978/79           The experimental program was extended to 42 sections of first-year students in the departments of Life Science, Physics/Chemistry, and Mathematics, and second-year students in the departments of Life Science and Physics/Chemistry. Eight demonstrators were involved in experimental teaching, following a workshop in October 1978. Tests of competence and attitude showed experimental gains. Research was conducted by Fahmy (M.A./AUC) into the relative value of single mode and dual-mode decoding approaches. See Document D in Appendix IX.
- 1979/80           The experimental materials, with some revision, are being used in 50 sections throughout Years I and II of the departments of Life Science, Physics/Chemistry and Mathematics. Year I and II materials are available in booklet form, for use by 12 demonstrators and over 2000 students. Research has been completed by Rizk (M.A./AUC) into the relative value of teacher-and-tape and teacher-only realization of the dual-mode decoding approach.
- Document D is under completion as the Final Report on this Research Project.

### Evaluation

It is important to remember that, in the words of the research leaders, "the original conception of the research was concerned primarily with experimental methodology, and not with ESP per se," and "the basic hypothesis underlying the methodology is that the decoding skills of listening and reading should receive the major emphasis in the instructional program. These skills are the ones most directly relevant to the student body which the materials are aimed at. However, this is not the main reason that the materials in the project are designed with a decoding emphasis. This is actually only a fortuitous coincidence." (See Gary and Gary: Final Project Report.)

It is necessary, therefore, to evaluate the work of the ESP project on two levels: (a) as research into methodology and (b) as a contribution to the ongoing programs of the Department of Foreign Languages within the Faculty of Education.

### As Research

This project is of considerable interest in its attempt to pursue rigorously a particular strategy of teaching. The phased development of the program and, in particular, the organization of the training and participation of demonstrator indicates intensive effort and elaborate design. The strategy adopted has encouraged a basic discipline and economy of class time which has been beneficial in itself to both teacher and students. The testing measures adopted suggest that the materials have been successful in improving learning progress in those areas where progress was to be expected, and that the attitudes of the learners towards English have improved. However, the research does not, except for the initial control study, test the efficiency of this method against other approaches, and this initial study establishes a comparison only with 'traditional' rather than 'improved' teaching. It is not known, for example, whether interactive multi-skill techniques, suitably developed and applied, would achieve similar results. Furthermore, the post-test results are available only for those students who complete the course. It is not unreasonable to suggest that those who complete are precisely those students whose competence and positive attitudes are above average or those students whose learning habits are compatible with this approach. A study of the drop-outs is needed, as is a tabulation of complete student statistics. For example, every student taking English within this Faculty program must pass the end of the year examination which is worth 50 marks in his total yearly assessment: details of passes and failures are relevant, along with teachers' informal evaluation, to any assessment of course effectiveness. One claim for the material was that it would produce equally good results regardless of the ability of the teachers. The Evaluation Team have observational evidence to indicate that the materials are capable of being taught very well or very badly. Normally, one would predict that variations on teacher performance would affect group achievement. Claims to the contrary require documentation. Finally, the test of attitudes (see Document D, Tables 9 and 10) does not appear to us to avoid the danger of experimental bias and accepts a more superficial measure of attitude than the rigorous nature of other parts of the program would have led us to expect.

### As an Ongoing Program

The development of the experimental materials in the research project has been a useful input to the service function of the English section. The Evaluation Team considers, however, that a broader approach to ESP within the University is now required. In particular, we recommend that in a context where ESP is clearly feasible and, in our view, desirable, the Centre for Developing English Language Teaching in collaboration with the Department of Foreign Languages should now address itself to questions of design and implementation for other target groups. The Centre and the Department should, therefore, through a joint ESP team:

A. Conduct a detailed needs analysis for the following groups of potential learners:

- 1) First and Second Year students in the departments of Life Science, Physics/Chemistry and Mathematics in the Faculty of Education, i.e. a detailed analysis for those groups already receiving instruction;
- 2) Undergraduate students in other Faculties, with priority to Medicine and the Applied Sciences;
- 3) Postgraduate students in other Faculties, with similar priority;
- 4) Demonstrators and lecturers in departments within the Faculty of Education and in other Faculties who require English for professional purposes.

Since all these groups cannot be analyzed simultaneously, it is recommended that priority be given to 1), and that the needs of groups 2)-4) be identified by the Centre, within an ongoing program to be agreed in consultation with the Faculties of the University, the Women's College and the Department of Public Services (to whose existing programs the Centre might wish to contribute). The Governing Body of the Centre provides a forum for such consultation. For each target group, the Centre should:

- B. Survey existing ESP and other materials relevant to the needs identified in A.; study the texts in English in use in the target groups, with a view to making use wherever possible of such materials; recommend selection, adaptation and supplementation to meet the specific needs of the students and staff at Ain Shams University. (It should be noted that the Listen and Read materials developed by the Department of Foreign Languages and the Centre will be among the materials considered for selection at undergraduate level.)
- C. Establish the minimum requirements for course development, including secretarial and administrative support, library resources, budgetary allocations and appropriate publication procedures where necessary; and including such strengthening or redeploying of Centre staff as any major new course program might require.
- D. Define the training and orientation needs of the staff concerned with implementing such programs as the Centre recommends. This might involve familiarization of English teachers with the basic objectives and concepts of a specialist course in other departments, as well as the development among specialist teachers of a greater awareness of the linguistic problems of their students. The interlocking of programs should be encouraged (work with group 4), for example, will assist in dealing with groups 1)-3)).

- E. Recommend if necessary changes in the teaching environment, in which the three most influential factors are number of class hours, class size, and teaching equipment. Improvements in any of these areas, particularly at the undergraduate level, offer the possibility of improved achievement. Any course proposal developed by the Centre should indicate the extent to which improvements in facilities would enable different targets to be met.
  
- F. Establish the three types of feedback in any ESP programs developed. Any course taught should be coordinated from the Centre in consultation with the host department(s), and the experience of staff and students should be systematically recorded. Specific tests should be conducted for parts of developed courses, or for particular components of materials, to establish their effectiveness. The form of final assessment within the University's existing regulations, or established (e.g. as a certificate) to provide extrinsic motivation for groups 3) and 4), should be designed so as to measure the individual's competence to use English for those tasks for which the course is designed, i.e. tests should be criterion-referenced, not norm-referenced.

### Conclusion

In sum, the ESP project has performed a useful service in experimenting with a method and a set of materials which is now available for extended use where appropriate. In the course of the project, experience has been gained and major steps have been taken in the recruitment and training of a well-qualified and well-motivated team of Egyptian 'ESP' demonstrators. (See Chart 4.) We believe, however, that the attention of the Centre should now turn towards the broader requirements of the Faculty of Education and the University. The expertise that has been developed should be made available in other contexts where an ESP program proves desirable, employing a full range of appropriate methodologies in which the individual skills of the staff can play a more significant part.

ESPDEMONSTRATORS

	<u>Appointed</u>	<u>Qualifications</u>
1977-78		
Nora Sabry	1977	MA candidate
Amal El Matarawy	1977	MA candidate
Shaker Risk	1977	MA candidate
1978-79		
7 demonstrators Names not available		
1979-80		
Shaker Risk	1977	MA (AUC)
Haridi Abo El Ela	1978	MA candidate, Centre
Amal El Matarawy	1977	MA candidate, Centre
*Fathy Abdalh Mohamed	1979	MA candidate, English Literature
*Ahmad Mohamed Abood	1979	MA candidate, English Literature
Nabila Louis Nakhla	1979	MA (Centre)
Hamid Hawass	1979	MA (AUC)
Aisha	1979	BA, Education
Mohamed Imam	1979	MA (AUC)
Nermine Shaban Fahmy	1978	MA (AUC)
Osama Nazmi	1979	MA candidate, AUC
Korayem Afifi	1979	MA candidate, Centre

\*Teaches 3 hours per week; regular load: 6 hours per week.

THE ABBASSIA ESP PROJECT

Appendix X describes action so far taken by the Centre in response to a request from the Director of the Department of Medical Equipment Technology, Abbassia, for assistance with course design and implementation within his Department. This Department, which is within the Ministry of Public Health, currently receives technical assistance from the British Overseas Development administration. Specifically, assistance is sought from the Centre in building and initiating a two-year course in Technical English for student-technicians.

The project paper prepared by the Centre team, involving three American and two British team members, refers to "reluctance ... on the part of Center staff to take on a new project at this time" and to the need to "reflect balance between minimum involvement, on the one hand, and the desire to obtain funds for Center improvement, on the other."

Financial considerations in our view should not be decisive in determining the Centre's commitment to this project. The speculative nature of 'contract' income makes it no substitute for an agreed annual allocation. Steps should be taken to agree on a Centre budget within the by-laws of the University before attempts are made to generate income from outside.

There are alternative grounds, however, on which the Evaluation Team recommends that the Abbassia Project should not be pursued. First, if recommendations made elsewhere in this Report regarding the programs within the University (CDP Diploma, M.A., ESP) are adopted, the capacity of the Centre is simply not adequate to the task proposed for Abbassia. Presentation of the proposal alone has taken, on a conservative estimate, 135 hours of specialist time, time which has been diverted from major projects.

Second, we do not consider the strategy proposed to Abbassia to be an example of the best that current theory can offer. Detailed advice here would repeat many of the comments made in discussing the University's ESP programs. In a clear ESP context such as Abbassia, where English is needed both for student purposes and for long-term occupational purposes, a very detailed analysis of needs and optional strategies is called for. There is no evidence that this detailed thought has been applied.

Thirdly, we consider it inappropriate that staff who have been appointed to the University to serve particular objectives there should be diverted into outside operations where their subsidized presence serves to generate funds for the University.

For these reasons, we recommend that in existing circumstances external projects such as this should not be undertaken. If in the course of future development of the Centre such projects should arise, their magnitude should be recognized and the Centre's staff strengthened to allow for such activity. We repeat, however, that, given the many tasks facing the Centre within the University itself, this project is an unhealthy diversion from primary objectives.

## II B (In-Service Training)

### IN-SERVICE TRAINING PROGRAMS

It is our perception of the Centre that it should in due course, in collaboration with the Faculty of Education and related Ministry of Education departments, form a center of national excellence in education, with influence over the school curriculum through development projects, pre-service education and in-service training.

Major contributions have been made to pre-service training through the first degree program, and the high level in-service education provided by the graduate program is discussed elsewhere. In the Centre's history, however, little contact has been established with existing in-service training programs for teachers except through occasional assistance with in-service courses at the Ministry's Training Center at Manshiet el Bakri (e.g. in 1977/78). This occasional and limited assistance seems to us, for a national center, an inadequate level of involvement in such a large educational issue.

In order to have maximum influence over in-service training, the following conditions need to be met:

- 1) the Centre should be developing major training programs, with the Ministry of Education, to meet the defined needs of English teaching throughout Egypt;
- 2) the Centre should be developing techniques and materials for use on in-service training courses throughout the country;
- 3) the Centre should be training the trainers;
- 4) the Centre should be collaborating, at the hub of the system, in the conduct of model training programs upon which to base materials/ techniques development and trainer training for wider application.

We envisage a scheme in which the complex of the Centre, the In-Service Training Centre, the Audio-Visual Centre and the Experimental School in the Ain Shams/Manshiet el Bakri might form the nucleus, with links to fully trained coordinators in the regional inspectorates controlling training programs in their own regions. The scale of the scheme required is well indicated by the projections of specialist and non-specialist staff which are set out in the final report of the research project on 'The Second Level Teacher' (December 1979).

The complexity of a program of this kind forces us to conclude that the Centre as at present constituted and staffed should not become involved in planning such a scheme, nor in equivalent schemes such as the provision of teaching and training packages for practicing teachers.

II B (In-Service Training) cont.

We recommend rather consideration of the possibility:

- 1) that the Director of the Centre, as Dean of the Faculty of Education, seek external collaboration in drawing up an action plan for in-service training, correlated with plans for curriculum renewal;
- 2) that in the course of this planning the Centre and Faculty should offer a base from which Egyptian and external advisers can survey the needs of the country for English and explore the implications of their findings for English teaching;
- 3) that given appropriate planning, Ministry agreement, and adequate funding, the Centre should, in due course, collaborate in an in-service training scheme for English teachers, through a special project group of experts attached to the Centre, but assigned full-time to the training scheme.

We repeat that we do not feel this is a task which should draw fully committed Centre staff away from its primary functions within Ain Shams University. It is suggested, therefore, that the in-service training function of the Centre should be developed separately from its existing programs for teaching and research.

Without a sound and clearly spelled out administrative structure at all levels, the Centre cannot function effectively. In virtually every background report we have read and during interviews we have conducted, we have found persistent and recurring requests for help in setting up a system that outlines responsibilities and establishes reporting procedures in detail. Keeping in mind the need for a structure which will work within the existing system, we have developed the following recommendations:

## IV A

WITHIN THE UNIVERSITY

We recommend that the status of the Centre within the University should continue to be as indicated in the original proposal in Appendix II and as set out in the relevant By-Law of the University Ordinance. This is reproduced as Appendix XI.

We have found it helpful in our own thinking to use an organization chart which indicates the relationship between the Centre and other parts of the University administration. The notes following may be read with reference to Chart 5, which is presented on page 54.

1) According to the By-Law, the Centre has a Governing Body, under the chairmanship of the Vice-President for Graduate Studies and Research, with responsibility for the overall policy of the Centre. This body is expected to meet every two months. In practice, the Governing Body has met rarely, and not at all since 1978. This body is important not only for framing of policy, but also -- and perhaps primarily -- for regular contact between the Centre authorities, other University authorities and the Ministry of Education.

We, therefore, recommend that the Governing Body should be reconstituted. Recognizing, however, the pressures upon members' time, we propose that it should meet annually only, in order to consider the Director's report on progress, endorse his policy, and agree to his budget proposals for the coming year.

2) The Governing Body is empowered under the existing By-Law to establish an Executive Committee with the responsibility for maintaining an overview of the tasks which the Centre undertakes relative to its policy objectives. This is an important body whose advice might, in our consideration have prevented some of the lack of focus in Centre programs to which we refer elsewhere in this report. There are, indeed, arguments for strengthening this body in view of the less frequent meetings of the Governing Body (see 1) above).

IV A (Within the University) cont.

We recommend that the Executive Committee, as constituted in the Original By-Law, should meet at the request of the Director of the Centre, and in any event, not less than twice a year, i.e. once each semester. It should receive at its meetings, from the Director or his nominee, a report on work in progress and proposed. In addition to the Dean of the Faculty of Education, and the Director of the Centre (if not himself the Dean), and the specialists appointed to the Committee, it should be the practice for the following to attend 'with voice but without vote':

- the team leader of the American staff in the Centre;
- the team leader of the British staff in the Centre;
- the Cultural Attache of the United States of America in Cairo, or his nominee;
- the Representative of the British Council in Cairo, or his nominee.

It is our view that the presence of these persons as ex-officio advisers to the Executive Committee would contribute to the value of discussion on programs, progress, personnel and external funding.

3) The Centre as at present constituted exists in statute and in the person of its Director and its American aid-funded staff. Its operation, however, relies to a considerable extent upon the Egyptian staff working within its programs. These are appointed not to the Centre, but to an academic department. We believe that the existence of the Centre needs affirmation.

We recommend that the Director, at present the Dean of the Faculty, should while having a permanent University affiliation be a legitimate charge against the Centre budget for that part of his time which is spent on Centre business. When in due course a full-time Director is appointed, we would expect his post to be a full charge on the Centre budget, although his primary affiliation will be to a University Department.

We further recommend specifically that the four British KELT (Key English Language Teaching) appointments within the Department of Foreign Languages in the Faculty of Education should on extension or replacement be made within the Centre. (We note that current contracts terminate in August 1980.)

We recommend finally, regarding Centre appointments, that all Egyptian staff of University departments who participate in Centre programs should be released by written agreement of the Head of their Department for this purpose. Where such duties go beyond their statutory commitment to their Department, funds should be made available to pay such additional fees for their services as the University regulations lay down. In this way, we hope, the work conducted by Egyptian and foreign staff within the Centre's programs will be truly collaborative.

#### IV A (Within the University) cont.

4) In addition to collaboration within the Centre (detailed procedures for which are set out in the next section), collaboration is vital with other authorities in English language and literature within the University. We, therefore, recommend that the Director of the Centre should be an ex-officio member of the English Council of the University. We take this opportunity to express the hope that this Council will meet regularly to discuss joint programs. Such meetings will certainly be of value to the Centre in developing its programs within the University and its standing outside. They will also enable Ain Shams University to indicate full academic support for the programs which the Centre for the Development of English Language Teaching will be embarking upon, programs with which the University's name will be associated.

In making these recommendations; we have taken account of possible alternative structures for the Centre to work within. We have also looked at the operation of other Centres within the University, such as the Science Education Centre and the Middle East Research Centre. We are convinced that the Centre can only work effectively for the University if it fits within existing administrative systems and serves existing academic programs. With the minor adjustments which we have proposed, we consider that the existing administrative structure is appropriate to the Centre's objectives.

We wish, however, to clarify the relationship between the Centre and existing University departments. The assignment of Department staff to the Centre and of Centre's staff to departmental and inter-departmental programs has been set out above. The inter-relationship of the degree courses to which Centre staff contribute also requires clarification, and we set out in Chart 6 on page 55 a summary of this.

In short, we recommend that the Centre should not seek degree-giving status. It should seek rather to serve those undergraduate and postgraduate courses already in existence; to serve postgraduate courses in the Department of Foreign Languages, Faculty of Education, when these are instituted; and to serve relevant courses conducted by other Departments within the University as appropriate. We reaffirm the original intention that the Centre should make a major contribution to courses at the Diploma and M.A. levels.

Details of the progression between courses within the University, and between courses in Ain Shams and in overseas universities, are presented elsewhere in this report (see II: Graduate Programs, V: Development of the Centre)

#### IV B

#### WITHIN THE CENTRE

We are sharply aware of the difficulties which have arisen in coordinating and directing the programs and projects of the Centre. Our criticisms of the work done to date frequently have their source in such difficulties. We consider it essential to improve the mechanisms whereby Centre staff cooperate in identifying, planning, implementing and evaluating activities. All the courses and projects in which the Centre has been, or is likely to be, involved are interdependent, and a system of joint management subject to the supervision and control of the Director is a sine qua non.

IV B (Within the Centre) cont.

We, therefore, recommend as follows:

1) The American and British teams in the Centre should each have an appointed Team Leader (chief of party) whose responsibilities will be as follow:

- working with Centre Director and the Executive Committee, to coordinate the academic activities of his team;
- to undertake specific academic duties as agreed with the Director of the Centre;
- to take administrative responsibility for his team, including control of his team budget (externally funded);
- to maintain contact with relevant funding agencies and home authorities.

2) The Director of the Centre with the two team leaders should form a steering group for day-to-day running of the Centre and conduct regular (monthly) meetings of Centre staff. He should continue to bear the responsibilities for the Centre policy, management and budgetary control which are set out in the By-Law (See Appendix XI.)

3) British and American team members will have the following responsibilities:

- to undertake specific academic duties with designated departments as approved by the Director of the Centre;
- to coordinate such projects as may be delegated by the team leaders;
- to undertake such administrative duties as may be delegated by the team leaders.

IV C

WITHIN THE PROJECT

Retrieval of the "history" of the Centre projects has proved a time-consuming and sometimes confusing task. (We are grateful, for their patience, to those who have helped us pick our way through the papers.) This is, we believe, indicative of the uncertainty of the processes by which decisions have been reached, reviewed, revised. We strongly recommend that the closer specification of project responsibilities outlined above should be supplemented by a clear procedure by which new and existing projects and programs will be managed. In the normal circumstance, such procedures might not need to be made explicit or perhaps rigorously applied. The Centre, however, is by its nature discontinuous and to some extent fragmented. That is to say, its staff -- particularly its overseas staff -- change more regularly than is normal

#### IV C (Within the Project) cont.

for a University department, while the tasks the Centre undertakes and the contexts in which it pursues them are widespread and various. The procedures below will, in our view, help to ensure agreed interpretation of objectives, efficient planning and implementation, and constant and consistent evaluation.

##### 1) For programs within one Department

- Project Head:** Head of relevant department.
- Project Team:** Designated Centre staff, one or more according to the size of the project. A balance should be maintained between Egyptian and non-Egyptian staff.
- Procedures:**
- Department initiates (through Head)
  - Centre approves (through Steering Group/Executive Committee)
  - Centre Director designates team, within overall Centre commitments and staff "post descriptions"
  - Project Head, by consultation, produces detailed statement of objectives, schedule, requirements, form of evaluation
  - Project proceeds (Head coordinates and reports to Centre Director)
  - Project is evaluated by Project Head and Steering Group.

##### 2) For programs not within one department

- Project Head:** Head of a relevant Department, or Centre staff member or team leader, designated by Steering Group/Director
- Project Team:** designated Centre staff, one or more according to the size of the project. (Again, balance is needed between Egyptian and non-Egyptian staff.)
- Procedures:**
- Centre offers proposal
  - Departments approve
  - Centre Director designates team
  - Project Head produces action plan (as in 1) above)
  - Project proceeds (Head coordinates and reports to Centre Director)
  - Project is evaluated by Project Head and Steering Group.

3) For programs outside University departments

Project Head: Centre staff member or team leader designated by Steering Group/Director

Project Team: Centre staff, designated by Steering Group/Director

Procedure: -Project Head offers proposal  
-Centre Director and relevant authorities approve  
-Centre Director designates team  
-Project Head produces action plan  
-Project proceeds  
-Project is evaluated by Project Head and Steering Group in collaboration with the receiving institution.

4) For existing programs

The Centre is currently concerned with a number of programs, and we recommend that these should be reorganized according to the above procedures. In particular, the Centre is concerned with the Diploma Program, the M.A. Program, the Curriculum Development Project, and the ESP Project. The recommendations which we make elsewhere regarding these projects and programs will require discussion. In all cases, adjustments to the existing pattern of activity have been proposed. We recommend, therefore, that the Steering Group (Director and Team Leaders), in connection with the Departments and the team members involved, should identify the personnel and establish the description and action plan for each of these programs/projects.

The monthly Centre meeting, at which all Centre staff are able to review activities, is important and should be retained. We would like to see a greater involvement of the Egyptian staff assigned to Centre programs. Junior staff are not present in these meetings; they should be.

The function of this meeting requires clarification. With the adoption of clear project procedures coordinated by the Centre's Steering Group, it should not be necessary for this meeting to do more than review progress, discuss points where activities connect, and survey general possibilities for development in the Centre's work.

Questions of policy will have been resolved by the Steering Group, in consultation with the Centre teams and other interested parties, and endorsed by the Executive Committee. We do not wish to suppress discussion and honest academic dispute: all Centre programs will, we hope, be submitted to rigorous investigation, in which all points of view can be considered. The Centre meetings, however, should broadcast information, not revise policy.

It is not within the scope of this evaluation to make detailed recommendations regarding the mechanisms by which aid support has been, and will be, given to the Centre for Developing English Language Teaching. We have found, however, that these mechanisms do influence the pattern and efficiency of the activities of the Centre. The recommendations which we make, therefore, aim at simplicity and continuity as contributing to the quality of this operation.

We set out in Chart 7 on page 56 what we consider to be the ideal pattern of collaboration in a project whose complexity is partly a reflection of evolutionary processes at work, partly the corollary of a real and unique attempt at international collaboration. We offer specific recommendations for the composition of the teams and the role of the aid agencies.

### The Teams

1) We recommend first that the status of the American and British team leaders should be strengthened and made explicit. These two posts should have a recognized role to play in academic coordination and team welfare.

In order to assimilate the teams more readily into the University environment, and to establish parity of working contexts between the two teams, we recommend that the teams should take as much responsibility as possible for their own administration. We believe that this will, in addition, lead to financial economies in maintaining team support.

We have indicated above that the team leaders should, with the Director, form the Steering Group for the Centre, and that their advice and information would be available to the Executive Committee. We would like to see them as joint and equal coordinators, under the policy control of the Director, of all the activities in which their teams' members are involved. We see them also as identifying, for subsequent approval, possible areas of development for the Centre within its general objectives. We would hope that they can provide continuity within a system where a constant turnover of staff is inevitable. Future team leaders must, we believe, have suitable qualifications and experience, be recognized to have adequate status within the Centre, and be prepared to work for a sufficient period within the Centre, to enable them to perform these duties.

We recommend that detailed post descriptions be made available as a basis for any future recruitment to these posts.

IV D (Between the University and the Aid Agencies) cont.

2) It is important also that team members should have designated responsibilities, on the basis of which appropriate appointments can be made. We recognize that the Centre is a responsive institution and that some flexibility of deployment is desirable in order to react to new initiatives and changing demands. The primary commitments of the Centre are nevertheless clear, and some of these (e.g., the Graduate Program) are stable and ongoing.

We recommend, therefore, that post descriptions should be available for all British and American team members. These should specify:

- a) the amount, subject areas and levels of teaching which the post involves;
- b) the extent of project commitment which the post involves, defined to the extent that regular programs allow;
- c) the mechanisms by which the post-holder will be accountable, through his team leader and/or his project heads, to the Director of the Centre.

Departure from these specifications should be allowed when the Steering Group, in response to Executive Committee decisions, sees the need to change the pattern of team activity.

3) We have the impression that team members have been thrown into activities on their arrival without sufficient time to adjust to the new environment and learn what they need to teach and why.

We recommend that every new team member should be fully briefed on arrival with regard to:

- the general cultural and educational background within which the Centre operates;
- the history and current activities of the Centre;
- his own specific duties.

We are interested also in the possibility of making use of the briefing programs conducted annually at the American University in Cairo, and suggest that this possibility be explored.

4) Practice has varied in the past in the recruitment of team members (including leaders) and their acceptance by the University. Recruited staff become, for the duration of their attachment to the Centre, members of the University community. We think it reasonable that the Director of the Centre should have a say in their recruitment.

#### IV D (Between the University and the Aid Agencies) cont.

We, therefore, recommend that, as is already the case for the British team at present within the Department of Foreign Languages, the curriculum vitae of every foreign member joining the Centre should be available to the Director before the appointment is confirmed by the recruiting institution.

We have been impressed by the commitment and sheer hard work displayed by all members, without exception, of the British and American teams. The above recommendations, if implemented, will improve their working efficiency, to their own benefit and to the benefit of the Centre as a whole.

#### The Aid Agencies

We have already touched upon the role of the two cultural organizations in Cairo which have contact with the projects and share in funding responsibility. Their representation on the Executive Committee of the Centre will ensure a continuing professional overview and a monitoring on behalf of all the aid agencies of the progress of the Centre.

The intricacies of the British and American academic and aid organizations differ, and these are twin jungles into which we frankly prefer not to stray.

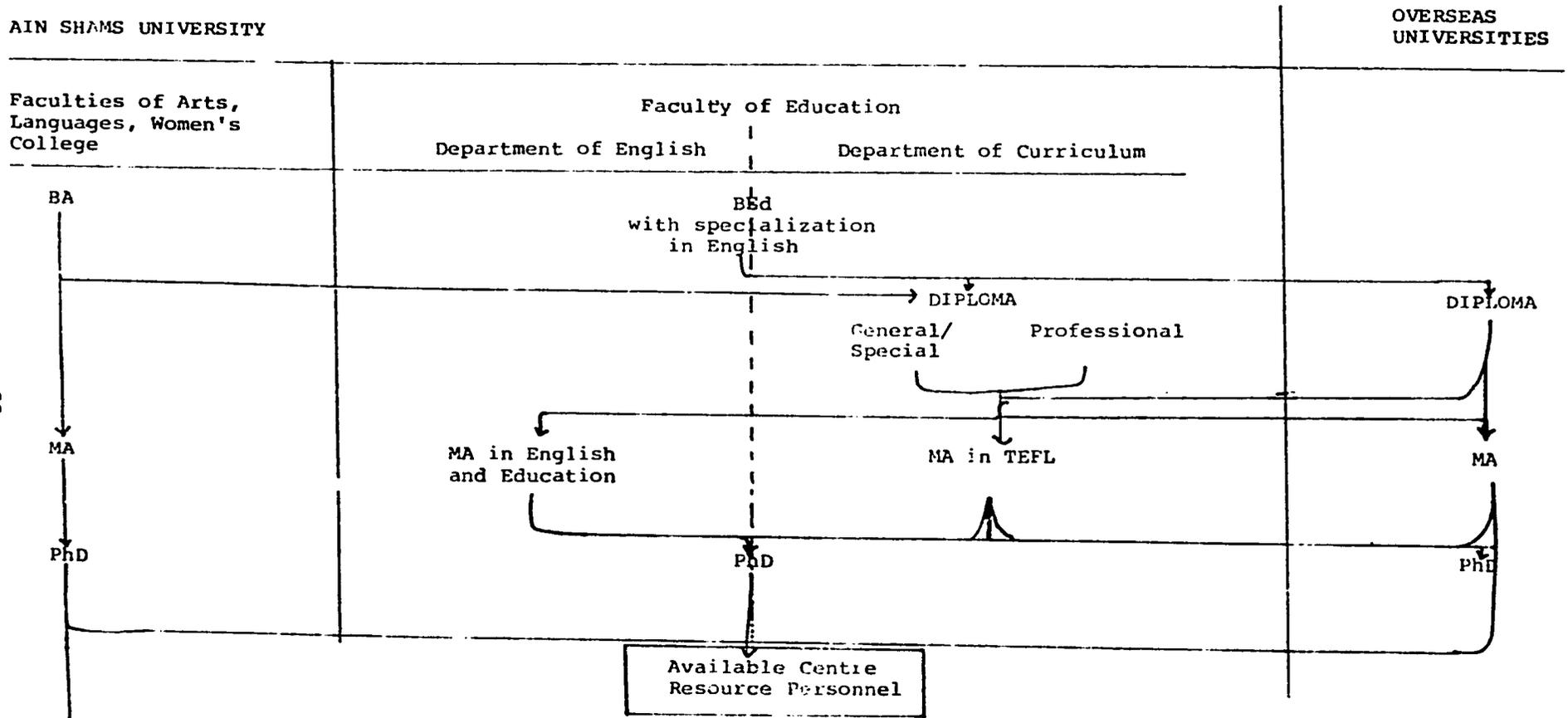
We have set out in Chart 7 our recommendation for a simple and symmetrical system which will serve all the functions which continuation of this project requires: professional support; local supervision of personnel and program support; recruitment of personnel; the arrangement of short-term attachments (expansion of which we recommend); training and advisory links; funding and evaluation.

We recommend that the authorities consider this chart as a blueprint for their collaboration in the Ain Shams project.



THE CAREER WITHIN THE UNIVERSITY: DEGREE STRUCTURE (PROPOSED)

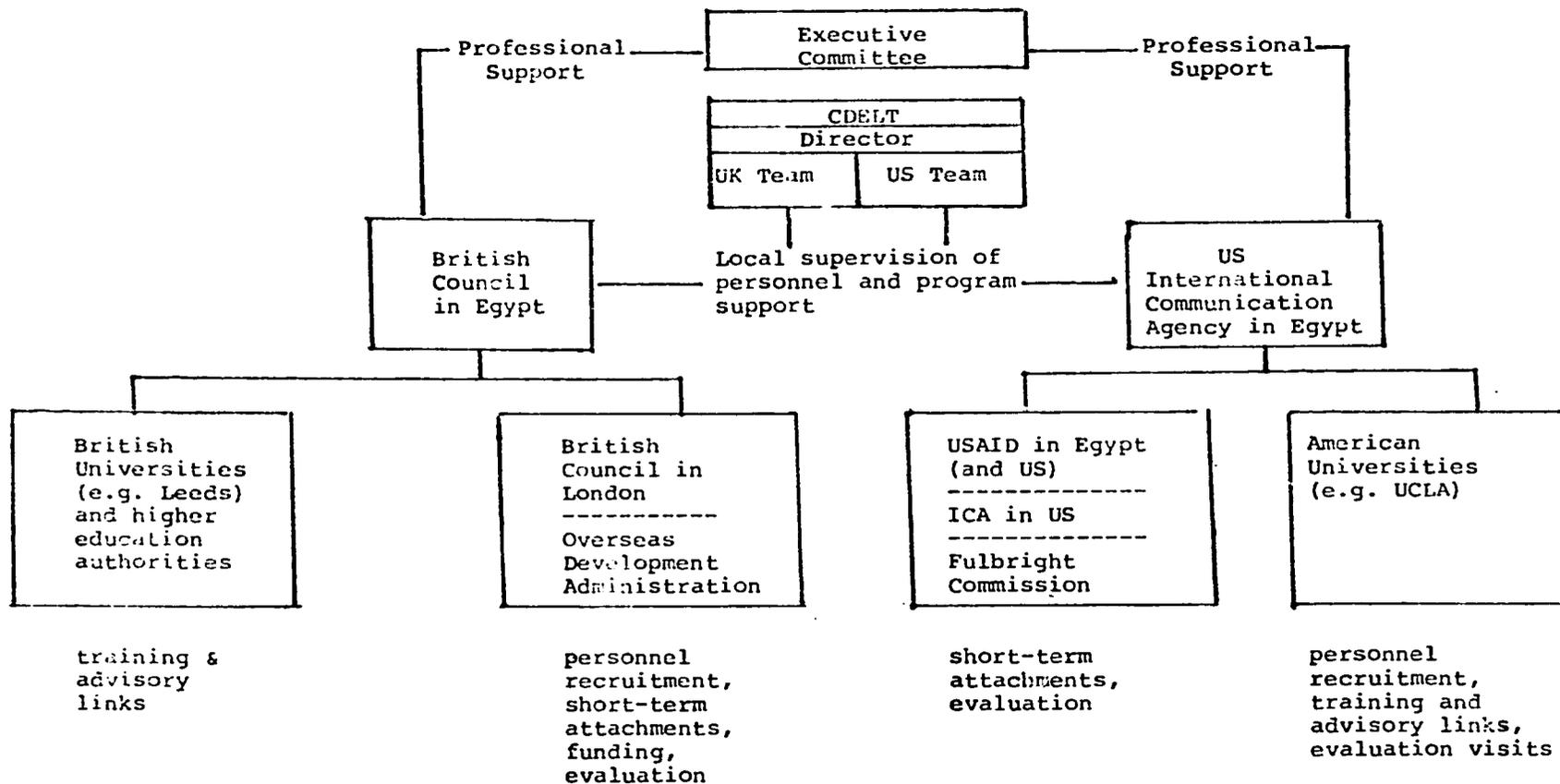
- Note: 1) Every qualification listed below is a potential terminal point, at which the trainee may return to the school or Ministry system if he is not eligible for further studies.  
 2) Teaching experience is a requirement for entry into higher degree courses.



55

THE CENTRE AS AN AIDED INSTITUTION

CHART 7



Arising out of the evaluation of past activities, and implicit in our comments upon these, is our perception of the ways in which the Centre should develop over the next few years. Our views here show a unanimity which strengthens what would otherwise have been personal speculations.

V A

PROGRAMS

Underlying our specific comments is a strong feeling that the various projects with which the Centre has been concerned must increasingly be seen as coherent inputs to an ongoing pattern of development within the University, and eventually, the system at large. This is not the time for expansion into new areas, but for consolidation and integration.

Undergraduate Program

The process of curriculum development within the English section of the Department of Foreign Languages has run into problems. But the development of curriculum is a necessary part of any well designed program and we believe the Centre should continue to make a significant commitment to it. We have recommended that the materials so far produced should be revised as follow:

Phonetics	Minor revision
Grammar	Major revision
Composition	"
Critical Writing	"
Poetry	"
Novel/Prose	"
Drama	"
Culture	Redefine and restart
Listening	Select from existing materials
Comprehension	

Curriculum revision on this scale is a major commitment and a long-term one. None of the effort so far has been wasted. Too much, however, was expected too soon, and we recommend a more measured approach to this task. We recommend, therefore, that the original schedule be abandoned as unrealistic and have suggested elsewhere a new time scale for the project. Continued revision of the Year I materials in this academic year and through 1980/81 should allow a preliminary version of these materials, supplemented by available materials and recommendations for their use, to be completed by the summer of 1981. Of course, we see no reason why slower

progress in some areas should hold back advances in others. Progressive evaluation will decide how, in what areas, and towards what objectives a start can be made on Year II materials. We would anticipate continuation of this program into the second year, with planning and revision proceeding into 1981/82 and 1982/83. But we cannot predict in detail, nor would we wish to do so, the pace at which this program will progress.

### Graduate Program

We have recommended some adjustments to existing programs, and Centre staff will be involved in some additional work as a result. We recommend specifically that the common curriculum for the Professional Diploma, and the M.A. in English and Education, should be in effect from academic year 1981/82. Centre staff will be involved in planning for these changes as well as in their existing teaching and in teaching within the new courses.

We further recommend that the target for entry into these courses should be:

Professional Diploma	25	(by invitation, application, and selection)
M.A. in TEFL	25	(priority to "very good" passes at the Diploma level)
M.A. in English & Education	25	

These entry levels allow for progression both from the Diploma and from other academic backgrounds. If actual entry falls significantly below these levels, we believe that the level of investment in these courses is a cause for concern.

### ESP

Further commitment to investigation in this area is in our view essential. Effort should be directed in 1980/81 and 1981/82 to analyzing the University's requirements and to educating departments in the strategies for meeting them.

We recommend, therefore, that an ESP program group be assigned to this task.

### Testing

It is not, in our opinion, healthy to see testing as a project in its own right. Rather, it should be seen as a contribution to the methodology and administration of other programs. We believe that the emphasis of the Centre's testing work should increasingly be on the development of achievement tests within the undergraduate, graduate and service programs to which the Centre is committed.

We recommend, in this light, that the current level of attention to testing be increased.

### Other Activities

We have recommended that other major proposed activities, such as the Abbassia Technical English project and collaboration in in-service training programs should not immediately be undertaken. Other minor activities outside the primary programs, however, serve a valuable function for the Centre. We have in mind the Occasional Papers and the supervision of research in other departments and Universities. Such ventures, for a relatively small investment of staff time, build relationships and enhance the status of the Centre and the University.

We recommend that they continue.

### RESOURCES

All curriculum development makes a heavy demand on resources. We consider neither the premises of the Centre nor the facilities and equipment to be adequate for the tasks which it seeks to carry out. It is in our view inappropriate for members of a development center in an Egyptian university to rely on outside help for its secretarial and reproduction needs.

We, therefore, recommend that the Executive Committee should draw up a detailed list of the Centre's requirements, estimate the capital and recurrent expenditure involved, and, through the Governing Body, agree with the University authorities on a phased program of resources development. The Centre's formal annual budget should reflect this commitment on the University's behalf of its Centre.

The primary resource in any educational enterprise is the people -- teachers, students and administrators -- who participate in it. We reiterate our confidence in those presently engaged in the Centre's activities. Staff improvement is, however, a primary concern of good management. We make our recommendations here under two headings.

### Staff Recruitment

We are satisfied that the present number of British and American staff, and the level of their qualifications (3 Ph.D.s and 8 M.A.s) is appropriate to the demands of the programs we have outlined. Adjustments to programs assume this establishment (see Chart 8).

Efficient recruitment is essential, and we have already suggested ways in which we believe that the recruitment of the most appropriate personnel for both the British and American teams can be facilitated. It may be useful to summarize the areas in which the team as a whole must be well-qualified, by training and experience, if the programs we have outlined are to run well. We would like the teams as a whole to represent expertise in the following areas:

- in literature (American and British) as well as in language;
- in the teaching of literature as well as its academic study;
- in language rather than in linguistics (specifically in the description and teaching of the English language);
- in English for special groups of learners;
- in teaching and in teacher education;
- in the application of linguistics to language learning and to society;
- in course design and materials production;
- in testing and the teaching of testing;
- in curriculum development and educational management.

This is a long and ambitious shopping list, but we believe that our countries are capable of supplying the goods. The procedures we have proposed aim to improve efficiency. We recommend that the necessary steps be taken to ensure that recruitment to British and American teams meet the precise needs of the Centre at Ain Shams.

### Staff Development

The Centre is a three-way collaboration in which the expertise of the host country is vital. As the Centre develops

and enters new phases of activity, it is our expectation that Egyptian members of the staff will increasingly take over the tasks and responsibilities currently handled, or shared, by recruited staff. We see a planned program of staff training as an essential component of the Centre's development.

We feel we should make a few remarks regarding the post-graduate training of the Egyptian staff. When the current group being trained in the U.S. return to their faculties, we understand that they will be assigned to the Centre for a certain percentage of their time. It is not clear just when they will return and what their specializations will be. What is needed is a routine feedback mechanism to facilitate long-range planning. (See list of current overseas trainees, Chart 9.

Because training in an English speaking environment is so valuable for non-native speakers, interested departments, in conjunction with the Centre, should explore different arrangements for the overseas experience. Examples already exist: several of the current M.A. students took their diplomas in the U.K. and some of the M.A. students from last year's group spent time at the Summer 1979 TESOL Institute at UCLA.

At the doctorate level the cost factor is of major importance. Alternatives to a three-year absence should be explored, such as course work overseas and research for the dissertation conducted from Ain Shams. This would require careful coordination and advance planning, but the benefit to the institution of the locally based research seems well worth the effort.

The choice of training programs and individual topics for research should also receive attention. The returning graduates should be thoroughly trained in the basic functions of the Centre, i.e. teacher training and research (see the M.A. program for the types of courses they should be able to teach). But they should also be encouraged to pursue various areas of specialization as dictated by the changing needs of the Centre. It would not be useful to have a glut of specialists in the Montague grammar.

It has not been possible in the course of this evaluation to meet those presently undergoing training, nor have we had the pleasure of extended meetings with those who are likely to undergo training in the future. (Chart-10 gives details of those who have been sent for training overseas.) We do not feel competent, therefore, to offer precise recommendations for a training program, since this should be sensitive to the needs of those individuals who will eventually take responsibility for the Centre's operations.

We recommend

- 1) that the Executive Committee should draw up a training program for the Centre which is agreeable both to the University authorities and to the funding organizations;

RECRUITED STAFF COMMITMENTS: PRESENT AND PROPOSED

PROGRAM/PROJECT	Present Commitment	Proposed Commitment
Undergraduate Program (CDP)	52	40
Graduate Program (Diploma; M.A.)	20	25
English for Special Purposes (ESP)	4	15
Testing	4	10
Abbassia	5	0
Other (research, etc.)	5	5
Administration	10	5

Explanatory Notes

- 1) Present Commitment is based on questionnaires completed by the American and British teams. Figures are approximate and reflect total team commitment (individual breakdowns, of course, vary substantially).
- 2) Proposed Commitment is based on the assumption that our program recommendations are accepted.
- 3) We have not taken account of Egyptian staff commitment to the different projects. This information may, however, be of value to the Director of the Centre.

Recommendation

We recommend that these overall proposed commitments be taken into account in drawing up post descriptions for British and American team leaders and team members.

C (Staffing) cont.

- 2) the continuation of links with overseas Universities (e.g. UCLA, Georgetown, Leeds) to ensure relevant training and supervision);
- 3) exploration of the possibilities which exist for joint supervision of research, leading to degrees either at Ain Shams or overseas;
- 4) designation of Egyptian staff for training to take over particular posts currently occupied by American and British personnel (counterparting);
- 5) consideration of the range of expertise, which we have specified for overseas staff, in specifying the range of expertise among Egyptian staff that M.A. and Ph.D. training overseas should eventually make available.

We have stated elsewhere our understanding of the reasons why trainees returning to the University attach to Departments rather than to the Centre. A clearly defined training program, along with clear assignment of departmental staff to the Centre, will confirm the University's faith in the Centre's future.

V D

TIME SCALE

Our reluctance to see the Centre's work in terms of discrete projects does not mean that careful planning and evaluation are unnecessary. We have stressed throughout the need for procedures which will allow for planning and review. In looking to the future, we can more readily see the general pattern of development than the detailed objectives, which must be sensitive to progress and change, success and occasional failure.

Chart 11 indicates:

- 1) our projections for program development;
- 2) our proposal for a further evaluation in early 1982;
- 3) our assertions that the present phase of the Centre's development, implying the present level of external assistance, reaches its natural end in 1983. The task of the 1982 evaluation should, therefore, be:
  - to evaluate development and achievement in 1980-1982;
  - to draw up an action plan for 1982/83;
  - to identify areas of development which might indicate new patterns of collaboration from 1983 onwards.

In sum, we recommend that the present commitment to the Centre by the American and British authorities be extended to summer 1983, with a final external review by the summer of 1982.

POST GRADUATE PERSONNEL SENT TO U.S.A.

	1976	1977	1978	1979	1980	1981
Faculty of Education professors sent to UCLA						
Dr. Ali Ezzat		1/77-6/77				
Dr. Abdel Messih Daoud		1/77-8/77				
Ph.D. Candidates sent to the U.S. for study						
Kamal Hashim						
B.A./Education						
M.A./Linguistics						
Sent to UCLA	9/76					
Transferred to						
Georgetown University		9/77				
Due back in Egypt						X
Faisal Abdullah Hussein						
B.A./Education						
M.A./Linguistics						
Sent to U. of Minn.	9/76					
Transferred to						
Georgetown University		9/77				
Due back in Egypt						X
Safinez M. Redwan						
B.A./Education						
M.A./Linguistics						
Sent to Georgetown U.	9/76					
Returned to Ain Shams						
for personal reasons						
Due to complete Ph.D.				X		X
Amal Abdul Ghany Mahmoud						
B.A./Education						
M.A./TEFL (AUC)						
Sent to Georgetown U.		9/77				
Zeinab Ali El Naggar						
B.A./Arts						
M.A./Curriculum						
Sent to UCLA		9/77				
Aida Abdel Maksoud Hassan						
B.A./Faculty for Women						
M.A./TEFL (AUC) (?)						
Sent to UCLA		9/77				
Participated in UCLA						
Summer TESOL Institute				Summer 79		

## CENTRE FOR DEVELOPMENT OF ENGLISH LANGUAGE TEACHING

1980-1983 (Proposed)

YEAR	DIPLOMA	MA	'CDP'	ESP	OTHER
Summer 1980	Work towards common curriculum.	Work towards new M.A. Eng/Ed.	Revise Year I materials.	Finalize ESP projects. Broaden investigation.	
Summer 1981	Complete work towards common curriculum.	Complete work towards new M.A. Eng/Ed.	Continue and where possible complete revision of Year I materials. Initiate Year II?	Continue investigation. Initiate courses on request.	Current USAID commitment ceases 1981.
Summer 1982	First teaching of common curriculum.	First teaching of new M.A. Eng/Ed.	Revision program continues.	Investigation and teaching continues.	Final evaluation early/mid 1982.
Summer 1983	Consolidation and round-up year. ) ) )	Completion of programs, handover to replacement staff and internal evaluation of project.			Project ends.

In the course of this evaluation visit we have made -- and heard -- many comments critical of some aspects of the Centre's progress so far. But at no time have we heard the view expressed that the Centre should not continue, or that the collaboration which distinguishes it should be brought to an end. At no time have we felt ourselves that such a drastic solution should be sought to the problems which the Centre faces.

The recommendations which we have made seek to allow the Centre time to catch up with itself, to consolidate some of the substantial advances which it has made, to correct some of its inadequacies. We are, we hope, helping all those concerned to establish a firm base on which to build for the future. Traditions are not created overnight. Yet we see in the Centre, as a result of sincere international endeavor, the beginning of a real tradition of striving towards excellence in the teaching of English which promises well, not only for the University of Ain Shams but for the country. This is the real achievement of the Centre. It is one which we applaud and encourage.

(We underline those which seem to us of special significance; all are important to the Centre's development.)

CDP

1) Because we are convinced that change is needed in the undergraduate curriculum and because we are convinced that the direction of change defined by the CDP materials is right, we recommend that the project be continued. However, in order to assure high quality in all components, we recommend procedures for the extensive revision and careful assessment of the materials so far developed. We further recommend that the original schedule for the progress and completion of this project should be substantially revised.

Professional Diploma Program

2) We recommend that Centre staff should be made available to teach the Diploma only if there is a clear policy of recruitment into and deployment following this Diploma course and the M.A. in TEFL.

3)--that the Professional Diploma should be recognized by the Ministry of Education (and Higher Education) as equivalent to the Special Diploma as a requirement for higher studies and/or University employment;

4)--that all those entering the Diploma course, whatever their first degree, should follow the curriculum at present prescribed for Arts graduates. Students completing this curriculum should be allowed either to pass to the existing M.A.-TEFL in the Curriculum Department or to a new M.A. in English and Education in the Foreign Languages Department.

M.A.-TEFL

5) We recommend that the course objectives be reexamined and modified to suit the needs of specialists for the Egyptian scene;

6)--that progress from the M.A.-TEFL into doctor programs, where appropriate, be facilitated;

7)--that consideration be given to a "thesis year," a second year of leave during which the candidates would finish their research and thesis.

VI (Summary of Recommendations) cont.

Library

8) We recommend that the book stock continue to be increased;

9)--that hours of operation be adjusted to provide for greater usage.

Testing

10) We recommend that the ASUPE test should be polished, revised and validated in as many contexts as possible;

11)--that future Centre efforts in testing should concentrate on achievement measures first and then measures of oral skills.

ESP

12) We recommend that the ESP materials development project be brought to a tidy conclusion;

13)--that, following procedures set out in detail in the main report, the Centre should now address itself to the design and implementation of other courses for other special groups within the Faculty and University;

14)--that the Centre develop the full range of appropriate methodologies for teaching ESP.

Abbassia

15) We recommend that, in existing circumstances, external projects such as the Abbassia technical English project should not be undertaken.

In-Service Training Programs

16) We recommend that the Faculty and Centre should, in the long term, consider how to collaborate in drawing up an action plan for in-service training, correlated with plans for curriculum renewal;

17)--that the Faculty, and in particular the Centre, should offer a base from which Egyptian and external advisors can survey the needs of the country for English and explore the implications of their findings for English teaching;

18)--that given the appropriate planning, Ministry agreement, and adequate funding, the Centre should in due course collaborate in an in-service training scheme for English teachers through a special project group of experts attached to the Centre but assigned full-time to the training scheme;

19)--but that the Centre should not currently consider the deployment of existing resources on in-service training.

### Administrative Structure

#### Within the University

20) We recommend that the status of the Centre within the University should continue to be as set out in the relevant By-Law of the University Ordinance;

21)--that the Governing Body of the Centre should be re-constituted and should meet annually to consider the Director's report on progress. endorse his policy and agree to his budget proposals for the coming year;

22)--that the Executive Committee should meet at the request of the Director of the Centre and, in any event, not less than twice a year;

23)--that the Team Leaders and representatives of US/ICA and the British Council should be invited to attend these Committee meetings with 'voice but without vote.'

24)--that the Director of the Centre should be a legitimate charge against the Centre budget for that part of the time which is spent on Centre business; and that when in due course a full-time Director is appointed, his post should be a full charge on the Centre budget although his primary affiliation will be to a University department;

25)--that the four British Key English Language Teaching (KELT) appointments with the Department of Foreign Languages should on extension or replacement be made within the Centre;

26)--that all Egyptian staff of University departments who participate in Centre programs should be released by written agreement of the Head of their department for this purpose;

27)--that where the duties of these staff go beyond their statutory commitment to their department, funds should be made available to pay such additional fees for their services as the University regulations lay down;

28)--that the Director of the Centre should be an ex-officio member of the English Council at the University;

29)--that the Centre should not seek degree giving status.

VI (Summary of Recommendations) cont.

Within the Centre

30)--that the responsibilities of the American and British Team Leaders should be spelled out as in the main body of the report;

31)--that the Director of the Centre with the two Team Leaders should form a Steering Group for day-to-day running of the Centre;

32)--that the Director should continue to bear the responsibilities for Centre policy, management and budgetary control which are set out in the By-Law;

33)--that the duties of Team Members, British, American and Egyptian, should be spelled out as in the body of the main report;

34)--that clear procedures (detailed in the report) should be established by which new and existing projects and programs will be managed.

Between the University and the Aid Agencies

35)--that the status of American and British Team Leaders as joint and equal coordinators of their teams' activities be made explicit; and this specification be made part of the detailed post description for recruitment purposes;

36)--that the teams should take as much responsibility as possible for their own administration;

37)--that detailed post descriptions should be used in the recruitment of all British and American team members;

38)--that every new team member should be fully briefed on arrival;

39)--that the CV of every foreign member joining the Centre should be available to the Director before the appointment is confirmed by the recruiting institution;

40)--that the authorities consider the proposals spelled out in the main report regarding simple and symmetrical arrangements for aid agency support to the teams;

Centre Development

41)--a revised schedule for the Curriculum Development Project within the Department of Foreign Languages, Faculty of Education;

42)--specific entry levels for the Professional Diploma course and existing/proposed M.A. programs.

43)--the redirection of the Centre's 'service' functions in ESP and testing;

44)--the continuation of other activities such as research and the publication of Occasional Papers;

45)--that the Executive Committee endorse a phased program of resource development;

46)--that steps be taken to ensure that recruitment to British and American teams meet the precise needs of the Centre;

47)--that the Executive Committee draw up a detailed training program, considering University links, joint supervision, designation of staff as 'counterparts,' and the need to develop a particular blend of professional expertise;

48)--that an external evaluation be made in 1982, to measure development to that date, draw up an action plan for 1982/83, and identify areas of collaboration from 1983 onwards;

49)--that the present commitment to the Centre by the American and British authorities be extended to summer 1983.

LIST OF PEOPLE CONSULTED

Alden, Jane	USICA, Washington
Applegate, Stanley	Asst. Director for Human, Social and Technological Development A.I.D.
Benson, Donald	English Language Advisor, Cairo University (KELT)
Bisset, Dr. Alfred	Director of Education and Human Resources, A.I.D.
Blanning, Dr. Frank	Executive Director, Fulbright Commission
Bert, Marshall	U.S. Cultural Affairs Officer
Dalziel, Malcolm	Cultural Attache, British Council
Daoud, Dr. Abdel Messih	Professor Emeritus, Department of Curriculum, Faculty of Education
Gary, Dr. Judith	U.C.L.A. Team
Gary, Norman	Ex-member U.C.L.A. Team
Ghaffar, Dr. Abdel Salaam Abdel	Director of Centre and Dean of the Faculty of Education, Ain Shams University
Hafenrichter, John	Education Advisor, A.I.D.
Hardman, James	English Language Officer, British Council (Cairo)
Hatch, Dr. Evelyn	Vice Chairman, Department of English (ESL), U.C.L.A.
Henning, Dr. Grant	Ex-chief of party, U.C.L.A. Team
Hudson, Kathryn	U.C.L.A. Team
Hudson, Thomas	U.C.L.A. Team
Lewkowicz, Josephine	British Team (KELT)
Magda, Dr. Nadia Abul	Department of Foreign Languages Faculty of Education
Melia, James	Team Leader, British Team (KELT)
Pett, James	British Team (KELT)
Pike, Meredith	U.C.L.A. Team
Ramsden, Michael	British Team (KELT)
Rashidi, Dr. Gergis	Dean of English Inspectorate, Ministry of Education
Roddis, Miles	British Council, London

(List of People Consulted) cont.

Salaama, Dr. Adel	Head of Foreign Languages Department, Faculty of Education, Ain Shams University
Sayers, Barbara	U.C.L.A. Team
Schreck, Dr. Richard	Chief-of-Party, U.C.L.A. Team
Steele, Dr. Beryl	Overseas Development Administration, London
Strain, Dr. Jeris	U.C.L.A. Team
Willson, Michael	British Council, London

SUNDAY 3 February	MONDAY 4 February	TUESDAY 5 February	WEDNESDAY 6 February	THURSDAY 7 February	FRIDAY 8 February	SATURDAY 9 February	
<p>9:30- Meeting with Dr. Bisset. <u>Dr. Bisset's office, A.I.D.</u></p> <p>11:00- Meeting with Evaluation staff <u>Fulbright Commission Office</u></p> <p>2:00- Call on Dean Abdel Salam Abdel Chaffar, Ain Shams University</p> <p>Tea with 5:00- Ain Shams Team, British Team, UCLA Team, Fulbright Office</p>	<p>1:30- Meeting with Dr. Abdel Ghaffar/Mr. Berg/Mr. Dalziel/Dr. Bisset/Dr. Schreck/Mr. Melia/Dr. Blanning. <u>Ain Shams University</u> Purpose: Agree on Scope of Evaluation</p> <p>4:00- Dr. Abdel Massih Daoud <u>Fulbright Com. Office</u></p>	<p>9:00- Meeting with Mr. Berg, Cultural Affairs Officer, American Embassy <u>American Center</u></p> <p>3:00- Dr. Adel Salaama <u>Fulbright Commission Office</u></p> <p>7:00- Dinner at Dr. Schreck's home.</p>	<p>Observation at Ain Shams including Research Seminar at 11:00</p> <p>5:00 -7:00- Tea with Mr. Hafenrichter at his home (with Mr. Benson)</p>	<p>Observation at Ain Shams</p>	<p>← Follow-up discussions and drafting of report. →</p> <p>11:00- Dr. Blanning, Fulbright Commission</p> <p>8:00 -Buffet/recep. Mr. Hardman's home <u>Zamalek</u></p>	<p>10:30- Dr. Basel <u>Ministry of Education</u></p> <p>Afternoon unscheduled.</p>	
SUNDAY 10 February	MONDAY 11 February	TUESDAY 12 February	WEDNESDAY 13 February	THURSDAY 14 February	FRIDAY 15 February	SATURDAY 16 February	
<p>12:00- Staff of Dept. of Foreign Languages- <u>Ain Shams</u></p>	<p>3:00- Dr. Grant Henning <u>Former Chief of American Party (now at AUC)</u></p>	<p>Follow-up Discussions and Drafting of Report.</p>			<p>1:00- Final Meeting with Dr. Abdel Ghaffar, Mr. Berg, Dr. Blanning, Mr. Hardman, Mr. Hafenrichter. <u>Ain Shams University</u> Purpose: Deliver Draft of Final Report. 3:00- Luncheon hosted by Ain Shams University: same as above, with Dr. Schreck and Mr. Melia.</p>	<p>Unscheduled</p> <p>Afternoon: Editing and Proofing Final Report.</p>	<p>Departure</p>

46

Proposal for the Establishment of a  
Center for the Development of English Language Teaching  
at Ain Shams University

Ad-hoc Ain Shams Committee:

Mohamed El Hadi Afifi (Dean of Faculty of Education and Chairman of Committee)  
 Mohamed Abu-Yousif (Professor of Mathematics and Vice-Dean for Undergraduate Studies, Faculty of Education)  
 Wahib I. Samsan (Professor of Comparative Education and Vice-Dean for Graduate Studies and Research, Faculty of Education)  
 Mahmoud Roushidi Khater (Professor of Curricula and Chairman of Department, Faculty of Education)  
 Abdel Messih Daoud (Professor of Methodology of English Language Teaching, Department of Curricula, Faculty of Education)  
 Nazmy Wanis Makary (Associate Professor of English Literature and Acting Head of the Department of English, Faculty of Education)  
 Ali Ezzat (Associate Professor of English and General Linguistics Faculty of Education)  
 Zenab el-Sherbini (Assistant Lecturer in the Methodology of English Language Teaching. Department of Curricula, Faculty of Education)

UCLA Consultant Team:

Clifford H. Prator (Visiting Senior Specialist)  
 Grover Hudson (Chief of Party)  
 Raymond Moy  
 Mary Ann Willis

December 20, 1975

## 1. Need for the Proposed Center

The Chairman of the Committee responsible for this proposal lists a number of basic considerations regarding the need for the proposed center.

The strategic geographic and cultural situation of the country has determined the significance and importance of foreign language learning throughout Egyptian History. Egypt has always been an open country believing in cultural exchange and international interaction.

Living in a developing country, Egyptians are fully aware of the importance of coping with the new developments that rapidly occur in all spheres of life. This awareness explains their interest and increasing efforts in teaching foreign languages to be a basic element in educational programs at all levels.

The English language, being the most widely spoken language in the world and having a long history in Egyptian education, has been the language most commonly taught in Egyptian schools.

English is still the medium of instruction at the university level and in some areas of specialization such as medicine, engineering and natural sciences. Consequently there have been increasing demands for teachers of English in Egypt, especially for highly professional teachers.

Egypt cannot rely on an adequate supply of English teachers who speak the language as their mother tongue. The Egyptian government has therefore undertaken the responsibility of preparing Egyptian teachers of English. These latter require extensive training since they must teach a language foreign to both them and their students.

Being the main supplier of teachers to many Arab and African countries, Egypt must try to meet not only her own need for teachers but also the needs of those other countries.

This expanding concern with English and English teachers explains the fact that there are varied channels for preparing teachers of English at the University level. There is a department of English in every faculty of arts and every faculty of education.

Educational authorities are always concerned with revising methods of teaching English in the light of new concepts and as a result of research in this area. The widespread nature of this concern was demonstrated in May, 1969, when a conference held in Cairo brought together fifty representatives for ten Arab countries to consider the preparation of teachers of English in the Arab world as well as the need for research and innovation in teaching English to Arab students.

The Committee would add to the above a number of very powerful considerations of a more general nature:

1. The rapid shrinking of the world due to unparalleled development of means of communication and transportation. Because the shrinkage has been pointed out so often, it is easy to overlook the tremendous effect it has had on the need and opportunities for the use of foreign languages.

2. The constantly greater role of international agencies on national and even local enterprises. The work of United Nations forces and now of American specialists in the peace effort in the Middle East is a good case in point.
3. The ever-increasing rate at which scientific and technological publications are appearing in a few languages of wider communication, especially English. Any hope that may once have existed that even the most important of these will eventually be translated into the vast majority of the world's languages has long since vanished.

In view of such considerations, it is both regrettable and surprising that Egypt has as yet no national center for the development of English language teaching comparable to those in such countries as India, Indonesia, Thailand, Tunisia, and Saudi Arabia. Though there are many English departments in Egyptian universities, so far as the Committee is aware, only the American University in Cairo and Cairo University have programs -- that at Cairo University still new and quite small -- specifically designed to give graduate-level training to English-language teachers. Since Ain Shams at present prepares more teachers of English than any other Egyptian university, it seems particularly appropriate that the proposed Center for the Development of English Language Teaching should be developed at Ain Shams.

## 2. Initial Focus of the Center's Program

Ultimately and directly or indirectly, the proposed Center would concern itself with all aspects of English instruction in Egypt: methods of teaching at various levels, instructional materials and equipment, teacher training both pre-service and in-service, research and evaluation etc. Initially, however, its primary concern would be the development of a program for the pre-service training of teachers and even of the training of trainers of teachers of English. Until such advanced specialists can be prepared in substantial numbers within Egyptian universities, it is hard to see how the needed strengthening of other aspects of English teaching can be achieved. The Committee believes that such an initial concentration on the preparation of teacher trainers would provide the 'multiplier effect' which would be essential for obtaining a maximal impact with the minimal resources that the Center would have at its disposal.

The Committee therefore recommends the establishment of the new two-year program of post-graduate instruction which is outlined in the appendix to this proposal and which should be administered by the Center. To the extent possible students admitted in the program should be expected to devote full time to it. For such students, the first year of study would normally lead to a Diploma in the Teaching of English as a Foreign Language (EFL), which would qualify those holding it to teach in preparatory and secondary schools. It would, then, in this respect be the equivalent of the presently offered General Diploma in Education. The second year would lead to an M.A.T. in EFL, which would entitle the holders to teach for a limited period as demonstrators at the university-level while working

toward their doctorates. It might take part-time students up to three years to earn the Diploma plus the M.A.T.

Holders of the M.A.T. in EFL would be considered admissible to the program leading to the Ph.D. in Education at Ain Shams. It is believed that arrangements could be worked out so that they would be admissible to the new Ph.D. in Applied Linguistics program at the University of California, Los Angeles. Since the training of holders of the Ain Shams M.A.T. in EFL would be considerably more extensive than that now received by many M.A. graduates elsewhere, it is expected that other Egyptian universities would admit M.A.T. holders to their doctoral programs in Education, Linguistics, and/or English.

Admission to the new Diploma program at Ain Shams would be open to graduates with a major in English and with sufficiently high grades from either a faculty of arts or a faculty of education. One half of the courses taken during the Diploma year would be 'compensatory' courses, designed to equalize to the extent possible the diverse backgrounds of the two groups of graduates. These would be courses in English and world literature for the education graduates, and courses in methods and supervised teaching for the arts graduates. The other half of the first-year program would consist of courses designed to improve the students' mastery of the English language, a solid introduction to descriptive linguistics, and a course in methodology. The two groups of students would take this half of the program jointly. All the work of the Diploma year would be focused on improving the students' performance as classroom teachers.

Only students who have completed the Diploma program with superior grades would be admitted to candidacy for the M.A.T. Such admission would obviate the need for completing the presently offered Special Diploma in Education. During this second year all students would be expected to write a thesis under the guidance of a small ad-hoc committee. There would be a colloquium for students and faculty members at which students would be given suggestions regarding their selection of a topic and how to carry out their research and where they would also report on the results of their work. Each student would be required to participate in four year-long seminars meeting at least two hours per week and related as closely as possible to the subject of his thesis. Seminars would be offered in a variety of relevant specialized areas such as contrastive analysis, the teaching of literature, psycholinguistics, sociolinguistics, materials production, testing, etc. Theses might be predominantly theoretical or predominantly applied, but in all cases an effort would be made to relate them to practical needs. The work of this M.A.T. year would be focused around preparing future EFL specialists to fulfil the extra-curricular responsibilities they are often asked to assume, such as curriculum building, testing, materials preparation, supervision, consultant work, and research.

Since languages are usually much better learned by using them for practical purposes than by merely studying them in classrooms, the Committee recommends that the instruction and research involved in the two-year program be carried out, in so far as possible, in English.

Every effort would be made to see to it that the full-time second-year students did not unduly delay the completion of their theses. Except under the most unusual circumstances they would be expected to finish them before the end of the year. In order to overcome the severe shortage of advanced specialists in the teaching of English in Egypt, the Committee feels that it is essential to reduce drastically the unreasonable amount of time that it now takes a graduate with a bachelor's degree from the Ain Shams Faculty of Education to reach the M.A. level. This now often requires as much as five years or more of study, some of it in courses that are largely irrelevant to the student's future work as a specialist in the teaching of the English language.

Perhaps the first year of the new two-year program could be developed within the framework of one of Ain Shams' existing diploma programs, without requiring major new authorizations. If so, there would appear to be no great obstacle to offering the post-graduate Diploma in TEFL for the first time in 1976-1977. The M.A.T. in EFL could then not be launched until 1977-1978. The Committee believes that this would provide enough time in which to obtain the major approvals which the new M.A.T. degree would undoubtedly entail and to muster the resources of various kinds that the new program would necessitate.

### 3. Organization and Functions of the Center

As conceived in this proposal, the Center would not be an independent entity within the University nor would it be an additional department within the Faculty of Education. Rather it would be a coordinating mechanism for the planning and administration of the post-graduate curricula and the EFL-related activities described here. All courses making up the curricula would be given by existing departments and taught by members of those departments. All degrees would, of course, continue to be awarded by the University; the Center would award no degrees.

The Center might eventually engage in activities such as the following:

1. Cooperation with various Faculties of Education in their efforts to improve language instruction;
2. Revision of curricula and textbooks in conformity with the language needs of Egypt and individual Egyptians at different educational levels;
3. Participation with Faculties of Education and the Ministry of Education in programs for training in-service teachers, leaders, and supervisors;
4. Disseminating information on current developments in teaching EFL and serving as a documentation center for Faculties of Education and the Ministry of Education;
5. Organized experimentation and research.

The Center would be responsible to the President of the University through an appropriate Vice-President designated by the President. Policy decisions would be made by an interdepartmental, inter-agency Governing Board, on which would be represented the various entities most involved in the Center's program. The Chairman of the Board would be appointed by the President of the University.

This Governing Board would initially be comprised of the following members:

1. Vice-President for Higher Studies and Research, Ain Shams University;
2. Director of the Center;
3. Dean, Faculty of Education, Ain Shams University;
4. Dean or Head of the English Department, College for Women, Ain Shams University;
5. Head of the English Department, Faculty of Education, Ain Shams University;
6. Head of the English Department, Faculty of Arts, Ain Shams University;
7. Professor of Methodology, Faculty of Education, Ain Shams University;
8. Director of the National Center for Educational Research;
9. English Language Counselor in the Ministry of Education;
10. Director, Manshiet El-Bakry In-Service Training Center;
11. Representative of the Faculty of Languages, Ain Shams University;
12. and 13. Two specialists in the areas of the Center's activities.

When and if it were decided that the Center should become a national center and thus serve some of the needs of other Egyptian universities, this Governing Board would presumably be enlarged or reconstituted. When members of the cooperating consultant team from UCLA were in Cairo, they would be invited to attend meetings of the Governing Board with voice but without vote.

The Governing Board might wish to select from among its members a small Executive Committee to which it would delegate some of its functions. These might include such matters as the choice of research topics, the coordination of seminars, the selection and orientation of instructors for specific courses, the approval of thesis proposals, and the representation of the Center in dealing with other entities.

The day-to-day supervision of the Center's activities would be the responsibility of a Center Director (preferably full-time) nominated by the Governing Board and appointed by the Ain Shams University Council.

#### 4. Instructional Personnel

It is clear that the plan here envisaged can produce significant results only if substantial resources can be made available to the Center for the Development of English Language Teaching. The most essential of these needed resources would certainly be a larger corps of well qualified instructional personnel --the people to carry out the program. The present staff at Ain Shams, particularly the disproportionately small staff of the Faculty of Education, is already having great difficulty in coping with ever-increasing numbers of students. They can play a part in the activities of the Center only if they are considerably reinforced.

One of the best ways of minimizing this manpower problem might be to obtain the help of interested colleagues in a number of different departments and faculties. This should not be interpreted as a recommendation for

the hiring of professors from other universities on a part-time double- or triple-duty basis. The Committee would prefer to seek the assistance of a number of different departments within Ain Shams who would be willing to cooperate within the interdepartmental framework that the Center would provide and thereby assume part of the responsibility for staffing the classes making up the new post-graduate curricula. Thus the first-year compensatory courses in literature for education graduates would be taught by members of the Faculty of Arts. The course in 'English pronunciation for teachers' could be given by the best qualified phonetician on the staff, regardless of his or her departmental affiliation. There might be a professor of psychology in the University who would like an opportunity to teach the M.A.T. seminar in psycholinguistics. Such an interdisciplinary approach to the preparation of English teachers would be highly desirable for academic as well as practical reasons.

It would also seem urgent to make multiple use of the courses wherever possible. The fourth-year undergraduate course in methods of teaching English is currently being reorganized into a course in 'The English curriculum in Egyptian schools'; next year, graduates from the Faculty of Arts enrolled in the Diploma program could be admitted to this course as one of their required compensatory courses. Education graduates would join fourth-year Arts undergraduates in the latter's course in American literature.

There are a number of ways in which the temporary personnel from UCLA provided by the U.S. Government could be used to help achieve a solution to the manpower problem. They should not simply be assigned to teach courses because there is nobody else available to teach them. Rather they should replace temporarily Egyptians while the latter are preparing themselves to teach Diploma or M.A.T. courses or to participate otherwise in Center activities. Instructors from UCLA might thus make it possible for senior Ain Shams professors who wished to conduct one of the M.A.T. seminars but who felt the need first to update their knowledge of the subject matter to take study leave for a semester or a year. UCLA personnel could also be used to enable junior instructors at Ain Shams to accelerate their progress toward an M.A., M.A.T., or Ph.D. degree.

Indeed, the chief hope of ultimately developing enough highly qualified personnel to make the Center function properly would seem to lie in facilitating the rapid advancement of the corps of demonstrators who now teach a large proportion of the English that is taught at Ain Shams. Ways should be found of allowing as many of them as possible to study full-time or nearly full-time in the Ain Shams Diploma and M.A.T. programs in EFL. The U.S. Government might grant some of them scholarships for study at UCLA or other American universities. In view of the consistent interest the British Council has shown in English teaching at Egyptian institutions, including Ain Shams, perhaps it would wish to enable some demonstrators to a study in the United Kingdom. It is hoped that the Egyptian government will demonstrate its interest in the Center by earmarking for Ain Shams demonstrators or assistant lecturers a certain number of the grants it makes each year for study abroad.

At present and for a year or two, the least expensive way of providing the needed rapid training for Ain Shams demonstrators would no doubt be to enroll them for full-time work in the two-year M.A. in TEFL program at the American University in Cairo. The principal obstacle in the way of this has been the fact that this best-developed of the local programs for training English teachers was not recognized by the Egyptian Government. It now appears that, as the result of a protocol agreed to in November, the Ministry of Higher Education has recognized AUC degrees both undergraduate and graduate. If this interpretation proves correct, the Ford Foundation might be interested in establishing at AUC scholarships for demonstrators from Ain Shams and other Egyptian universities. The Foundation might find this a suitable way of extending the support it has long provided for the English Language Institute at AUC.

None of the above-mentioned measures will succeed, however, unless two conditions can be met: (1) the junior and senior staff members given scholarship support because of their potential value to the Center can be obligated to return to Ain Shams after their training; and (2) the University can provide budgetarily for the promotions in rank which the additional training could merit.

The success of the pre-service training interest of the Center depends crucially on cooperation with the Ministry of Education for access to schools, curricula, and teaching materials, in order that pre-service training be appropriately relevant to the public-school situation. The necessary, mutually beneficial relationship between the Center and the Ministry of Education would be facilitated if personnel of the Ministry were trained in programs of the Center -- such as is now done at the Science Education Center -- but also if the Center participated in programs of the Manshiet El-Bakry In-Service Training Center. Such cooperation with the Ministry could be advanced with the provision by the U.S. Mission and/or British Council of staff specifically for this purpose.

##### 5. Sources of Students

Next to instructional personnel the most important resource needed for the development of the Center would be a substantial group of well qualified and highly motivated students. At present, however, the small group of graduate students preparing to be EFL specialists of the Ain Shams Faculty of Education is made up principally of demonstrators and most of them are worried about their future. They are particularly concerned about the very slow progress they seem to be making toward achieving their professional goals. The inordinate number of compensatory courses in Education graduates are required to take in Arts, the heavy teaching schedules of demonstrators as well as their overly large classes, all combine to make their period of study much longer than that of their counterparts in most other countries. It would therefore seem very important to do everything possible to encourage full-time study on the part of the Center's students.

How this could be done is not entirely clear and would require further thought on the part of the Center's Governing Board. The Board would also need to decide whether or not applicants for admission to the Center's programs should be required to take a special proficiency examination in English.

The core of the student group in the new Diploma and M.A.T. programs would probably be made up of Ain Shams demonstrators, as is the case with the present programs. In the preceding section of this proposal it was pointed out that visiting personnel could be used to make it possible for at least a few of these demonstrators to do a full-time or nearly full-time study. It is hoped that the Ministry of Education might consent to do for the Center for the Development of English Language Teaching what it is already doing on a large scale for the Science Education Center at Ain Shams: grant to a group of secondary-school teachers and inspectors leave with whatever salary was necessary so that they could participate full-time in the Center's activities while receiving additional training. Another source of full-time students would almost certainly be the self-supporting Egyptian students and the students from other countries that the Center's new programs could be expected to attract once they were well established.

#### 6. Library and Instructional Materials

There can of course be no first-class program of post-graduate instruction and no substantial research without access to library materials. And it is generally realized that the lack of library resources is one of the most serious problems faced by the Ain Shams Faculty of Education at the present time. Up to now post-graduate work has been offered only in the general field of education. If such work is henceforth to be offered in EFL, a strenuous effort must be made to build up the collection of EFL materials in the library as rapidly as possible.

A hopeful element in the situation is the near-completion of a new reading room for students close to the library that belonged to the Faculty of Education before the latter was merged with the Teachers College. Another is the University's recent decision to send a group of its professors to England and Germany to observe the organization of student services in libraries there. This group has been authorized to make more satisfactory arrangements regarding Ain Shams' subscriptions to periodicals. Still another hopeful element is the stated willingness of the U.S. Information Service to provide Ain Shams with EFL books and periodicals. In fact the USIS has ordered a very substantial initial collection of 7788 EFL-related books, ranging from current textbooks to scholarly works on such essential subjects as psycholinguistics and the structure of English, for presentation to Ain Shams. These books have already begun to arrive in Cairo.

The Committee recommends that, when this EFL collection has been presented, it should not be kept together and housed on shelves in the new reading room until the two existing libraries are suitably organized. It is to be hoped that long-overdue funds will soon be appropriated to make it possible to merge the two existing libraries, to eliminate multiple copies of obsolete textbooks, and to catalogue and rehouse the remaining books properly. Such a long-needed reorganization, however, will obviously take

a long time to accomplish. Meanwhile, perhaps the new Center collection could be set up as a small model of what the whole library should eventually become.

The entire process of library reorganization could undoubtedly be speeded up if a Fulbright grant could be used to send an American librarian to work at the Ain Shams Faculty of Education for a year or two. If that should not be possible, one of the Faculty's demonstrators might be assigned the job of organizing the Center collection, with such help as members of the UCLA team might be able to give. Once the volumes presented by the USIS had been catalogued and suitably housed, then other EFL-related books might be found in existing stacks and transferred to the Center collection. And once the Center collection began to take form, further donations of books from the USIS and perhaps from other sources could be expected. One of the greatest needs would be files of professional periodicals.

There already exist in Cairo several sizable collections of TEFL-related books. The most substantial of these seems to be that of the American University in Cairo: over one thousand well-catalogued and easily accessible volumes. The British Council has an excellent collection in its reading room. The American Center is beginning to build up its collection. Only a few hundred feet away from the Ain Shams Faculty of Education is located the Manshiet El-Bakry In-Service Training Center of the Ministry of Education, which has a good collection. There are no doubt relevant collections at other institutions, and perhaps at other Ain Shams faculties. If all of these collections could be merged and made accessible, the resulting library would undoubtedly be sufficient to support a substantial national program of post-graduate study in research in TEFL. Unfortunately, such a physical merger is out of the question, for obvious reasons.

Some of the benefits of a merger, however, could probably be derived from the preparation of a sort of union catalogue of the EFL holdings of the relevant libraries in Cairo. One of the first projects of the new Ain Shams Center might well be to take the initiative for the preparation of such a catalogue. All interested institutions could be asked to prepare a list of their own EFL-related books and to provide participating institutions with copied of their list. While Ain Shams might profit most by this arrangement initially, other institutions would profit increasingly as the Ain Shams collection grew.

For difficult-to-obtain items, Ain Shams students would have to rely for a long time on inter-library loans, micro-fiche services, and copies of various kinds. In their colloquium, post-graduate students should be made fully aware of and be encouraged to make the fullest use of such facilities as the overseas lending service of the British Library, and the EFL research and bibliography service of the U.S. Information Service in Washington.

Despite steps recently taken by the Egyptian Government to facilitate the importation of textbooks, the provision of adequate instructional materials for a graduate program such as that proposed for the Center might prove to be a serious problem. For some courses it might be necessary for the Center to try to obtain multiple copies of the book that is to be

used as a text and to lend a copy to each student. But this would be a far from ideal solution: multiple copies fill up limited library space at a rapid rate and, once they have been obtained, tend to be used long after they have become obsolete.

Fortunately, the post-graduate classes administered by the Center would probably be relatively small. In many cases one or two copies of a book could be read by all the members of a class if the copies were readily available. A high priority should therefore be given to setting up in the new reading room an arrangement whereby books and articles could be placed on reserve and thus be easily consulted by students.

One faculty member thinks that the greatest single library-connected need is for access to reliable photocopying equipment. Among the many valuable uses that could be made of such equipment would be the preparation of extra copies that could be placed on reserve.

Eventually it should be possible for members of the Center's instructional staff to write textbooks and have them published locally for use in the basic courses of the Diploma program, such as the introduction to descriptive linguistics and the course in theories of language teaching. For a number of reasons this would probably be the best possible solution of the textbook problem. Of course, hastily written adaptations of existing textbooks should be avoided.

The Committee fears that little can be done at the Faculty of Education to foster the use of audio-visual equipment -- a much needed adjunct to instruction by lecture and textbooks -- until the long-delayed building program makes more space available at Ain Shams.

#### 7. Space, Equipment, and Facilities

The practical English classes for undergraduates could profit greatly by the use of such relatively inexpensive equipment as transistor radios and portable tape recorders. But it is not sensible to propose the acquisition of such equipment until there are rooms where it can be used without disturbing other classes, and places where it can be safely stored and repaired. Projectors of various kinds would be a great boon in composition classes and lecture courses, but extensive use will never be made of them until there are rooms fitted out with black-out curtains and projection screens.

One of the types of equipment regarded with most favor by trainers today is videotaping equipment. It can perform alone the functions of many other types combined. Best of all, it can enable an apprentice teacher to see him or herself as others see him. It works effectively, however, in a specially equipped room reserved for the purpose.

Future teachers of English graduated from Ain Sham can hardly be expected to show any expertise or even interest, in the use of audio-visual equipment, materials, and methods unless they have been trained in an environment where these were extensively used. And research on the modalities of audiovisual instruction is conceivable only where such instruction is carried out on a large scale.

Indeed, it is difficult to see how the proposed Center could ever develop an effective program of any kind without some minimal space assignment of its own. Space would be needed for the essentials of an academic office: files, a typewriter, a ditto machine, and --above all-- a place to confer with colleagues and students in reasonable privacy.

At least two other types of equipment would ultimately be needed which might be related to space requirements: a language laboratory and a computer. Though language laboratories are no longer judged to be so essential for teaching a language as they used to be, they can certainly serve many useful purposes, particularly at advanced levels of instruction. Specialists in EFL still need to become familiar with their operation and capabilities. The In-Service Training Center at Manshiet El-Bakry has a well equipped language laboratory. Perhaps Ain Shams students and faculty would be allowed access to this laboratory, and there might thus be no immediate necessity to try to duplicate the facility at the Faculty of Education. The need for access to a computer and for computer time would inevitably be increasingly felt as research involving the statistical treatment of data began to be carried out at the proposed Center.

#### 8. Plans for 1975-1976

There follows a list of objectives phrased in terms of actions that would need to be taken in 1975-76. The items are arranged in order which combines considerations of chronology and priority. Thus items that appear early in the list would either need to be accomplished before others could be begun or are judged by the Committee to be of outstanding importance. Taken as a group, these objectives constitute a proposed plan of action for 1975-76.

1. Continue planning for the Center, decide whether or not it is to become national in scope, and arrange for as many as possible of the necessary administrative approvals and authorizations.
2. Nominate and secure the appointment of a Director for the Center.
3. Request of the U.S. Department of State a five-year (?) extension of the collaborative arrangement with UCLA if such support is desired beyond the current academic year.
4. Negotiate for the possible involvement of the Manshiet El-Bakry In-Service Training Center and the British Council in the project.
5. Make space available in the Faculty of Education (or elsewhere in Ain Shams) for the establishment of a Center office.
6. Arrange with potential donors the earmarking of as many scholarships as possible to be used in 1976-77 for the development of the Center's instructional staff.
7. Choose recipients for the scholarships and arrange for their release from Ain Shams and their admission to the institutions at which they would be going to study.
8. Make sure that the Center's needs were taken into consideration, especially in terms of adequate classroom and work space, in any building plans to be developed at Ain Shams.

9. Arrange with the Ministry of Education for the seconding of a well qualified group of teachers and/or English inspectors to participate in the Diploma Program at Ain Shams in 1976-77.
10. Decide, on the basis of the loans made for the advanced training of Ain Shams personnel, what instructional staff would be needed from UCLA in 1976-77: (UCLA would probably find it difficult to provide more than two people at the Ph.D. level and four at the M.A. level).
11. Explore the possibilities of enabling Ain Shams demonstrators to study at AUC in 1976-77 while continuing to receive their stipends.
12. Cooperate with the library staff in installing in the new reading room the collection of EFL books to be presented by the U.S.Embassy.
13. Draw up a list of EFL-related periodicals needed for the Center collection and explore the possibilities of obtaining files for them.
14. Explore the possibility of bringing to Ain Shams in 1976-77 a specialist in library science to initiate the reorganization of the library.
15. Secure the cooperation of other institutions in preparing a union list of EFL-related library materials available in Cairo.
16. Build up a file of information on such matters as the following:
  - a. Language policy in Egyptian education;
  - b. The dimensions of English instruction in Egypt;
  - c. Programs for training teachers of English;
  - d. Programs for training teachers of Arabic and French;
  - e. Information on the uses to which English is put in Egypt;
  - f. Official courses of study in English and lists of prescribed textbooks;
  - g. Desirable research topics.
17. Prepare for the teaching of the Diploma courses in 1976-77 by working out a staffing plan, drawing up syllabuses, selecting and ordering textbooks, etc.

#### 9. Future Development

If the first necessary steps in the development of the Center --approximately those outlined above-- could be successfully taken, a large number of attractive possibilities for further development could be considered in due time. Even in an initial proposal such as this, it seem appropriate to call attention to a few of these.

If the Ain Shams building program progressed so as to indicate that enough suitable space would become available by the end of 1976-77, then the emphasis for 1977-78 might be placed on audio-visual equipment and methods. Storage and repair facilities could be set up. The M.A.T. seminar in audio-visual instruction could be launched. It might be judged desirable to bring in a visiting audio-visual specialist to teach the seminar and to organize experimentation and research in the use of the equipment in various

classes. Contacts with excellent audio-visual facilities at AUC would be appropriate at this point. There would be every reason to expect that Ain Shams departments other than those involved in the Center would eventually profit by these developments.

In universities elsewhere an outgrowth of the interest in audio-visual methods has sometimes been the establishment of a general Learning Center to which students from all departments were free to come and work individually on such problems as poor reading ability, lack of study skills, and inability to spell. In some cases these centers have replaced formal language laboratories.

The training of in-service teachers would be an area in which it would surely be desirable for the Center for the Development of English Language Teaching to extend its activities as soon as the necessary personnel became available. If the Ministry of Education made it possible for secondary school teachers and inspectors to study at the Center in 1977-78, a good start would already have been made. In later years, when these teachers had completed their M.A.T. degrees, they would presumably be well qualified to organize vacation-time institutes, week-end workshops, and demonstration classes. Some of them might also be used to set up in a school somewhere near Ain Shams a model English program which groups of teachers from other schools could be brought to visit. Ideas for the improvement of instructional methods and newly devised curriculum materials could be tried out first in this school, and Ain Shams undergraduates could observe classes there.

The Center would appear to be the appropriate agency to take the initiative in the promotion of a National Association of Teachers of English. A strong association of this type, through its conferences and publications, could exert a major influence on the upgrading of in-service teachers.

Curriculum development would, of course, be another area to which increased attention should be paid as the Center gathered strength. The Ain Shams Science Education Center has been trying out promising and original techniques for updating the science curriculum; these might well provide ideas for a parallel effort to be made to modernize and strengthen the curriculum in English.

In time, as more students were attracted to the Center and as the instructional staff developed expertise in a wide variety of sub-specializations within the general area of EFL, it would probably be advisable to reexamine the Ph.D. degree that the Faculty of Education currently offers. Perhaps more specific course requirements should be established to ensure that future EFL specialists would have the needed breadth and balance in their professional preparation.

Basic to all such developments would be a multiple increase in the amount of EFL-related research carried out in Egypt. The particular needs for English, the attitudes toward the language, classroom conditions, the cultural and linguistic backgrounds of the students are not the same in Egypt and in other countries where English is taught. If the proposed Center for Development of English Language Teaching succeeded, it would become one of the best mechanisms for organizing research by Egyptians -- or cooperative research by Egyptians and other EFL specialists -- on these related topics. Perhaps the greatest achievement to which the Center could aspire would be to see the day come when members of its staff could be relieved of some of their teaching responsibilities so as to be able to participate in organized research.

APPENDIX

Proposed Course of Study Leading to the  
Diploma in the Teaching of English as a Foreign Language and  
the M.A.T. in EFL at Ain Shams University

The requirement for admission to the Diploma program would be a bachelor's degree in English from a faculty of arts or a faculty of education, with sufficiently high grades. Students would normally be expected to complete the course of study outlined below within one academic year of full-time study. Each of the eight required courses would meet for an average of four hours per week for one half of the academic year. Students would thus attend classes for approximately sixteen hours per week.

Compensatory Courses for Education Graduates

1. Classical literature in English translation
2. British literature of the 19th Century
3. British literature of the 20th Century
4. American literature

Compensatory Courses for Arts Graduates

1. English pronunciation for teachers
2. Psychological foundations of education
3. The English curriculum in Egyptian schools
4. Classroom observation and supervised teaching;

Courses Shared by the Two Groups

5. Advanced composition for teachers
6. Introduction to descriptive linguistics;
7. Theories of language teaching
8. Evaluation of instruction and supervised teaching

The requirement for admission to the program leading to the M.A.T. in EFL would be completion of the year-long Diploma program at Ain Shams as described above with superior grades. Candidates for the M.A.T. would attend a student-faculty colloquium and would enroll in four of the seminars listed below during their second year of graduate study. Each seminar would meet for an average of two hours per week for the entire academic year. As many as possible of the seminars would be offered each year.

M.A.T. Seminars

1. Contrastive analysis of Arabic and English
2. Teaching literature in a second-language situation
3. Psycholinguistics and language acquisition
4. Sociolinguistics and language policy in education
5. Semantic Studies:
6. Preparation and evaluation of materials for language instruction
7. Audio-visual methods and equipment
8. Testing in Language teaching
9. English for special purposes.
10. The supervision of English instruction
11. Statistical research in education

All M.A.T. candidates would be required to write a thesis and would be expected to select the seminars most closely related to their thesis topics. Theses of the types below would be particularly encouraged.

Recommended Areas of Research

1. The processes by which children or adults acquire specified elements of a language
2. The methodological or other variables that affect second-language acquisition
3. The effect of presenting certain features of a language in a specified consequence
4. The effect of teacher and student attitudes and other motivational factors on learning a new language
5. The contrastive analysis of certain features of Arabic and English and the resulting implications for teaching
6. The cultural implications of learning a new language
7. The forms of English used for special purposes and by special groups
8. The validity and effectiveness of a specified language program or policy
9. Rationalized strategies and illustrative materials for teaching particular language skills
10. The analysis or editing of literary texts for use in a second-language situation
11. The effectiveness of various types of language testing
12. Specific problems and techniques involved in the supervision of language instruction

ATH SHAMS UNIVERSITY FACULTY OF EDUCATION - ENGLISH DEPARTMENT

CURRICULUM REVISION PROJECT

The curriculum revision project, as envisioned in the previous proposal, has been revised.

During the academic year 1978-79, Dr Adel Salama and his staff together with the American and British teams will implement an experimental curriculum in the 1st Year undergraduate program under the existing course titles. Assuming the experiment produces results (we can show a significant gain in English proficiency scores over that of this year's 1st Year undergraduates) and the changes are appealing to the American, British and Egyptian staff and the university English council, Dr Adel Salama and his colleagues will continue plans for overall curriculum revision (with courses appropriately re-titled) to submit for University approval. This procedure will give ample time for evaluation before major decisions are made.

For the academic year 1978-79, it is agreed that the focus will be on upgrading the language skills of the 1st Year students. The courses and content specification will be as follows:

<u>TITLE</u>	<u>COURSE SPECIFICATION</u>
Phonetics & Grammar (5 hours)	<u>Practical Phonetics</u> : remedial pronunciation course based on the students' individual diagnostic passages. Basic sounds of English and their transcription. <u>Listening Comprehension</u> : prudent listening comprehension exercises linked to written work, note-taking skills, oral study skills. <u>Communication Skills</u> : practical, relevant projects giving the students opportunity to actively function in English. <u>Grammar/Vocabulary</u> : remedial review of basic grammar structures, punctuation and spelling. Graded vocabulary exercises.
Composition and Criticism (4 hours)	<u>Composition</u> : Controlled writing course focusing on composition skills <u>Study Skills</u> : basic written study skills necessary for course work within the department. <u>Critical Writing</u> : the organization of rhetoric in critical writing as related to selected literature. Writing evaluations of selected literature.
Novel ( 2 hours)	<u>Reading Skills</u> : graded reading focused on basic comprehension and reading speed. <u>Appreciation</u> : extensive reading of short stories sequenced for reading difficulty. <u>Novel Form</u> : intensive reading of a novellette written in modern English, based on American, British and Egyptian cultural concepts
Poetry and Drama (4 hours)	<u>Listening Comprehension</u> : cassette laboratory - selection of poems for stress, intonation and prosodic features of modern English poetry. <u>Appreciation</u> : discussion of easier British and American poetry. <u>Reading Skills</u> : extensive reading from one-act, modern English plays <u>Discussion/Speaking Skills</u> : role play of selected passages from plays. Student discussion of cultural contrasts in plays.
Civilization & translation (4 hours)	<u>Cultural Understanding</u> : contrasts in American, British and Egyptian culture related to language and literature. Student research and oral reports. <u>Translation Skills</u> : practical experience in translating materials related to literature and language teaching passages sequenced for length and difficulty.

The above curriculum gives 19 hours of instruction, with the focus in intensive English language practice. In order to make certain that students receive the necessary intensive language work, the project team will form a materials development team. Most of the class materials will be produced on-campus, duplicated and distributed to the students.

Sources for materials development ideas will be collected by team members and prototype lessons will be developed during the 6-week seminar (Ford Foundation funding) prior to the opening of the academic year. Team members will meet regularly each week throughout the year to work on the teachers' materials.

At the end of the academic year (1978-79), it is expected that we will have a set of experimental materials for each of the above classes which, if successful, could be put into print for distribution to all students in the following year.

It has been decided that the project team consist of 10 Egyptian lecturers, 3 American lecturers and 2 British lecturers (this is due to uncertainty of British lecturers' arrival for start of academic year). It is expected that the 1st Year will consist of 6-8 groups (20 students per group) giving a total of 114-152 hours of instruction per-week.

*Adel Salama*

Dr Adel Salama  
Professor of English Literature  
Head of Department of English  
Faculty of Education  
Ain Shams University  
Cairo - Egypt.

CENTER FOR DEVELOPING  
ENGLISH LANGUAGE TEACHING IN EGYPT

Funding Proposal                      Ford Foundation

Title: Curriculum Planning for English  
Language Teaching

Principal Investigator: Dr. Adel Salama

Center Staff Investigators: Dr. Grant Henning,  
Ms. Rebecca Jones, Mr. James Melia, and 2  
additional staff members to be recruited by  
C.U.-State Department and the British Council.

10 Egyptian Demonstrators, specialists in TEFL.

Project Duration: 18 months (May 1, 1978 to August 1, 1979)

Total Funds Requested:  
L.E. 6,294.000                      \$8,992.00

Abstract: We are requesting funds for revision of the curriculum for the first year of the English Teacher-training Program at Ain Shams. Aside from the immediate benefit to students enrolled in the program (and thus to their students in prep or secondary English classes), the project will establish a core of highly-trained Egyptian teachers with professional experience in materials development, curriculum development, testing and evaluation. The project should also be of interest to the Ministry's In-Service program and to Ain Shams' sister universities in the areas of curriculum planning, materials development, testing, and evaluation.

## Funding Proposal to the Ford Foundation

### BACKGROUND

Ain Shams University is charged with the preparation of English teachers for the prep and secondary stage schools of Egypt. Each year they have matriculated approximately 200 future teachers of English; nearly 800 such students are presently enrolled in the English teacher-training program.

The four-year undergraduate program for these future English teachers was designed to accommodate students with a high degree of English language proficiency. Unfortunately, the standard of English instruction in the public schools has dropped radically over the past decade. The Ministry estimates that, due to the critical shortage of English teachers, approximately 1/2 of its English language teachers at the prep stage and 1/3 of those at the secondary stage are non-specialist teachers. That is, they may be math or science teachers who have arbitrarily been assigned to teach English. With non-specialist teachers, the current student-teacher ratio, and classroom space shortages along with the lack of classroom materials, it is not surprising that the level of English proficiency of students entering the undergraduate program is low. A second reason frequently given, but by no means validated, is that the Faculty of Education must settle for less able students since those with better skills (including English) prefer to enroll in more 'prestigious' faculties.

Whatever the cause, the English language skills of students

entering the program is not that which one might reasonably expect of future language teachers. Yet these students are faced with a curriculum which was designed for students with an excellent command of the language and for students who have already observed good methods of language teaching in their pre-university language classes. The curriculum presents them with fairly sophisticated classes in linguistics, methodology and curriculum, and literature. It seems obvious that one should not teach formal phonetics or theories of grammar to students whose first need is to develop stronger language proficiency. There is, of course, no reason why courses labelled 'linguistics' or 'literature' cannot be turned into 'language learning through literature' or 'language learning through linguistics'. Teachers sensitive to the needs of the students are trying to change the direction of some of these courses, but given the classroom course materials this may be difficult, if not impossible, for most teachers.

While make-shift changes in individual sections of individual courses are being attempted, without planned change, we cannot hope to have any real effect on preparation of these future teachers. Teachers of the phonetics classes, for example, are not demonstrating a variety of alternative methods of teaching pronunciation or a variety of alternative techniques of teaching listening comprehension. Nor are teachers of the grammar sections demonstrating alternative approaches to teaching specific grammar points. The Methods courses are not specifically geared to language teaching nor are they coordinated in any way with the linguistics classes.

Further, because of the shortage of teachers at the University, Demonstrators who have no special preparation in TEFL or interest in teacher training are hired to teach courses in the program. Since they have no special interest in language teaching and since the Faculty can offer them

no special training or incentives, it is unrealistic to believe that they will have time to think out and prepare special materials to meet the needs of the students.

In summary, students entering the teacher-training program do not have the language skills necessary to meet the demands of the curriculum. Because of the teacher shortage, the teaching staff cannot all be recruited from those with professional TEFL training or even with interest in teacher training. Further, the curriculum is not designed to meet the needs of the students, either in upgrading their language skills or in terms of preparing them to teach English to prep and secondary students.

Given this general background, two possible solutions have been suggested. First, cut back on enrollment and admit only students who have attained the requisite skill in English. Given the realities of the current situation, this is not a practical solution. However, steps have been taken to deny admission to students whose English is far below any level that one might expect future teachers to have attained. Dr. Adel Salama has also been successful in enlarging the number of sections of classes devoted to 'linguistics' so that, with somewhat smaller classes, teachers could deal more effectively with the language deficiencies of their students.

The second possible solution is to revise the curriculum so as to upgrade the English skills of the future teachers while at the same time exposing them to good language-teaching techniques. Such change is possible but difficult to bring about without presenting solid evidence on the need for change and viable alternatives to the present curriculum. The purpose of the project is to do just that. Modest beginnings (in

the areas of proficiency testing and student evaluation of literature courses) has led Dr. Adel Salama to encourage planning for positive curriculum revision.

#### THE PROJECT

Staff. The Project will be directed by Dr. Adel Salama, Head of the English Department at Ain Shams University. Dr. Adel Salama is in charge of all Demonstrators within the undergraduate program teaching classes in literature or linguistics.

The staff will consist of Egyptian, American, and British personnel who have EFL specialist training. The Egyptian Demonstrators will be chosen from those in the graduate program in TEFL at AUC and/or Ain Shams Universities who have shown outstanding ability in language teaching, in materials preparation, or in testing and evaluation. The British staff members will be James Melia and the replacement for Don Porter. American team members are Dr. Grant Henning, and Ms. Rebecca Jones. Both Jones and Melia have had extensive language teaching experience at the university level and have taught courses in curriculum design. Dr. Henning is a specialist in testing and evaluation. Additional staff are being recruited both by CU-State Department and by the British Council for the Project.

Goals. The goals of the project are 1) to gather the background information on the need for change, 2) to plan a curriculum, 3) to develop teaching materials, and 4) to implement and evaluate the materials in the classroom. Since it is impossible to achieve all goals for all four years of the program, the project will focus on the first year of the undergraduate teacher-training program.

## METHOD

To achieve Goals 1 and 2 we will follow the Tyler Rationale for Curriculum Development\* in its general format. That is, all relevant sources will be consulted in defining the goals of the teacher-training curriculum--the future teachers enrolled in the program, the Demonstrators teaching in the program, the Council of English as the supervisory group for such programs in Egyptian universities, by the Curriculum & Methods Department which supervises the methods classes and practice teaching of all candidates, by the Ministry which has defined the objectives of the prep and secondary English language curriculum, and by subject matter experts in the field of language teaching and language learning. Information from these sources will be 'sifted' (Tyler's term) or evaluated given 1) baseline information on the English language proficiency of students and teachers within the program and the realistic possibilities for meeting the suggestions given by these sources, and 2) the philosophical bent of the departments and investigators involved in the project. From these evaluation meetings should emerge the form of the curriculum.

Goals 3 and 4, materials development, implementation and evaluation, will be carried out by the Demonstrators supervised by Melia, Jones, and Henning. During Phase 1, Jones and Melia will begin an analysis of student proficiency scores and error analysis data currently available. The Center's testing committee has completed proficiency testing of all four levels of the undergraduate program. (Since none of the available proficiency examinations seemed appropriate, the committee developed a proficiency battery consisting of vocabulary, grammar, listening comprehension, reading, cloze and dictation subtests.) While the Center's test

1. baseline data
2. Tyler Rationale / Conferences
3. Bailey Scale
3. Extensive search for pertinent literature in materials development, program evaluation, textbooks, etc.

#### PHASE 2 Preparation and Drafting of 1st Year Syllabus

September 15 - November 1

1. Selection, development, and adaptation of materials.  
Selecting existing materials to match objectives.  
Preparing AV materials as needed.
2. Developing diagnostic achievement tests for formative and summative evaluation of attainment of program objectives.
3. Applied training of Demonstrators in development and use of materials and test instruments.  
Evaluation of Demonstrators through observation and use of a rating schedule (Jones).

#### PHASE 3 Implementation

November 2 - June 15, 1979

1. Demonstrators employing materials and evaluative instruments in the classrooms.
2. Observation of demonstrators - feedback sessions.
3. Formative and summative evaluation through diagnostic tests developed under Phase 2.
4. Comparative analysis of student affect.
5. Comparative analysis of program gains.

#### PHASE 4 Reporting

June 16 - August 1, 1979

1. Preparation of a final report to include
  - a. data summary on pre-revision status of first year program (cognitive and affective)
  - b. descriptive statements of the curriculum revision process

was not designed as a diagnostic instrument, this data along with that collected by Moy (1977) on third-year students using the UCLA Placement Exam, and Zeinab's (1977) error analysis study of student errors on compositions in the first and third years should be an invaluable source of data.

In addition to test and error analysis data, extensive analysis of current classroom procedures will be done during Phase 1. Visits will also be arranged at AUC, Cairo University, and Al Azhar. Melia and Jones will also collect and begin an initial analysis of materials from various language centers--UCLA, AUC, Michigan, Minnesota, T.C.-Columbia, as well as from USIS.

With initial curriculum guidelines established, a six-weeks intensive program for all team members will begin on September 15 for materials development and evaluation.

The Method for carrying out the project then will consist of the following two phases:

#### PHASE 1 Planning

May 1 - Sept. 15

1. Collection and analysis of baseline data from 1976-77 and 1977-78 academic years, 4 undergraduate levels.
  1. ASUPE proficiency scores (entry and exit):
  2. Affective evaluation of the program by students (1st, 4th years)
  3. Error analysis findings.
  4. MLA foreign language proficiency tests for teachers and advanced learners (1st, 4th years)
  5. Moy test data (3rd year)
2. Thorough specification of program objectives based on

and steps taken within the rationale wherever appropriate.  
(Includes a summary of the specific curricular objectives,  
offerings, and guidelines agreed upon.)

- c. Description and samples of materials adopted.
  - d. Description of and reliability-validity statistics for instruments developed.
  - e. Evaluation of Demonstrator training with descriptive statistics where needed.
  - f. Comparative analysis of achievement gains towards stated objectives (1977-78 vs. 1978-79).
  - g. Comparative analysis of student affect towards the curriculum (1977-78 vs. 1978-79)
  - h. Recommendations for further revision of subsequent years of the undergraduate program.
2. Presentation of report to the funding agency and other interested members of the academic community.

#### PROJECT VALUE

Aside from improving the undergraduate program (and, thereby, we hope, the teaching of English in prep and secondary schools), the most important lasting value of the project should be in the formation of a core of professionally-motivated Demonstrators who will have acquired skills in materials development, testing, and evaluation. Those with the greatest talent for demonstration teaching can be placed in the position of 'master teacher' serving as a model for teachers in the other sections of any particular class. Since many, if not all, of the Demonstrators will be registering for Ph.D. degrees at the University, our hope is that their dissertation topics will relate to segments of this proposal or to changes in curriculum for years 2 through 4.

We have already been asked by sister universities to give help in

the area of proficiency testing. We have also been asked to help the Ministry with its In-Service programs. So far we have been unable to meet these requests (in testing, because we cannot release the test until alternate test forms are developed, and for in-service because we did not feel we had the kind of materials most directly relevant to teachers' needs). At the completion of the project, we should be able to professionally meet these requests.

**CURRICULUM REVISION PROJECT**

**Budget Needs**

1. SALARIES	Source	
a. James Melia - 1/2 time replacement	British Council	
b. Grant Henning - 1/2 time replacement	CU-State Dept.	
c. Rebecca Jones - full time replacement	Ain Shams Faculty	
d. Additional M.A. full time (1/2 teaching/1/2 materials development)	CU-State Dept.	
e. 2 possible additional M.A.s full time	British Council CU-State Dept.	
f. 10 Demonstrators 8 teaching/materials development 2 teaching/testing & evaluation	Ford Foundation	
Sept. 15 - Nov. 1	L.E.	\$
5 1/2 hrs, 5 day week, 6 weeks (80 L.E. X 10 X 1.5 mos.)	1200	1,714.00
School Year		
Salary supplement (80 L.E. X 1/2 X 10 X 8 mos.)	3200	4,572.00
g. Ad ministration	250	714.00
Budget administration, obtaining workspace, phone sharing service, obtaining support from the English Council for paper supplies and printing of final course materials.		
h. Secretarial Assistance		
Typist (1/2 time Aug. 1 - Aug. 1) (100 X 1/2 X 12)	600	857.00
 2. MATERIALS		
1. Paper, ink cartridges for duplicator	250	500.00
2. Transparencies	24	35.00
3. Tapes	70	100.00
4. Computer Facilities	350	500.00

	Source
5. Course book duplication cost & postage (UCLA, USC, Michigan, Columbia, Stanford, AUC level 1 and 2 course books)	UCLA
6. Entrance Exams, proficiency exams as available for test file.	UCLA
3. CLASSROOM IMPROVEMENT	
Window replacement, soundproofing	AIN SHAMS
 Total Cost to Ford Foundation:	
L.E. 6,294	<u>\$8,992.00</u>

HIGH BOARD OF UNIVERSITIES

Committee for Educational Studies and Teacher Preparing

Charter of the Professional Diploma in Teaching

English

A. Terms of Acceptance:

- 1- The student must have a B.A. degree in the English Language from the Egyptian Universities Colleges of Arts, or B.A. English and Education, or B.A. English from the College of Languages (Kulliet il Alson) or the Girl's College or their equivalent.
- 2- The applicant must be a full-time student.
- 3- He must pass successfully the college entrance exams which show his ability for this kind of study.

B Duration of study:

One academic year.

C Subjects of Study:

Subjects of study are divided as follows:

First: general subjects for all students.

Theories of learning foreign languages	2 hours/week
General linguistics	2 hours/week
Observation and evaluation	2 hours/week
Expression and pronunciation for teachers	2 hours/week

TOTAL 8 hours weekly

Second: subjects of study for students who are not graduates of the College of Education

Curriculum and English language teaching	4 hours/week
Philosophical, historical and sociological basis for education	2 hours/week
Psychological basis for education	2 hours/week
Practical applications	4 hours/week

TOTAL 12 hours weekly

**Third: subjects of study for graduates of the College of Education**

Contemporary English literature	4 hours/week
Contemporary American literature	2 hours/week
Language and literature	2 hours/week
Educational applications	4 hours/week
<b>TOTAL</b>	<b>12 hours weekly</b>

**EXAMINATION PLAN AND GRADE DISTRIBUTION FOR THE DIFFERENT SUBJECTS**

S U B J E C T S	No. of papers	G R A D E D I S T R I B U T I O N		
		Classwork	End of yr. exam	Total
<b><u>First:</u></b>				
Theories of foreign language teaching	1	75 %	25 %	100
General linguistics	1	75 %	25 %	100
Observation and evaluation	1	75 %	25 %	100
Pronunciation on Expression for teachers	1	75 %	25 %	100
<b><u>Second:</u></b>				
Curriculum and teaching of English language	2	50 %	50 %	100 for each paper
Philosophy, historical and socio-logical basis for education	1	50 %	50 %	100
Psychological basis for education	1	50 %	50 %	100
Practical applications	-	100 %		100
<b><u>Third:</u></b>				
Contemporary English literature	2	50 %	50 %	100 for each paper
Contemporary American literature	1	50 %	50 %	100
Language and literature	1	50 %	50 %	100
Educational applications	-	100 %		100

HIGH BOARD OF UNIVERSITIES

Committee for Educational Studies and Teacher Preparing

Charter of the Master's Degree

in

TEACHING ENGLISH AS A FOREIGN LANGUAGE

I. Terms of Acceptance:

To register for the master's degree in Methods of teaching English, the following conditions are required:-

a- The applicant must have at least a C grade (good) in the professional diploma in teaching English preceded by a B.A. from an Egyptian University or an equivalent degree in Applied Linguistics or Teaching English as a Foreign Language from an accredited foreign university after at least one year of study.

b- Duration of study: courses of study begin in October and end in June of the same academic year, and students are allowed to register the subject of the required thesis in December of the same year. Thesis is not to be defended except after a complete year from the date of its registration.

c- Subjects of study:

The first term (October - January)

Psychology of language learning	2 hours/week
Curriculum of Teaching English as Foreign Language	2 hours/week
Elective (see item F.)	2 hours/week
Readings in English language teaching	2 hours/week
Research Program	2 hours/week
<b>TOTAL</b>	<b>10 hours weekly</b>

d- Examinations: to get a Master's Degree in Teaching English, the applicant must write a thesis approved by the research committee and pass the exams of the subjects of study with at least a C grade (good).

e- Subjects of study:

The second term (February - May)

Sociological and historical basis for language learning	2 hours/week
Readings in English language teaching	2 hours/week
Curriculum	2 hours/week
Seminars	2 hours/week

(Subjects of study continued)

Elective (see item F.)

2 hours/week

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TOTAL

10 hours weekly

- f- Electives: Subjects of electives change from one year to the other according to the availability of specialized teachers.

The following shows the different elective subjects:  
methods of teaching - audio-visual aids - statistical curriculum in educational research - teaching English for special purposes - evaluation of teaching material - bilinguality of learning - language analysis and lingual mistakes analysis - subjects in English language structure - history of the English language - tests in the English language - learning how to read.

Master's Theses: 1978-1979

1. Ismael Mohammed, New Grounds for Testing Vocabulary in the Thanawia Amma. Dr. Daoud, Dr. Schreck.
2. Wagih Abd Alla, The Application of Sociolinguistic Model of Curriculum. Dr. Daoud, Dr. Schreck.
3. Rafat Gorgy, Should Special Attention be Given to Silent Reading vs. Reading Aloud as One of the Main Skills to be Acquired in the Secondary Stage? Dr. Daoud, Dr. Schreck.
4. Fahmi Gabr, A Study of Learners' Underachievement in English at the Preparatory Level. Dr. Daoud, Dr. Schreck.
5. Abd-el-Rahman Hussein, The Application of a Decoding-based TESOL Methodology in Teaching Scientific English. Dr. Daoud, Dr. Schreck.
6. Farida El Shakri, Evaluating the English Syllabus of the Commercial Schools. Dr. Daoud, Dr. Schreck.
7. Farima Naguib, Developing Communicative Competence. Dr. Daoud, Dr. Ezzat.
8. Kamal Abdel-Ghany, Developing a Technique for Teaching English Phrasal Verbs at the Secondary Stage. Dr. Daoud, Dr. Ezzat.
9. Abdel Hozz Mohamed, The Dialogue as a Classroom Technique for Improving the Communicative Skill of EFL Secondary Students. Dr. Daoud, Dr. Ezzat.
10. Shawki El-Sayed, Why English in Egyptian Elementary Government Schools? A Study of the Relation Between Age and Foreign Language Learning. Dr. Daoud, Dr. Ezzat.
11. Mohammed Abd Alla, The Use of Oral Pattern Practice. How Well Can It Be Manipulated To Be An Effective Classroom Technique? Dr. Daoud, Dr. Ezzat.
12. Omya Ahmad Ali, A Comparison of Subjective and Objective Methods of Testing English Grammar at the Secondary Stage. Dr. Daoud, Dr. Ezzat.

Master's Theses: 1977-1978

1. Amal Matarawi, Inferring Meaning of Unfamiliar Lexical Items, Dr. Shehab, Dr. Ezzat.
2. Therese Constantin, Psychological and Sociological Correlates Related to TEFL, Dr. Daoud, Dr. Henning.
- \*3. Soraya Al Atroosh, Some Techniques of Using Audiovisual Aids, Dr. Shehab, Dr. Salama.
4. Rawia El Meniawi, The Development of ESP Materials, Dr. Shehab, Dr. Salama.
- \*5. Sameer Armanios, Designing an Inservice Training Program, Dr. Daoud, Dr. Gary.
6. Shokri Zaki Iskander, An Essential Teaching and Testing the Novel, Dr. Shehab, Dr. Salama.
- \*7. Aamer Omar Mohammed, Techniques for Developing Communicative Competence, Dr. Daoud, Dr. Gary.
- \*8. Alli Mohammed Abd Rabbo, Classroom Techniques for Teaching Composition, Dr. Salama, Dr. Shehab.
- \*9. Awatef Ayad Mekhael, Developing a Set of Techniques for Correcting Written Composition, Dr. Shehab, Dr. Henning.
10. Fatma Al Maghrabi, A Set of Materials for Developing Comprehension and Production of English Tense Aspect, Dr. Daoud, Dr. Henning.
11. Farid Riad Abdel Sayed, The GSC Exam as a Predictor of English Language Proficiency, Dr. Daoud, Dr. Shehab.
- \*12. Foad Khalil Hasan, Aural Discrimination and Production of English Sounds, Dr. Shehab, Dr. Ezzat.
13. Korayem Afifi, Dictation as a Predictor of Language Proficiency, Dr. Daoud, Dr. Henning.
14. Magda Hasan Mohamed, Difficulties Involved in Teaching English Consonant Clusters, Dr. Shehab, Dr. Ezzat.
- \*15. Mohammed Refael, A Program for Teaching Beginning EFL Students, Dr. Daoud, Dr. Gary.
16. Nadia Eldidi, Understanding a TV lesson in Grammar and Listening Comprehension, Dr. Shehab, Dr. Ezzat.
17. Nabeel Kaisar, Evaluation of Teachers' Performance in EFL in Preparatory Stage, Dr. Daoud, Dr. Gary.
18. Haridi Abo El Ela, The Intervening of Discrete Grammatical Structures, Dr. Shehab, Dr. Ezzat.
- \*19. William Zaki, Psychological and Social Factors Characterizing the Poor English Learner Studying English in the Secondary Stage, Dr. Daoud, Dr. Henning.

\*Thesis defended.

Growth-Referenced Evaluation of English  
Achievement at the Faculty of Education,  
Ain Shams University  
Cairo, Egypt

by Grant H. Henning

As part of a proposed five-year project to revise English language curriculum at the Ain Shams Faculty of Education, it became imperative that measures of student language proficiency, program affect, and need-process interaction be gathered at each of the four year levels of undergraduate instruction in the Department of English. Accordingly, data was gathered at the beginning and close of the 1977-78 academic year for the purpose of guiding the revision process through subsequent years of the project.

The present study reflects the findings with regard to English Language proficiency and rate of learning in a variety of English skills deemed important to the success of an extensive language-teaching program. The purpose of the study has been to provide information about student learning that could guide the curriculum revision process. The techniques of evaluation and the characteristics of instrumentation employed are described in greater detail elsewhere (Cf. Henning, 1978, 1979).

Typically instructional programs are evaluated by reference to the extent to which predetermined objectives are being or have been met (Behrens and Lehman, 1978). This evaluation may be formative or summative, criterion-referenced or norm-referenced, by reference to some

established level of "mastery", or by comparison with achievement gains of competing programs. This study has been atypical in that it has proceeded in the absence of clearly defined, measurable objectives, no criterion of mastery has been proposed, no concurrent programs with the same student population were available for comparison, and no proficiency measures were available at the outset which had been normed on the target population. In the course of the study, both norm-referenced instrumentation and appropriate techniques of evaluation were developed.

Apart from the development of instrumentation and techniques of evaluation, the specific purpose of the study has been to provide comparative information concerning a variety of English language skills, as follows:

- 1) to determine the program rate of learning for each skill,
- 2) to ascertain the comparative importance of each skill in terms of predicting general language proficiency,
- 3) to measure the extent to which program rate of learning for each skill is commensurate with the predictive importance of that skill,
- 4) to discriminate empirically between skills which are acquired as a function of the instructional program which are amenable to instructional remediation and skills which are learned incidentally which have low remedial potential, and,
- 5) to distinguish critical skill areas for remedial

focus in light of both remedial potential and current instructional effectiveness.

Operational definitions of these variables are provided in the procedural section of the study.

## METHOD

### Subjects

485 Egyptian undergraduate university students participated in the study as a departmental requirement. On the basis of attendance on the examination day, students were drawn from all four years of the instructional program of the Department of English at the Faculty of Education, Ain Shams University, Cairo, Egypt, according to the following scheme: first year, 128; second year, 210; third year, 76; and fourth year, 71.

All students were required to have had a minimum of six years of instruction in English prior to their university experience. Students were preparing to be teachers of English throughout all levels of the Egyptian school system. In the four-year program these students received instruction in English literature, grammar, and phonetics, taught in the medium of English. In addition they were obliged to take courses in educational psychology and teaching methodology offered in the medium of Arabic.

### Instrumentation

The Ain Shams University English Proficiency Exam (ASUPE), Form A, was concurrently developed and standardized for use with Arabic-speaking university students in English

Language programs. This language battery consists of 90 items and one, 40-word dictation passage, in seven subscales, requiring 75 minutes total administration time. Numbers of items, internal consistency reliability, and internal construct validity are reported for six subscales and total test in table one. Validity was determined with reference to the point biserial correlation of every item with every subscale after correction for part-whole overlap to eliminate the contribution of individual items to the magnitude of the obtained correlations between those items and their own subscales. An item was termed valid if the corrected correlation coefficient of the item with its own subscale were higher than its correlation with any other subscale. By this conservative measure, the proportions of valid items for each subscale and for the total test battery are reported in table one.

TABLE 1

Subscales, Numbers of Items, Reliability And Validity Measures for Form A of the Ain Shams University English Proficiency Exam (ASUPE)

<u>Subscale</u>	<u>No. of Items</u>	<u>Reliability</u>	<u>Validity</u>
Vocabulary	15	.764	.933
Grammar	15	.763	.867
Reading Comprehension	15	.553	.467
Cloze	20	.683	.900
Listening Recall	15	.823	1.000
Listening Comprehension	10	.536	.800
Total Test Battery	90	.900	.833

## Procedures

After the development, administration, and standardization of the language proficiency battery, ASUPE, a series of analyses were conducted to provide information about student learning in the subtest skill domains. To permit meaningful evaluation, the following variables were defined:

1) Item-Level Correlation (ILC). For all 485 subjects, the point biserial correlation coefficient was computed between every item score and the level of each student, 1-4, corresponding to year of undergraduate study. The mean item-level correlation was then calculated for each subscale of the test battery. This mean coefficient, ILC, was used as the basis for subsequent analyses.

2) Program Rate of Learning (PRL). The mean item-level correlation, ILC, for each subscale was corrected for attenuation to compensate for differences in subscale reliabilities. The resultant corrected coefficient serves as an index of the relation between learning and length of participation in the program. Accordingly, this measure has been labeled "program rate of learning" and is a comparative indication of the rate of acquisition of a given skill through the four-year instructional program.

3) Item-Total Score Correlation (ITC). The point biserial correlation coefficient was computed between every item score and the total test battery score for each student. The mean item-total score coefficient was then calculated for each subscale of the test. This mean coefficient, ITC, was employed in subsequent analyses.

4) Skill Validity Index (SVI). The mean item-total score correlation,  $r_{TC}$ , for each subscale was adjusted by correction for part-whole overlap of each composite item. In this way artificial inflation of item-total score correlations due to the contributions of individual items to the total score was systematically removed. The resultant coefficient serves as a skill validity index, SVI, in that it reflects the comparative importance of each skill in terms of its contribution to overall language proficiency. By this measure a skill is said to be more valid or more important if it bears a stronger relationship to overall proficiency. This SVI is also corrected for attenuation.

5) Commensurate Growth Ratio (CGR). The division of the program rate of learning, PRL, by the skill validity index, SVI, results in the formation of a commensurate growth ratio, CGR. This measure is a comparative indicator of the degree to which the rate of learning for a particular skill has been commensurate with the importance of that skill. The higher the CGR, the more adequate the rate of learning has been to the importance of the skill as a predictor of overall proficiency.

6) Remedial Potential Index (RPI). Given that some skills are more important than others (SVI) and that the rate of learning will vary for different skills (PRL), it still remains to be determined which skills are more likely to respond to increased instructional emphasis. Such a measure would represent an index of the ease or likelihood of success of curriculum revision efforts for that skill.

At the same time this index would provide comparative discrimination between skills which benefit from instruction and skills which are acquired incidentally. Such an index is found in the relationship between the extent to which program levels accurately discriminate between student levels of proficiency and the extent to which the subscale for a given skill accurately discriminates between student levels of proficiency irrespective of program levels. This is akin to stating that, if level of instruction spreads students on a proficiency range highly in relation to the overall proficiency range that exists irrespective of level of instruction, then acquisition of a given skill would appear to be comparatively more a function of the instructional program than of incidental factors. For a given skill, the index is provided by the squared program rate of learning,  $PRL_i^2$ , divided by the square of the reliability coefficient.

7) Critical Intervention Index (CII). The decision of whether or not to revise a curriculum so as to provide greater instructional emphasis for a given skill must be based on more information than merely the comparative gains in achievement for a variety of skills. This is especially true in cases where greater instructional emphasis on one skill may result in neglect of other skills. Consideration must be made of such factors as the comparative importance of skills (SVI), the extent to which current rate of learning is commensurate with the importance of given skills (CGR), and the likelihood that instructional intervention could

effect a change. The critical intervention index, CII, is designed to provide comparative indication of which skills are most deserving of remedial focus, while taking all of these factors into consideration. This index is derived by dividing the remedial potential index, RPI, by the commensurate growth ratio, CGR. The higher the value of the critical intervention index, CII, comparatively, the more deserving a particular skill would be for remedial focus.

The evaluative techniques proposed in this study are collectively termed "growth-referenced evaluation" as distinct from norm-referenced or criterion-referenced evaluation.

## RESULTS

The results of the application of growth-referenced evaluation techniques to the present evaluative context are reported in table two.

TABLE 2

Item-Level Correlation, Program Rate of Learning, Item-Total Score Correlation, Skill Validity Index, Commensurate Growth Ratio, Remedial Potential Index, And Critical Intervention Index For Six English Language Skills at the Faculty of Education (N=485)

Skill	ILC	PRL	IFC	SVI	CGR	RPI	CII
VOC	.226	.259	.368	.407	.636	.115	.181
GRA	.199	.227	.368	.408	.556	.088	.158
RDG	.124	.167	.238	.295	.566	.092	.163
CLZ	.134	.162	.222	.250	.648	.056	.086
RCL	.261	.288	.428	.462	.623	.123	.197
LIS	.127	.173	.270	.341	.507	.105	.207
TOP	.180	.190	.313	1.000	.190	.044	.232

Close inspection of Table two reveals that listening recall (.261) and vocabulary (.226) skills, in that order, displayed the highest item-level correlation. This relative magnitude ranking persisted even after correction for attenuation to show program rate of learning. Evidently recall (.288), vocabulary (.259), and grammar (.227) are the skills currently being most effectively promoted among the skills examined in the present study. Cloze (.162), reading comprehension (.167), and listening comprehension (.173) are the skills examined which are least effectively being promoted.

The skill validity index (SVI), which was an adjustment of the item-total score correlation (ITC) by means of correction for part-whole overlap and correction for attenuation, revealed that listening recall (.462), grammar (.408), and vocabulary (.407) were the most important skills in the study inasmuch as they evidenced the highest relationship to overall language proficiency. Cloze (.250), reading comprehension (.295), and listening comprehension (.341) were less important as predictors of general proficiency for the present sample. Note that total score validity was set at 1.000 since it served as the validity criterion.

As the commensurate growth ratio (CGR) indicates, rate of learning was not commensurate with the importance of the skill, comparatively speaking, for listening comprehension (.507), grammar (.556), and reading comprehension (.566). Conversely, rate of learning was comparatively more adequate for cloze (.648), vocabulary (.636), and

listening recall (.623) skills.

The remedial potential index (RPI) showed the greatest potential for curricular remediation to be in the skills of listening recall (.123), vocabulary (.115), and listening comprehension (.105). One could expect greater achievement gains in response to remedial instructional focus for these skills than for the skills associated with the subscales of cloze (.056), grammar (.088), and reading comprehension (.092).

The critical intervention index (CII) indicated that listening comprehension (.207) and listening recall (.197), in that order, were the skills for which curricular revision and instructional intervention were most urgent. Cloze (.086) and grammar domains (.158) were the skills deserving comparatively least remedial focus.

#### DISCUSSION

Through the development of a standardized English Language proficiency test (ASUPE) and the creation of an innovative method of program evaluation (growth-referenced evaluation), the purposes of the present evaluative study were met. The program rate of learning was determined for a variety of language skills. A comparative measure of importance was derived for each skill; i.e., the skill validity index, SVI. A commensurate growth ratio (CGR) was derived to determine whether program rate of learning (PRL) was commensurate with the importance of the various skills. A remedial potential index was calculated to reflect

the likelihood that greater instructional focus would be fruitful in achievement gains for the given skills. And, finally, a critical intervention index was developed to suggest a rank ordering of skills according to the urgency of curricular revision and greater instructional focus.

For the present sample and the present evaluative context, results indicated that primary attention should be devoted to listening comprehension out of the six skills sampled. Listening recall was indicated as a close second in order of priority.

It should be remembered that the measures derived are of an inter-skill comparative nature, and as such are not bound to an absolute criterion. It is to be supposed that the value of growth-referenced evaluation will increase in proportion to the number of component skills analyzed.

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APPENDIX G**Developing English Language Proficiency Measures  
for Native Speakers of Arabic**

By Grant Honnig

Center for the Development of  
English Teaching in Egypt  
Faculty of Education,  
Ain Shams University, Cairo

The Center for the Development of English Teaching in Egypt, a cooperative professional venture initiated by the Faculty of Education of Ain Shams University, Cairo, Egypt, and the Department of English (ESL) of the University of California at Los Angeles, had as part of its ongoing cooperative activities of the 1977/78 academic year the official opening of a master's degree program in TESOL, the beginnings of a curriculum revision project for the undergraduate program of the English Department of the Ain Shams University Faculty of Education, and the continuation of a professional diploma program for the training of teachers of English in Egypt. With such programs in view, it became apparent at the outset of the year that a critical need existed for the development of a standardized English Language proficiency exam for use with Egyptian university students. No such instrument was available that had been normed on a large sample of Egyptian university students, for which measures of reliability and validity were provided. Importation of foreign-normed instruments was considered unsatisfactory because of the presumed

differences between the populations for whom the instruments were developed and the Egyptian university population with its probably unique characteristics of English Language attainment.

Accordingly, the Testing Committee of the Center developed the first version of the Ain Shams University Proficiency Exam (ASUPE, Form A). The present study reviews the development process and reports progress towards the realization of the following four specific objectives:

1) The development of a reliable and valid instrument for measuring the English Language proficiency of Egyptian students of English at the university level. Operationally, acceptable reliability was defined as an indexed value of .85 or above using Kuder-Richardson Formula 20. Satisfactory validity was assessed internally such that, following correction for part-whole overlap, 80 per cent or more of the items within a subscale should correlate more highly with the subscale in which they were placed than with any other subscale in the test battery.

2) The determination of the most promising combination of subscales for the prediction of the English Language proficiency of the Egyptian target population. Because of time constraints it was thought best to eliminate redundant subscales that appeared to be measuring the same kinds of performance.

3) The production of prototype item shells for the efficient development of future equivalent forms of the test.

Items which were found to possess highest discriminability and validity within each subscale would be isolated and analyzed to determine distinguishing characteristics. Future items developed would be modeled after these items. Operationally, discriminability would be reflected by the point-biserial coefficient of correlation between the binary item score and the level in years of the student's participation in the program<sup>2</sup>. Validity would be indicated by the corresponding coefficient between binary item score and total subscale score, corrected for part-whole overlap. The magnitude of this coefficient when compared with the correlation between the same item and all other subscale scores would be a measure of internal, structural validity of the items within each subscale.

4) The description of a practical set of procedures for the development of standardized tests of language proficiency of use to TESL and TEFL practitioners. In this case the criterion of utility would be demonstrated success in the attainment of the above-stated objectives.

#### METHOD

##### Sample

The ASUPD was normed on a sample of 485 undergraduate students at the Ain Shams University Faculty of Education Department of English Language during the 1977-78 academic year. These students were required to have had a minimum of six years of instruction in the English language prior to their university experience. The sample was drawn from all four levels of the

undergraduate program according to the following schema:

<u>Level</u>	<u>Number of Students</u>
First year	128
Second year	210
Third year	76
Fourth year	71

Participation was made a course requirement so that selection was based on classroom attendance on the day of testing.

#### Procedure

Several steps were followed in test development which are offered as practical guidelines:

1) Sample determined. The sample was chosen to be representative of the target population. Thus all four years of university undergraduate study were represented. Both male and female students were included in representative proportions. The size of the sample was determined by the nature of the analyses to be performed on the data, cost constraints, and availability. All else being equal, the larger the sample the greater the credibility of the product. The multiple regression procedures employed require a minimum of thirty subjects per variable (i.e., subscale) by convention.

2) Subscales suggested. To ensure content validity it was necessary to include a variety of language activities characteristic of language proficiency. Accordingly seven subscales were suggested tapping phonological, morphological, syntactic and semantic performance as well as both expressive

and receptive modes of language use. Additional subscales, though desirable, were prevented by constraints in time of administration.

3) Items devised. Although reliability is positively related to number of items, we opted for <sup>at</sup> from 10 to 20 items per subscale to ensure <sup>subscale variety and thus</sup> content validity, allowing that we could later control for reliability discrepancies through correction for attenuation and expansion. In some subscales use was made of items that had demonstrated appropriate difficulty level with the target population in previous tests. In general, contextualization was projected so that vocabulary, for example, was embedded in sentences rather than matched in isolation. All items were objective in that they could be scored by non-English speakers.

4) Forms produced. A sufficient number of test booklets were produced so that marked copies could be replaced. Subscales were ordered so that oral-aural skills came last. Answer sheets were devised with keys for rapid hand scoring.

5) Familiarity established. During the week prior to the exam, students were exposed to sample test items in class. Although the items differed in content from those on the actual instrument, they were sufficiently alike in form to promote familiarity with the tasks required.

6) Test administered. The test was administered in class during one two-hour class period. While only three classes could be tested simultaneously, security was carefully maintained so that the problem of cheating was minimized. Each

subscale was carefully timed, and instructions were given that students were confined to a given subscale during the time provided for that subscale. Listening comprehension sections were read aloud rather than presented by tape. The pauses, repetitions, and reading rates were proscribed in advance. Native speakers were employed as readers. Available equipment and facilities were of insufficient quality to permit use of recordings.

7) Tests scored and coded. Tests were scored rapidly by key and coded onto scoring matrices for computer analysis. Cross checking was employed to ensure coding and scoring accuracy.

8) Data analyzed. SPSS Pearson Corp and Regression programs were used to provide item difficulties (proportion correct), variances, and item-subscale correlations. Also item-level and item-total score correlations were provided. In addition the multiple regression procedure indicated the optimal combination of subscales both before and after correction for attenuation. From these measures the reliability indices were promulgated by Complan.

9) Prototype items identified. Those items which exhibited appropriate difficulty, highest discriminability, and highest validity were isolated for study within each subscale. Syntactic and semantic patterns were induced and used in the formation of item shells. These item shells were used as models in the generation of new items.

10) Instrument revised. Following the analysis poor items could be dropped from the test battery. Redundant subseries could be eliminated. Reliabilities could be improved through the generation of specified numbers of model items. Given a specified reliability, the Spearman-Brown Prophecy Formula permits an estimate of the total test length required to increase reliability to a higher specified level. Equivalent forms of the test would ultimately be forthcoming when equality of means, variances and covariances could be established in subsequent administrations.

By means of the above procedures, the ASUPD Form A came to consist of 90 items and one 40-word dictation passage comprising seven subseries with a cumulative administration time of 75 minutes, as follows:

<u>Subseries</u>	<u>Number of Items</u>	<u>Administration Time</u>
Vocabulary	15	5 minutes
Grammar	15	5 minutes
Reading Comprehension	15	15 minutes
Close	20	12 minutes
Listening Recall	15	6 minutes
Listening Comprehension	10	6 minutes
Dictation	(40 words)	7 minutes
(Instructions, distribution, and collection of papers)	—	15 minutes
Total	90	75

## RESULTS

As the dictation subscale is currently undergoing separate analysis as part of a student thesis project, Table 1 reports difficulty, discriminability, reliability, and validity for six subscales and ASUPD total score.

TABLE 1  
DIFFICULTY, DISCRIMINABILITY, RELIABILITY, AND VALIDITY  
FOR SIX SUBSCALES AND ASUPD FORM A TOTAL SCORE.

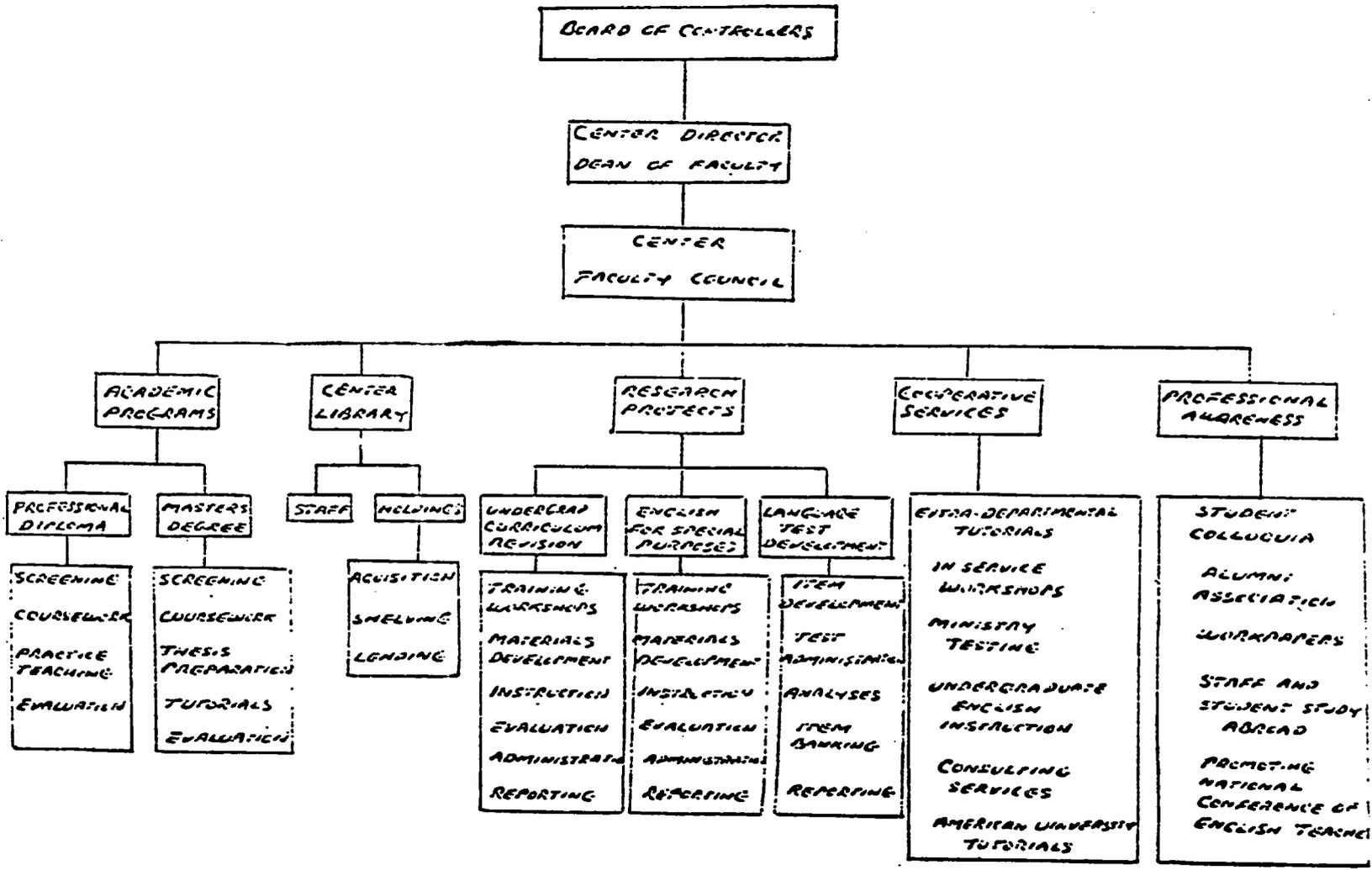
Subscale	Mean Item Difficulty	Item-level Discriminability	Test-Retest Reliability	Proportion of Valid Items
Vocabulary	.552	.226	.764	.933
Grammar	.473	.199	.762	.867
Reading C.	.330	.124	.553	.467
Close	.346	.137	.683	.900
Listening R.	.602	.261	.823	1.000
Listening C.	.415	.127	.536	.800
Total Test	.423	.180	.900	.833

As Table 1 indicates, overall reliability was sufficiently high for the ASUPD Form A (.900). Overall validity was above criterion as well (.833). Difficulty or proportion correct ranged from the easiest subscale, Listening Recall, .602, to the most difficult subscale, Reading Comprehension, .330. Listening Recall and Vocabulary were found to be the most discriminating subscales; while Listening Recall, Grammar, and Vocabulary were found to be the most reliable subscales.

A further measure of the information value of the ASUPE as a predictor of general language proficiency was provided by a stepwise multiple regression analysis with total score as the dependent criterion and the six subscales as independent predictor variables. In this way the subscales were selected and rank-ordered according to their contribution to total score variability. The following five subscales entered the regression equation in the order sequenced, producing a cumulative squared multiple regression coefficient of .981 ( $F = 5,011.37$ ,  $d.f. = 5, 479$ ,  $p < .001$ ):

Rank	Subscale	R	R <sup>2</sup>	R <sup>2</sup> Change	B	F
1.	Listening Recall	.806	.650	.650	1.197	1826.08
2.	Vocabulary	.967	.822	.172	.093	976.54
3.	Close	.943	.889	.067	1.061	1406.61
4.	Grammar	.974	.948	.059	1.083	1146.87
5.	Reading Comprehension	.991	.981	.033	1.096	840.31
	(Constant)				.917	

This data suggests that very little information is added beyond the first three or four subscales in the list above, so that if one is constrained by time to reduce the length of the test, it would be possible to eliminate all but the Listening Recall, Vocabulary, and Close subscales. It should be noted that, since validity is highly related to reliability, the salience accorded to Listening Recall as a predictor of general language proficiency is largely an artifact of the higher observed reliability for that subscale, rather than being due to some underlying language competence being tapped psychometrically.



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Thus when correction was made for attenuation to hold reliability constant, Reading Comprehension, Listening Comprehension, and Vocabulary, in that order were found to be the best predictors of language proficiency.

Prototype items in the Vocabulary subscale were found to be of two kinds: (1) Article + Noun + (four multiple choice distractors); (2) Pronoun + Verb Copula + Predicative Adjective. Pronoun + (four Multiple choice distractors). The sentences were characteristically of two- or three-word length, and the stimulus item was underlined in the sentence. Prototype Grammar items followed similar multiple-choice format and tested performance with comparative-superlative, perfect participles, present perfect tense, imperfect (past continuous) tense, and relative possessive pronouns. Prototype Reading Comprehension Items queried location, nature of involvement, and importance, with four multiple-choice alternatives provided. The most successful Cloze omissions involved nouns in object position, infinitive prepositions, genitive prepositions, subject-verb contractions, and transitive verb phrases. Listening Recall, the most successful subscale, resembled cloze testing in that students were provided a prose passage with single-word omissions. It differed from cloze in that every deletion was a content word which could not readily be selected by guessing, and in that the entire passage was read aloud at normal speed. The task required recognition of the aurally-perceived, orthographically-deleted items and writing

them in the appropriate blank spaces. Prototype items in this and Listening Comprehension subscales are undergoing similar analysis.

#### DISCUSSION

The specified objectives of the study were all realized. Form A of the ASUPE was found to demonstrate satisfactory reliability and internal validity. A set of developmental procedures were described and implemented. Prototype items were identified for further test development. Forms B, C, and D of the ASUPE are under development as equivalent forms. The ASUPE is now being used in conjunction with M.A. research projects, curriculum revision programs, and class development development. Eventually it is hoped the instrument will become part of a selection battery for university admission.

#### Notes

1. Participants in the Testing Committee were the following staff members of the Center for the Development of English Language Teaching in Egypt: G. Honning, E. Hatch, J. Gary, N. Gary, R. Jones-Fakhry, J. Melia, and D. Porter.
2. This is easier, but less sensitive, than the conventional discriminability assessment described by Tuckman (197 ).

Testing Project Progress Report  
January 1980

APP VIII

Richard Schreck  
Jeris Strain

The purpose of the Center's Testing Project is to develop an examination of English language proficiency which can be used with Egyptian students of EFL to provide information for assessing students' English language proficiency and evaluating students' academic growth in Center-related instructional development and research. The Ain Shams University English Proficiency Examination (ASUPE) consists of 90 items encompassing the areas of grammar, vocabulary, listening, and reading. The development of ASUPE through the 1978-1979 academic year is described by Grant Henning in appendix G of the Center's 1978-1979 end of year report. During that period, data from the 1977-1978 administration of ASUPE to 485 Faculty of Education undergraduates were examined and additional items constructed. Work with ASUPE during the 1979-1980 academic year focuses on the construction and equating of alternate forms and on improving the administration and scoring procedures of the instrument.

Changes in ASUPE

1. Although ASUPE originally consisted of seven subscales, the decision has been made to eliminate the dictation segment, on two grounds. First, administration of this subscale has proved extremely difficult, given the physical settings in which the instrument must be administered. Second, the scoring of this subscale is time consuming to the extent that it is seen as unrealistic to assume that this scoring can be done in normal testing situations. It further appears that the skills tapped by this subscale are tapped in other subscales as well.
2. While the remaining six subscales are retained, they are grouped into three larger categories: a) vocabulary and grammar, b) listening, and c) reading. While the six subscales, taken separately, are too short to yield reliabilities sufficiently high to make fine judgments about individual students, it is hoped that these three larger groupings will allow better diagnostic reporting.
3. Form A of ASUPE is the form used in the 1977-1978 experimental administration. This is also the form which has been used by the CDP in establishing the proficiency levels of the students it serves. Because of this need to maintain equivalence, Form A will be maintained intact, although with improved administration procedures and the elimination of the dictation subscale. Form B is now being constructed and will parallel Form A except that the selection of items for Form B will involve somewhat greater content specificity, for instance, in terms of parts of speech and grammar categories sampled. A third parallel form, Form C, will then be constructed and equated with the other two forms, either in 1979-1980 or in 1980-1981.
4. To facilitate administration and increase uniformity of administration procedures, ASUPE instructions will be given in the test booklet in both English and Arabic. The extent to which oral instructions are used is lessened.
5. To make the total ASUPE score total 100, and to improve sampling, the grammar and vocabulary sections are both increased by 5 items.

*See Henning  
account for 98  
7 variations  
without it.*

*But all they did  
was put the items  
together, what  
hell is that!*

### Development of Alternative Forms

Because the students at the Faculty of Education have been exposed to ASUPE, it is seen as necessary to establish equivalency between forms A and B by using a sample of students from outside the Faculty. The testing committee hopes to obtain such a sample at Mansura University Faculty of Education. A double-length form, Form AB, has been constructed using the items from Form A and additional items selected on the basis of content similarity to constitute the new Form B. On the basis of the data from the Form AB administration, a regression equation will be obtained which can be used to compare students' performances on the two forms. It may be noted that a better approach might be to administer a much longer multiple form and use item analytical procedures to derive Form B from the pool of new items. This is not practical in this situation because of the time involved and the difficulty of obtaining computer assistance within a reasonable length of time. This approach was, in fact, attempted last year, and proved unworkable.

Both Form A and Form B will then be reworked to yield camouflaged versions of each. These versions will have variations from the originals such as reordered items, reordered distractors, and, if possible, visually different cover pages. Thus four versions of ASUPE: Form A1, Form A2, Form B1, and Form B2, will be available for use by the end of the present academic year (about June 1). The construction of two versions of a Form C will yield six versions total.

### Applications of ASUPE

The most pressing need for ASUPE is to document the efficacy of experimental work undertaken by the Center. Rotation of ASUPE forms is necessary to reduce the effect of students' memories of the instrument from one administration to the next. In addition, however, there are other uses for the instrument which might be met in the future. One of these is the selection of students for admission to Ain Shams University Faculty of Education English undergraduate program. Because ASUPE has been found to be more technically defensible than the present secondary school leaving examination, ASUPE evidence of students' English proficiency could be valuable here. The possibility of using the instrument, or a version of it, for program evaluation and student placement by institutions outside the Center's immediate involvement is potentially attractive, but would depend on the Center's ability to establish acceptable procedures for ensuring test security.

### Future Development of ASUPE

Variations of ASUPE might be considered to meet specific data needs, such as testing much younger students, or testing for specified language skills. ASUPE was originally envisioned as using a number of varied subtests to yield a balanced measure of language proficiency. Because of time constraints on administration, each subtest is short, and fine diagnosis of sub-parts of language proficiency can thus not be made with certainty. A version of ASUPE focusing on listening, for instance, might be considered.

MAD 05 1977

## DOCUMENT A

Norman Gary  
 Judy O. Gary  
 Faculty of Education  
 Ain Shams University  
 Cairo, Egypt  
 October 1977

A PROPOSAL FOR A DECODING-BASED, ENGLISH LANGUAGE CURRICULUM RESEARCH PROJECT  
 AT THE FACULTY OF EDUCATION, AIN SHAMS UNIVERSITY  
 CENTER FOR DEVELOPING ENGLISH LANGUAGE TEACHING

OBJECTIVES:

This project has both short term and long term objectives, the second being conditional on the attainment of the first. The short term objectives are:

- a. to develop a set of carefully structured materials for non-English majors at the Faculty of Education consisting of a format provided by cassette tape lessons with accompanying written text materials. These materials will be designed to be used in relatively large classes (i.e. 25-35 students) by relatively un-trained, non-native speaker teachers, i.e., by teachers who may have relatively little aural/oral fluency in English. The materials will provide structured instruction in the three language skills of listening comprehension, reading comprehension, and writing; it is expected that student speaking skills will improve as a result of improvement in the three other skills, as is indicated by a large body of literature concerning the transfer of skills in language instruction. The initial set of materials for the project will have a scientific content of a general nature,
- b. to test such materials as described in (a) as to whether they can be used effectively in the English teaching situation obtaining at the Faculty of Education. Effectively means that the students instructed with the materials will show significant improvement in language skills over control group students not using such materials, as measured by a general language proficiency test which is independent of the subject matter content taught to the experimental and control groups.

If the materials can be shown to be effective as defined in objective (b), (or perhaps less stringently at first, to seem capable of being effective with revision in either materials or facilities), then there are fairly clear-cut longer term objectives which should be pursued, viz.:

- c. such materials should be developed to provide more widely-based instruction in other areas of the English curriculum at the Faculty, including significant portions of the undergraduate English major curriculum. Furthermore, such a curriculum approach should be tested against certain other kinds of variables, e. g.: (i) can such a curriculum provide language instruction in certain skills areas equivalent to that provided by a highly-trained, fluent teacher working under similar conditions of class size and instructional time, (ii) could such a curriculum be adapted to a self-instructional mode to provide supplementary instruction in remediation, etc.

- d. research should be undertaken to discover if such materials could be used effectively in lower schools as well as at the university level. If it turned out that such a prospect seemed positive, then the Center for Developing English Language Teaching could be the central organ for development of such materials, appropriately adapted to the content and needs of the Egyptian school population.

It should be emphasized here that the curriculum under discussion is of potential importance not because of the content of the materials per se, but rather because of the theory and methodology underlying the materials. The materials are designed so that they could be used with a very wide range of possible contents: fiction/non-fiction, dialogues/narrative, literary/scientific subject matter, etc. What is of primary importance in the materials is the theoretical viewpoint on which they are based and the methodology which grows out of this theoretical viewpoint. (This theoretical and methodological background is documented elsewhere and will be appended to the proposal in due time).

#### DISCUSSION OF THE OBJECTIVES

Egypt has a need to instruct large numbers of students in English, the language of modern commerce and technology. Unfortunately, there is a shortage of highly qualified English teachers. These two facts are reflected in the day-to-day classroom in large classes and over-worked language teachers. The traditional tools of a qualified, fluent teacher working with up-to-date language instruction texts are sorely taxed.

The materials to be developed and evaluated in this project are an attempt to provide optimal language instruction which will allow somewhat less highly qualified teachers to teach language classes effectively via the medium of tape-recorded lesson materials integrated with carefully structured written text materials. The tape-recorded lessons essentially provide two things: (i) they provide instruction using native (or near-native) speaker voices, and (ii) they determine the content, methodology, and pace of the materials. Such materials, if effective, would allow language instruction to be carried out at the lower levels by relatively untrained teachers, thereby releasing the more highly trained teachers for more intensive work in the latter stages of language teaching. In a more extensive setting than the one intended for this initial research, such materials would allow much of the curriculum to be taught mechanically, freeing the trained teachers for use where their skills could be used most effectively, i.e., in interactive communication with students.

It is proposed that this initial research be carried out with non-English majors rather than English majors because it will allow the variables to be more closely controlled. With the non-English majors, this program will provide their total formal English instruction for the year, and thus any gains shown can be attributed to the materials themselves; if we were to use the materials with English majors, there are several classes which they take which would provide additional exposure to English and would thus make the analysis of the materials more problematic.

#### POPULATION

The project should have a minimum of 8 classes of non-English majors; this minimum is desirable for statistical purposes. With 8 groups of students, 4 groups would be assigned to the experimental group and 4 to the control group. Both experimental groups and control groups would take the same language proficiency tests under similar conditions. The experimental groups would use the materials described here; the control groups would receive the on-going English program for non-English majors.

EVALUATION

A series of measures of listening, reading comprehension, and writing will be administered to both experimental and control groups. These measures will be administered at the beginning of instruction and at the end of instruction, and perhaps if it is possible sometime during the school year near the middle of the instructional year. These results will then be compared statistically. Furthermore, the students will be asked to fill out a personal questionnaire; this information will be used to determine if there are significant sociological, economic, and educational correlates with learning proficiency.

DESCRIPTION OF THE MATERIALS

All lessons will consist of a set of tape-recorded materials to be played for the class, and a set of workbook-type materials for the students to follow the tape from and to write their responses in. The tape will often require the teacher to demonstrate and illustrate things on the chalkboard, and it will repeatedly require the teacher to write correct answers on the board so the students have immediate feedback about their own responses.

The lessons themselves will consist of two types:

- a. review and remedial work--approximately 5 lessons of this type will be used. These will be the introductory lessons of the materials and will be used to provide a review of some of the most basic vocabulary and syntactic structures of English, including the alphabet, the cardinal and ordinal numbers, dictionary look-up practice, basic sentence patterns and types, all presented both aurally and in writing for the students.
- b. regular on-going narrative lessons--these lessons will present increasingly longer and more complex structures and vocabulary through narrative passages and occasionally dialogue passages. The students will be required to do preparation outside of class before these lessons; this preparation will consist of looking up vocabulary in English/Arabic dictionaries and of reading an extended passage over material which will be related to the material which will be presented aurally during the class. Furthermore, they will be required to do short writing assignments following each class period.

The subject matter of these lessons will be based on popular scientific materials, e.g. the Gattarra Depression Project in Egypt; land reclamation in Holland, weather satellites; how a camera works, laser beam technology, recent genetic discoveries, etc.

FACULTY RESOURCES REQUIRED

The project will require that the Faculty make available a minimum of 8 undergraduate English classes of non-English majors and their assigned instructors. One-half of the instructors--those using the experimental materials--will need some orientation and supervision, and it will be necessary that this be made clear to them. The control group classes will be required only to participate in the evaluative testing required for the statistical comparison of the two groups.

CENTER RESOURCES REQUIRED

The materials to be used in the project exist now only in outline form; it will be necessary for them to be written, recorded and for accompanying text materials to be printed. This will mean that the time of the experimental investigators will be needed for the materials development and preparation. Since the lessons are highly structured and will require that the teachers follow precise instructions, it will be necessary for them to receive some orientation to the materials; furthermore, it will be necessary for both experimental and control classes to be observed on a regular basis. This will also require a considerable amount of time on the parts of the investigators.

POSSIBLE INDIRECT BENEFITS TO THE CENTER

Having an on-going research project being conducted at the Faculty may have several possible indirect benefits to the Center and to the graduate students being trained by the Center:

- a. it may provide a vehicle for the graduate students to observe and evaluate research work at first hand,
- b. although it is not clear at this time, it is possible that some of the demonstrators in our graduate program may be teachers in the experimental program; this would provide an opportunity for them to be directly involved in the research, perhaps even being used in helping write some of the materials,
- c. the testing program used to evaluate the program might provide laboratory materials for the MA students who will be studying Evaluation.

**DOCUMENT B**

**CENTER FOR DEVELOPING ENGLISH LANGUAGE TEACHING  
FACULTY OF EDUCATION  
AIN SHAMS UNIVERISTY  
CAIRO, EGYPT  
DECEMBER 1977**

**A PROPOSAL FOR AN EXPERIMENTAL CURRICULUM RESEARCH AND DEVELOPMENT PROJECT**

**FOR**

**ENGLISH FOR SPECIAL PURPOSES (ESP)**

CENTER FOR DEVELOPING ENGLISH LANGUAGE TEACHING  
FACULTY OF EDUCATION  
AIN SHAMS UNIVERSITY  
CAIRO, EGYPT

**Title:** LISTEN AND READ--An Experimental Curriculum Research and Development Project for English for Special Purposes (ESP)

**Selected Area:** Applied Linguistics (Curriculum Development)

**Initial Time Projection:** 3 Years -- 1977-78 Current on-going pilot project with approximately 700 science education students at the Faculty of Education, Ain Shams University

-- 1978-79 Expand project to a 2nd Faculty

-- 1979-80 Expand project to a 3rd Faculty

(It is assumed that additional funding from both internal and external sources would result in the dissemination of the proposed self-contained package of approximately 100 instructional hours of ESP materials to other educational institutions throughout Egypt after 1980.)

**Principal Investigator:** Dr. Ali Ezzat Osman, Faculty of Education, Ain Shams University

**Associate Investigators:** Dr. Judith Gary, Mr. Norman Gary, Mr. James Melia, Mr. Don Porter, Faculty of Education, Ain Shams University

**Egyptian Graduate Assistants (Research Assistants and Demonstrators) (part-time):**

1977-78--7 Faculty of Education Demonstrators are currently participating in the on-going pilot project: 4 teaching the 7 control group classes; 3 teaching the 8 experimental group classes, 2 of whom are Center students

6 more assistants are needed: 2 to work on the proficiency exams given; 2 to help with the formal need assessment research described in the proposal; 2 to begin re-writing the revisions of the pilot study materials in preparation for use in the 2nd year,

1978-79--12 assistants: 4 working on proficiency evaluation; 4 curriculum writing and re-writing; 4 working on need assessment

Number of Teaching Demonstrators to be determined by numbers of classes participating in the experiment and their teaching distribution

1979-80--14 assistants: 6 working on evaluation; 8 on curriculum writing and re-writing the materials into final form

Number of Teaching Demonstrators to be determined

**Other Personnel and Resources Needed:** See Appendix A

**Total Funds Requested:** \_\_\_\_\_

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## ABSTRACT

**Title:** LISTEN AND READ--An Experimental Curriculum Research and Development Project for English for Special Purposes (ESP)  
(To be conducted by The Center for Developing English Language Teaching, Faculty of Education, Ain Shams University)

### Needs

Egypt has a need to instruct large numbers of students in English, the language of modern commerce and technology. Unfortunately, there is a shortage of highly qualified English teachers, as evidenced by the fact that at the lower school levels, English is often taught by non-specialists, i.e., by teachers who have no training in the teaching of English. The necessity for teaching large numbers of students and the shortage of teachers are reflected in the day-to-day classroom in large classes and over-worked language teachers. The traditional tools of the highly-qualified, fluent teacher working with up-to-date language instruction materials are severely taxed.

This situation is perhaps most critical at the levels where the needs for English are most immediate--at those faculties of the universities where English is used either as a medium of instruction or where large amounts of the required academic literature is available only in English.

The materials to be developed and evaluated in this project are an attempt to provide optimal language instruction which will allow teachers to teach language classes effectively via the medium of tape-recorded lesson materials integrated with carefully structured written text materials. The use of tape-recorded lessons essentially provides two advantages: (1) such materials can provide instruction using native (or near-native) speaker voices, and (2) they determine the content, methodology, and pace of the materials, thus freeing the teacher of a great deal of the load of being not only a competent English teacher, but also of being knowledgeable in often highly technical fields. The teacher so freed would then be able to devote more of his time to the areas of teaching which cannot be dealt with mechanically, e.g. providing individual comment and aid help to students about their individual English problems.

Furthermore, the large bulk of the materials to be developed will be useable as individualized self-instructional materials, via a cassette library for student review and/or remediation.

### Objectives

1. Primary goal: The primary goal of the project is to develop, field-test, evaluate, and revise a replicable set of carefully structured ESP materials which would ultimately form a total package of materials for approximately 100 instructional hours. The format of the materials package will consist of cassette tape lessons with accompanying written text material for both students and teachers.

The materials have a decoding emphasis, that is an emphasis on reading and listening comprehension, which are apriori precisely the language skills needed most immediately by students who need English for their advanced academic studies. However, the materials also provide (for both practical and pedagogical reasons) structured instruction in writing skills, notably in note-taking and in writing summaries of content material presented both through reading and through lectures.

2. Secondary goals: The project will have secondary goals associated with the attainment of the primary goals:
- a. to lay the foundations for an on-going Curriculum Development Unit of the Center for Developing English Language Teaching which could be called on to develop English curricula for all levels of the Egyptian educational system;
  - b. to provide research opportunities for the MA students in the Center's graduate program, out of which would come theses directly reflecting the needs of English language teaching in Egypt;
  - c. to provide on-the job, practical training in developing and evaluating English language curricula for a cadre of personnel, especially those graduate assistants working intimately with the project.

### Scope and Sequence:

By the end of the project there should be a complete, field-tested package of ESP materials available for dissemination to other educational institutions which feel the need for such materials (e.g., other Ain Shams faculties, other Egyptian universities, and specialized organizations, such as those serving aviation, data processing, planning, etc.). This package will consist of essentially three English courses, each of which will provide approximately 80-100 hours of instruction: (1) a General Science course; the first half of this course (i.e. Phases I and II described just below) will be considered pre-requisite for the other 2 courses; (2) one course of specialist materials developed for a particular specialist faculty (e.g. Medicine, Engineering, Commerce, etc., depending on which faculties expressed the greatest interest in and need for such materials; the first half of this course would be the same as the first half of the General Science course; (3) another specialist course parallel to that of (2) but different in content. The specialist course in (2) would be developed in the 2nd year of the project and the course in (3) during the 3rd year of the project.

The materials overall will have three phases. Phases I and II will cover the General Science course mentioned above, and they will form the backbone of the general ESP course. Phase I, consisting of approximately 10 hours of instruction, will include review and remediation in basic patterns of English, in both an aural and visual mode; it will also place emphasis on functional scientific language, e.g., the language of measurements, the basics of numerics, arithmetic problem solving, etc. (see Appendix B for a sample lesson of the Phase I type). Phase 2, approximately 40-50 hours of instruction, will consist of narrative materials, both written and aural, based on content of a general scientific nature and applicable to a wide variety of ESP fields, e.g. the use and function of certain scientific tools, recent scientific discoveries, current scientific projects (including some Egyptian ones, such as the Gattarra Depression Project). Phase III, approximately 40-50 instructional hours, will follow Phase II in format, but will consist of content more directly reflecting the actual language used and needed in the particular specialization, and wherever possible drawing on actual text material that the students will be using in their technical studies.

It might be noted at this point that the materials, since they will be highly structured and taught via integrated cassette tape and accompanying written materials, could be presented to the students in a number of different time plans. For example, a given faculty might choose to use the materials in their on-going English program, say 1 hour per week per year. Another faculty might choose to establish an intensive English course as pre-requisite for proceeding in their academic program. Either option or others are possible, at the discretion of the individual faculty.

CENTER FOR DEVELOPING ENGLISH LANGUAGE TEACHING  
FACULTY OF EDUCATION  
AIN SHAMS UNIVERSITY  
CAIRO, EGYPT

A PROPOSAL FOR AN EXPERIMENTAL CURRICULUM RESEARCH AND DEVELOPMENT PROJECT  
FOR  
ENGLISH FOR SPECIAL PURPOSES (ESP)

BACKGROUND

Egypt finds itself in a unique place in the educational world of the Middle East. On the one hand, it has a great need to instruct large numbers of students in the use of English, the world language of modern commerce and technology. On the other hand, Egypt is providing an enormous amount of its own trained manpower in assistance to other Middle Eastern countries, including many of its most highly trained and skilled English teachers, just at a time when its own schools are burgeoning with students who need English as one of their tools of learning. Consequently, Egypt finds itself with ever-crowded classrooms and often un-trained teachers of English. In fact, many of the teachers of English in the preparatory schools and some of the secondary schools have little or no training in teaching English; they are trained to teach other subjects, but are seconded for English because of the great need.

This press of events, while perhaps not critical in the day-to-day operation of the lower schools, assumes increasing importance to students at the educational levels where the needs for knowing English are most immediate-- i.e., at those university faculties where English is either one of the media of instruction, or where a major portion of the required academic materials are available only in English. Thus students at such faculties urgently need the skills of understanding spoken and written English. Even in those faculties where English does not play such a directly important role, English is considered important, reflecting the faculties' concerns that their students have access to the commercial and technical literature that is available in English.

However, due to the press in the pre-university schools, many students come to the universities without adequate preparation in English. Consequently, the faculties where English is considered of great importance find that they are teaching English as well as teaching the specialized materials of the fields in the faculty. This is a relatively new phenomenon and has given rise to recognition of the need for something often referred to as English for Special Purposes (ESP), that is the study of English primarily in order to acquire it as a tool for learning something else.

It should cast no dispersions to note that the English teaching profession of Egypt finds itself swamped by these new demands on its already hard-pressed skills and time, and courses in ESP have often had to be devised under enforced pressures of necessity and time and often in the face of a lack both of appropriate materials and trained teachers.

This project proposes to assist with this problem by developing and evaluating materials for teaching English for Special Purposes, after a survey of the needs at university faculties where knowledge has high priority. Based on this

### Developmental Sequence

The project will be developed in three stages, corresponding to three years:

- Year 1 -- The first year of the project would be this academic year, 1977-78. Two members of the Center for Developing English Language Teaching at the Faculty of Education are now writing and evaluating pilot materials for the ESP program described in this project (see Appendix \_\_\_ for the Proposal describing this experimental curriculum development project). This pilot project will develop lessons for the Phase I, II, and III types this year, and the materials are being tested under experimental conditions and will be evaluated on a pre- and post basis. This evaluation in conjunction with an assessment of needs to be undertaken during this first year will provide the basis for revising and expanding the materials in the remaining two years.
- Year 2 -- 1978-79. The revised versions of the Phase I, II, and III materials will be field-tested, both at the Faculty of Education, and also one other faculty of Ain Shams University. At this second faculty, an advanced set of Phase III materials suitable for use at that faculty and reflecting the actual type of materials relevant for that faculty (e.g. content of medicine, or engineering, or agriculture, etc.).
- Year 3 -- 1979-80. The materials would be further revised and expanded and put into final package form during this year. An additional advanced set of Phase III materials would be developed for use at a second specialized faculty and field-tested in that faculty along with the expanded and revised Phase I and II materials.

At the end of the three year project, there would be a package of ESP materials developed and field-tested. This package would contain instructional materials for 80 to 100 hours of ESP instruction, including three advanced Phase III courses: one in General Science, and two others in other fields, as determined by the interest in and need shown of two other Faculties within the University. At this point, the University could consider how such materials might be made more generally assessable to other universities in Egypt and to other educational institutions which might have need of part of all of the ESP materials developed by the project.

assessment of needs, the materials will be developed, field-tested, evaluated, revised, and finalized into a package of some 80-100 hours of instructional materials. It is proposed that such materials be packaged in a format of cassette tapes integrated with written materials for the students' use, and with detailed instructions to the teachers of the materials about how to use the package of materials. Such a package of materials will allow for a consistent, unified program of English instruction to be carried on, even in the face of myriad problems, such as a shortage of highly-trained teachers and a high turn-over of teaching personnel.

Such a package will also be highly flexible in how it can be employed, allowing the individual faculty (or perhaps even a department within a faculty) to schedule its English instruction in a variety of ways, dependent on other factors in the overall instructional program of the faculty.

Finally, this project proposes to give on-the-job training to young, Egyptian scholars in curriculum development and evaluation, so that they might continue such curriculum development work, not only in the area of ESP, but in other critical English language areas identified by the Egyptian educational system.

#### OBJECTIVES

This project will have one primary objective: to provide a complete package of field-tested ESP materials at the end of a 3 year development period. These materials will consist of 80 to 100 instructional hours taught via cassette tape and accompanying written materials for student use. This 80 to 100 hours is envisioned as the possible minimum instructional time necessary for taking students with limited English language skills and making them proficient enough in the skills of listening comprehension, reading comprehension and writing to function effectively using the language as one of the tools of their learning and professional growth.

Attendant upon this primary objective are several secondary objectives:

- a) The project will lay the foundations in both a material and a human resources sense for what could become, at the discretion of the University, an English Language Curriculum Development Unit within the Center for Developing English Language Teaching. At the end of the 3 year project, there should be both facilities and a team of experienced people on hand for further curriculum development work. One of the most obvious tasks for such a group might well be, using the experience and knowledge gained in the initial project, to develop and/or adapt from the university level ESP materials, materials suitable for use in the scientific streams of the secondary schools. Utilizing the same format, but different content, similar materials might be developed for improving listening comprehension and reading comprehension in the non-scientific streams.

Other possible development projects are easy to imagine, both of small and large scale, for example, the development of reading materials combined with cassette recordings for use in the lower school English programs, or the development of controlled writing programs for the preparatory or secondary schools, etc. Such projects, of course, would depend on an assessment of needs by school authorities and the establishing of priorities for meeting those needs.

- b) The project will provide many research possibilities, growing directly out of the development of the materials themselves (i.e., in assessing their effectiveness, their affective impact, etc.), and growing out of possible parallel research questions (e.g., how would a controlled reading only program without the aural component provided by the project materials compare with the project materials which integrate both an aural and a reading component). These research possibilities could provide focussed MA thesis topics for the graduate students in the MA program of the Center.

Even in the current year there are many research possibilities available. For example, during the 1977-78 academic year, the pilot project at the Faculty of Education with science education majors will generate a great deal of data from the proficiency pre- and post-tests. These tests are very similar to a general test of proficiency being used with English majors at the faculty; in fact, several of the sub-tests are identical. These two sets of tests could be evaluated for first year students, comparing the levels of proficiency of the English major students with that of the science education majors. The results of such a comparison might well provide insights into the overall proficiency levels of students at the Faculty of Education and suggest possible curricular revisions.

- c) The project proposes to use over 25 graduate assistants for both teaching the materials and helping develop, write and evaluate them. This work would provide an almost unique opportunity for young Egyptian scholars to work in a team, developing, teaching and evaluating curriculum materials. These graduate assistants would ultimately form a core of trained and experienced curriculum specialists who might be of invaluable service to English language teaching in Egypt, either working through a curriculum development unit as described in (a) above, or in many other ways.

## THE PROPOSED MATERIALS

### 1. Description of the Materials:

As has been stated earlier, the ESP materials are envisioned as being a complete package of materials. This package will consist of:

- a) A cassette tape for each lesson (a lesson being defined as an instructional period of approximately 45-50 minutes). This tape will instruct both teacher and students in what to do during the lesson. In early lessons, the teacher will be called on to illustrate at the chalkboard appropriate responses to cues and questions provided by the tape. The students will be called on to respond in their workbooks (actually simply duplicated exercise worksheets) after watching the teacher. And the teacher will then be called on to illustrate the appropriate response after the students have tried to respond; this way the students can check their responses against the response of the teacher (an example of a lesson like this is provided in Appendix B).

In later lessons, the role of the teacher shifts from being a demonstrator of appropriate responses to being more of a supervisor and trouble-shooter for the students, giving individual help to students as they express a need for it. The tape will take the students through several carefully graduated exercises

In each lesson, and the teacher will see that each student is following the material presented and will be available to help the students when something is unclear. The teacher will also be able to repeat portions of the taped lesson when necessary. In essence, with such lessons, the teacher becomes a resource person for the students.

b) A set of written materials for each lesson. These materials are basically of three types:

- 1) preparatory materials--materials which give the students work to do before the actual class meeting in preparation for the class. These preparatory materials will take different forms with different lesson types. In Phase I lessons (early lessons, described below), most of the this preparatory material consists of looking up vocabulary words in a bilingual dictionary and completing exercises providing context for the vocabulary. In Phases II and III, the preparation will include vocabulary work, including learning various common scientific affixation processes, but the major work will consist of studying reading comprehension passages and answering questions over the reading passages.
- ii) in-class work sheet materials--materials in which students respond during the class in following the tape-recorded lesson. In Phase I these worksheets provide simple ways for the students to respond to commands and questions (see the worksheets pages 14 and 15, following the Teacher's Manual of the sample lesson, Unit 1, Lesson 4, in Appendix \_\_\_ for examples of such worksheets). In the later lessons of Phases II and III the worksheets will provide several different kinds of tasks for the student to perform, including: (1) providing him with different ways of answering questions posed by the taped lesson (e.g., multiple choice answers to choose from, incomplete sentence responses to be completed appropriately, etc.), (2) providing him with written versions of passages he has already heard aurally, but with blanks in the passage for him to complete--thus requiring him to integrate his reading comprehension ability with his aural comprehension, and (3) short written responses varying from dictations of material already presented in the comprehension part of the lesson to requiring him to write short summaries of the aural material (i.e., writing précis of lecture-type material).

Also included in these in-class lesson materials are lesson tests which allow the student to demonstrate his attainment of the objectives of the particular lesson (again, for an example, see page 16 of the student worksheets in the lesson provided in Appendix B).

- iii) follow-up materials--materials which give the students work to do outside of the class which complement the material just presented in the class. In Phase I lessons, this type of work consists mainly of responding appropriately to written commands and questions which the student has already responded to when they were presented aurally in the class. These kinds of exercises provide practice in and visual re-reinforcement for the materials covered aurally during the class time proper. In Phases II and III this follow-up work will consist mainly of controlled writing exercises based on the written and aural material given

to the student for the lesson (both in preparation and in class). These exercises will begin at a fairly elementary level simply requiring the student to answer written questions in sequence. Gradually, he will be called on to write more and more freely until he is able to write a summary of the material he has covered in the lesson.

- c) A Teacher's Manual for each lesson. This manual will tell the teacher what the objectives of the lesson are, explain any special procedures required for the lesson, provide a complete tape script of the taped material for the lesson, and will give the teacher a key for all of the student responses required during the lesson.

In addition to the Teacher's Manual which will accompany each lesson, the teacher will be provided with a booklet describing the materials in detail, phase by phase, unit by unit, lesson by lesson. The booklet will explain the rationale behind the materials and discuss how this rationale is implemented within the materials themselves. It will also suggest teacher techniques to be used while using the lessons, for example, how best to illustrate points covered by the taped instructions, how best to deal with students who don't understand something on the tape, how best to distribute the materials for the lesson without causing undue disruption and time-wasting, how best to discuss corrected Tests and homework problems, etc. This booklet will also provide the teacher with the appropriate forms for recording student scores on lesson and unit tests.

## 2. Scope and Sequence of the Materials

The final ESP curriculum will consist of materials in three phases, illustrated here in figure 1:

<u>Phase I</u>	<u>Phase II</u>	<u>Phase III</u>
Review and Aural/Visual Familiarization	Narrative Materials for Reading and Listening General Science Content	Advanced General Science Advanced Materials-- 2nd Specialization Advanced Materials-- 3rd Specialization
(approx. 10 hours)	(40-50 hours)	(40-50 hours)

figure 1

Phase I--Phase I materials will do two things:

- a) They will review the most basic structural patterns and vocabulary of English: sentence syntactic patterns, and sentence types (commands, questions, declaratives, conditionals, etc.) by giving the students practice in responding appropriately to both written and aural cues. This review will also provide practice in understanding extra-sentential processes, e.g, the use of pronominal forms once an item has been introduced as a nominal.

Phase III--Phase III materials will be formatted essentially like Phase II materials, but the content will be more specialised for the faculty where it is to be used. The content of the Phase III materials will be more difficult than that of Phase II.

The actual content of these specialised Phase III materials will be determined in consultation with professors from the faculties which will be using them.

### 3. Rationale for the Materials

The materials are designed to emphasize the decoding language skills of reading and listening. It so happens that these are the skills most people need most urgently, i.e., the ability to understand written material in English and to comprehend spoken English, whether it is a newscast on the radio in English, a lecture on an interesting subject given at a professional conference, or a lecture in a classroom. However, this is not the main reason that the materials in this project are designed with a decoding emphasis. This actually only a fortuitous coincidence. Rather, the decoding emphasis of the materials arises from a theoretical and pedagogical conviction that decoding-based language instruction is the most efficient way to teach language--even the encoding skills of speaking and writing. There are a number of arguments which can be advanced to support this conviction. Here are the major arguments underlying this position:

- a) necessity--The ability to decode language must precede the ability to encode it; we cannot say (or write) what we do not understand.
- b) structural--As a corollary to the necessity argument, it is clear that the linguistic structures used for language decoding are the same (or perhaps a sub-set) of the structures needed for encoding. Thus, when one learns to decode he is of necessity learning the syntactic/semantic/phonological rules necessary for encoding.
- c) cognitive--There is considerable evidence that having to focus on encoding tasks simultaneously with decoding tasks distracts from the learning and actually retards language acquisition (see J. Gary, 1976, for discussion and references).
- d) emotional--Many students, especially mature learners, find trying to produce language before they are emotionally (and cognitively) ready traumatic. Learning to understand through a decoding approach is far less ego-taxing for many people than having to produce publically (in the form especially of speech) what will initially be highly deviant language forms. A decoding approach can allow the student to make his mistakes (actually faulty hypotheses) privately rather than publically.
- e) efficiency--A methodology which emphasizes decoding will allow the learner to be exposed to much more language in a given time than a methodology which focusses on encoding. For example, in a typical class of thirty students where the teacher calls on students to speak, under the best of conditions no student can be assured of more than 2 minutes of practice in a 1 hour class. If the students are required to write extensively, there are two problems: (1) writing is slower than either reading or listening and is of course dependent on already acquired competence, and thus is a very poor classroom instructional device, (2) writing usually requires an enormous amount of teacher correction time. (It might be noted in this respect, that the

- b) They will familiarize the students with some basic skills and concepts which will be required to continue further in Phases II and III of the curriculum. For instance, there will be lessons on how to use a bilingual English-Arabic dictionary. There will be much practice provided in comprehending alphabetic and numeric combinations, not only because the numerics, for example, are important in scientific materials, but also because the alphabet and numerics are necessary for following instructions given in the lessons themselves.

The content of Phase I, wherever possible, is mathematical or scientific in nature. The lessons use mathematical or geometric figures and vocabulary for teaching English grammatical structure, wherever possible (for example, see Unit 1, Lesson 4 in Appendix B where elementary arithmetic operations are used to teach the conditional syntactic structure of if...then). And finally Phase I materials will provide much practice in the structure and vocabulary of measurement, one of the most fundamental notions in any scientific material.

Phase II-- Phase II materials will consist of narrative material based on general scientific content, e.g., the tools of science (data processing, microscopy, telescopy, carbon dating, etc) ecological processes and problems, current technological projects (e.g., the Qattarra Depression Project, the Dutch land reclamation projects, sea-bed mining, etc.). The choices of materials will be based on two considerations: whether it is something which the students can understand relatively easily independent of the language used, and whether it is of general scientific interest and usefulness. Wherever possible the materials will be chosen on the recommendation of working scientists familiar with the needs of the students.

The materials will be sequenced in terms both of difficulty of the content and of the difficulty of the tasks required of the students. For example, early lessons will require students to answer factual type questions in a multiple question format. Later lessons will require the students to answer more inferential type questions and will provide for answering in a more open-ended format rather than in a multiple-choice format.

In general, natural language complexity will not be avoided, although control over length of material to be processed by the student's decoding abilities will be exercised.

Each Phase II lesson will have four basic parts for the in-class portion: (1) review of the previously assigned reading and vocabulary work; (2) aural presentation of new material related to or based on the previously assigned reading material; this presentation will include a lecture-type short aural presentation and comprehension questions over the aural presentation; (3) a task to perform with some written version of the aurally presented material; and (4) a short writing task based on the material covered in the class.

Outside of the class, the students will be given assignments requiring them to write about the material presented in the class and in the reading assignment.

writing described in this curriculum starts off not as encoding proper, but as a decoding task; the early writing required is simply writing a dictation, i.e., transcribing material decoded. Somewhat later the writing moves to answering questions by writing the answers out; this is still very close to a totally decoding task, since the question itself provides the necessary syntactic structures needed for answering. It is only quite late in the curriculum that the student is actually required to encode through writing, and even then his encoding is guided by the nature of the material he has decoded, since the writing required is summarization of material presented through reading comprehension and listening comprehension.)

However, if the class is presented with a carefully structured lesson which utilizes decoding as the teaching vehicle, each student can be assured of almost 60 minutes of active language practice in a 1 hour class because all of the students can be engaged at the same time in the work required.

- f) utility--Most students of English as a 2nd language throughout the world have a greater need for understanding English than producing it. They need the language for getting information through radio, TV, movies, lectures, newspapers, books, etc. The number of people who actually need to produce the language either in speech or in writing is much less. Thus a methodology which emphasizes decoding is more pertinent to the immediate needs of the student than a methodology which emphasizes encoding. Furthermore, the student who is trained through a decoding approach may be pre-disposed to further his language learning informally outside of class via such media as TV, radio, books, etc., all of which are widely available in Egypt in English.

Theoretically, if students only need to learn to read English, they are not required to also learn to comprehend it aurally, through listening. However, the aural component in this ESP program is considered very important and is included for three reasons, one practical, one theoretical, and one pedagogical.

In practical terms, it appears to be true that many, if not most, Egyptian students do need to understand spoken English, either in order to actually listen to lectures in their courses, and/or the ability would give them a chance to participate in extra-curricular professional growth by attending lectures in English or conferences where English is the major language used, etc.

From a theoretical point-of-view, the combination of the aural and visual modes in developing language comprehension re-inforce one another; that is, one can learn to read more easily by having the accompanying aural input, and one can learn to understand aural input better by having access to the more permanent, temporal free written form. (This sort of transfer from one skill to another has empirical support from many studies, including Asher, 1974.)

From a pedagogical stand-point, the use of the aural mode in the instructional program, via the use of the cassette tape, allows the materials to be structured, presented, paced and evaluated in a highly controlled way. If the program were solely reading-based, the curriculum itself would be much more subject to variation from class to class, and teacher to teacher. Furthermore, the aural component used in the class time proper provides a strong motivation for the students to attend class regularly. If the

instruction were solely reading based, many of the students might think they could miss the actual class and make it up on their own by studying the written materials. With the aural component built in integrally to the instructional program, no such avenue is open to the students. Consequently, it is strongly believed that the integrated decoding materials will produce high student attendance rates.

### SEQUENCE OF DEVELOPMENTAL TASKS

Following is a year-by-year breakdown of the tasks to be accomplished:

**Year 1: 1977-1978** -- An informal assessment of need at the Faculty of Education during the year 1976-77 indicated the need for providing a more highly structured curriculum approach to early undergraduate English courses. It was decided, for several reasons, that the best place to conduct pilot research and development work was with the already operating ESP classes conducted for science education majors. Consequently, 15 sections of first year science education majors were made available to Professors Gary and Gary to form the experimental and control groups. Approximately 20 to 25 instructional hours of materials are being developed (approx. 5 hours of Phase I materials, 10 hours of Phase II, and 10 hours of Phase III). The experimental materials are being used with 8 sections and the control group of 7 sections is using the on-going scientific English program, which consists largely of the study of scientific readings written in English. Both experimental and control groups are subjected to standardized English proficiency tests on a pre- and post- basis, and both groups are evaluated by on-going classroom observation.

Assuming that the materials prove themselves effective, they will form the basis for further research, development, and expansion of the materials in the following two years of the projected three-year project.

**Year 2: 1978-1979** --(i) The revised version of Phases I, II, and III from the first year will be expanded to 50 hours of instruction and field-tested with science education students. (ii) Due to the interest expressed both by the Dean of the Faculty of Education and by the Chairman of the English Language Committee for Ain Shams University in field-testing the materials in other Faculties of Ain Shams University and expanding the coverage of Phase III specialist materials, it is proposed that the Phase I and Phase II materials, and an alternative specialized version of Phase III materials be field-tested in one other faculty of the University demonstrating an interest in and need for such materials. The materials should be field-tested with approximately 500 students of the Faculty, one-half for the experimental group and the other half for the control group. These materials will be developed on the basis of a detailed assessment of need in the faculty. This assessment is described in greater detail in the body of the proposal.

**Year 3: 1979-1980** -- Phases I, II, and III would be expanded to provide 80 to 100 instructional hours in the two faculties using the materials during the 2nd year. These materials would be put into essentially final form during this year. Only minor revisions should be necessary to provide a complete package of materials by the end of the 3rd year.

A third version of Phase III would be developed, field-tested, and revised for another Ain Shams faculty demonstrating interest in and need for such materials.

## ASSESSING THE ESP NEEDS OF UNIVERSITY POPULATIONS

Mention has already been made of the integral part that an assessment of ESP needs will play in the development of the overall projected curriculum. It is important that these needs be clearly specified on an objective basis for two reasons: (1) such a specification is essential to the establishment of a firm basis for the development of the ESP curriculum; such a curriculum should not be developed in the dark, on an impressionistic basis, but should build on an objective appraisal of the needs of the students and faculty involved, and (2) once an assessment instrument (instruments) is developed for assessing ESP needs for a given population, it will yield a framework which will then be applicable to the assessment of the needs of other similar populations, in particular other faculties which may express a perceived need for such assessment; and the development of an instrument and a body of data will provide some objective bases of comparison with respect to ESP needs of different faculties within the University and other educational institutions as well.

In order to assess the needs in a given faculty, it will be necessary to develop and evaluate several instruments for data gathering, and also to gather other pertinent materials such as official regulations concerning language requirements, rules, syllabuses, etc.

The actual instruments which are used in the assessment, whether they be oral or written instruments, must take into account at least three facets of the situation:

- a) the students' personal and subjective evaluations of their needs for and proficiency in English, with respect to their technical studies and professional aspirations,
- b) the faculties view of the students' needs for and proficiency in English with respect to the students' studies and professional growth,
- c) an objective evaluation of the role that English actually plays in the professional lives of the students and the faculty members of the particular institution, and an objective evaluation of the students' English language proficiency in those skills which they actually may need.

Once this information is gathered and analyzed the curriculum can be developed in accordance with an accurate picture of what the real needs are, as they are perceived by both students and faculty members, and by as objective an analysis of the situation as is possible.

## EVALUATING THE ESP PROJECT

The ESP curriculum will be evaluated along two dimensions, a positive evaluation of which is necessary for the project to be considered a success. First of all the curriculum will be evaluated as to whether it shows increased English proficiency on the part of the students on standardized test measures against control groups not using the materials. This is built into the overall design of the curriculum; in all developmental years the experimental curriculum will be compared with the on-going curriculum at the institution in terms of English proficiency. A pilot proficiency test is already in operation; it will be compared statistically with another parallel proficiency test being developed by the Center for use with English majors, and the pilot proficiency test will be modified accordingly after a statistical analysis of its effectiveness as a proficiency indicator. Furthermore, a classroom observation instrument is now being developed which will give formative data as the experimental curriculum is being field-tested; this instrument will assess such classroom factors as student interest, discipline, teacher interaction with both students and materials, etc.

Secondly, the curriculum will be evaluated in terms of student affect. An instrument which will evaluate student attitudes towards the experimental materials and the control materials will be developed and administered toward the end of each project year. This will provide feedback for possible curriculum revision and also allow the curriculum's effectiveness to be correlated with student attitudes toward the curriculum.

### CONCLUSION

Curriculum development is not neat and static but dynamic and changing. This creates a problem in that it cannot wait for the completion of every piece of research. Therefore, any program of curriculum development must be flexible enough to incorporate significant research findings as they become available. The authors of this proposal are confident that such a project as described herein would represent a significant gain in the teaching of ESP in Egyptian educational institutions. At the same time, they believe that the design is elastic enough both conceptually and temporally that research findings obtained during the process of development could be usefully and creatively incorporated in the ongoing development.

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APPENDIX A

Project Requirements for Personnel, Space, Equipment, Materials, Etc.

Personnel--In addition to the principal investigator and the ESP Committee from the Center for Developing English Language Teaching, the project would need the following personnel:

1st Year-- 1977-78. 7 demonstrators at the Faculty of Education are currently teaching the experimental and control group classes.

6 more assistants are needed: 2 to mark and tabulate evaluation material, 2 to help develop and administer the needs assessment instruments and to help analyze the data, 2 to begin re-writing the revisions of pilot study materials in preparation for 2nd year

2nd Year-- 1978-79.

1 full-time secretary (bilingual English-Arabic)

2 writers--possibly demonstrators at the Faculty of Education and members of Center graduate programs, or Faculty of Education demonstrators now at American University, Cairo

1 writer/consultant from each specialist faculty--possibly a demonstrator from that faculty who knows the technical side of teaching at the faculty

1 professorial level consultant from each faculty involved in the program, i.e., a professor from that faculty who understands both the specialist material in the faculty and the needs in that faculty for English

1 teacher-trainer for each faculty involved, to conduct initial teacher training sessions with the English teachers designated to use the experimental materials, and to supervise the testing program--preferably a demonstrator who has worked in the Pilot program at the Faculty of Education

4 part-time research assistants to mark tests and to tabulate and correlate materials from the tests and from the questionnaires

1 part-time artist for making drawings and illustrations for the written materials and to help make-up the master copies for printing

Number of teaching Demonstrators to be determined by numbers of classes participating and by the distribution of their teaching loads

3rd Year-- 1979-80.

same personnel as above plus the addition of 2 assistants to help in the writing and evaluation of materials in the additional specialist faculty

Space--1 office large enough to house approximately 8 desks, recording equipment, file cabinets, storage cabinets, and to provide enough extra space for the construction of a partitioned-off, acoustically treated sound recording room. The room should also come equipped with a telephone.

Additionally, each faculty participating in the ESP program will need to provide sufficient rooms for the experimental classes. These rooms should be treated to elementary acoustic control. The walls should be covered either by drapes or by acoustic tile. The ceilings should be covered with acoustic tile. All windows should be intact, to cut down on outside noise. Each room should be electrified to provide current for the tape players used with the materials. Each classroom should be equipped with a large, clear chalkboard. Each classroom should be large enough to allow one arms length distance between each student and his neighbors.

Equipment--8 desks for secretary and the writers

- 2 file cabinets
- 3 large equipment storage lockers
- 2 typewriters, one with Roman script, the other with Arabic script
- 1 high quality cassette tape recorder for making master tapes
- 1 headset type, noise-cancelling microphone
- 1 electronic mic mixer
- 1 high speed cassette tape duplicator
- 4 portable stereo cassette tape players per faculty involved in the project. These players should have detachable speakers with extension cords; they should have rechargeable battery packs; and they should provide a minimum of 2 watts of output per channel
- 1 photocopy machine
- miscellaneous electrical cabling, jacks, etc.
- budgetary provision for equipment repair and maintenance

Materials--normal office supplies (paper, file folders, pencils, etc.)

- miscellaneous art supplies
- 400 C-60 cassettes per faculty using the experimental materials
- 125 C-60 cassettes for master tapes
- provision for a small professional library connected with curriculum development, ESP, etc.

Duplicating--budgetary provisions for duplicating of student workbook materials, Teacher's Manual, etc., by off-set printing

Faculty Support--computer time for doing statistical analysis of evaluation materials, including hiring a computer specialist for running the program and data

Consultants fees for holding planning and design meetings with members of the various Faculties involved

Support for faculty members to attend relevant professional conferences, e.g. in 1978

- a) transportation and per diem for 2 members of the project to attend the International Congress of Applied Linguistics in Montreal (Norman Gary and Judy Gary have submitted an abstract reporting the results of the Pilot Project)

- b) transportation and per diem for the principal investigator and one other member of the Project team to attend the TESOL Conference in Mexico City
- c) transportation and per diem for all of the Project investigators to attend Regional ESP conferences

**APPENDIX B**

LISTEN AND READ--STEPS TO ENGLISH  
Unit 1, Lesson 4

TEACHERS' MANUAL

- Objectives:
- a) review major objectives from Lesson 3
  - b) introduce vocabulary and structures related to multiplication and division
  - c) practice solving mathematical problems in English
  - d) practice answering questions like:
    - i) How much is 6 added to 60?
    - ii) What is 10 subtracted from 35?
    - iii) If you took 3 balls out of the circle, then how many would be left?

- Materials:
- a) Student Worksheets, page 15, 16, 17, 18. Page 17 is the Lesson Test, and page 18 is the Homework Before Lesson 5.
  - b) Cassette tape with recorded lesson

Instructions to the Teacher:

- a) While you are copying the lesson steps on the chalkboard, have students do these things for you:
  1. collect the Homework Before Lesson 3
  2. distribute the Worksheet pages for this lesson, including the Test and the Homework Before Lesson 4
- b) Turn on the tape recorder and follow the instructions there. NOTE: if the students seem confused or don't understand something, please feel free to either repeat that portion of the tape or to stop and explain in Arabic. Also feel free to write any of the words used in English on the chalkboard VISUAL CUES ARE IMPORTANT.
- c) At the end of the lesson proper, the tape will instruct the students to turn to the page with the Test on it. Make sure all of the students have turned to the correct page and have written their names before proceeding with the Test. During the Test, PLEASE DO NOT HELP THE STUDENTS NOR LET THEM HELP EACH OTHER. DO NOT REPEAT ANY PART OF THE TEST, EXCEPT UNDER EXTREME CONDITIONS OF NOISE. . .
- d) Collect the Tests! you may want a student to do it for you.
- e) Return the Test from the previous Lesson and discuss it with the students, if time permits.

Script:

Hello again everyone. This is Listen and Read--Steps to English, a special English course produced by the Center for Developing English Language Teaching at the Faculty of Education at Ain Shams University. This is Unit 1, Lesson 4.

Now, everyone, look at Step 1 on the chalkboard.

Step 1. Review: Alphabetization

gatekeeper, gate, gateway, gatecrasher, gatepost

words:

1st. \_\_\_\_\_  
2nd. \_\_\_\_\_  
3rd. \_\_\_\_\_  
4th. \_\_\_\_\_  
5th. \_\_\_\_\_

We are going to review putting word in alphabetical order. Here are five words:

--Continued on page 22--

Unit 1, Lesson 4/TEACHERS' MANUAL

Step 3 (continued)

Now, students, which chair is wider than chair c? Write the answer in the space at number 2. ...Teacher, you do it. ... That's right. Chair a is wider than chair c.

Now students, which chair is the tallest? Write the answer at number 3. ... Teacher, you do it. That's right. The tallest chair is chair b.

Students, which chair is narrower than chair c? Write the answer at 4. ... Teacher, you do it. That's right. Chair b is narrower than chair c.

Students, which chair is both taller and narrower than chair c? Write the answer at 5. ... Teacher, you do it. ... That's right. Chair b is both taller and narrower than chair c.

Everybody, look at Step 4 on the chalkboard.

Step 4.      numbers: subtraction and addition.      questions:

60   16   6   17   77   66   54   10

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

Here are some numbers. Listen as I say them. Teacher, point to them as I say them: 60, 16, 6, 17, 77, 66, 54, 10.

Students, on your Worksheets. Beside a, write the number I say: 66. ... Teacher, you do it. ... That's right, I said 66.

Now teacher, how much is 6 subtracted from 60? Write the answer at b. ... That's right, 6 from 60 is 54. Students, you write the number beside b. ...

Now students. How much is 60 added to 17? Write the answer beside c. ... Teacher, you do it. ... That's right. 60 added to 17 is 77.

Students, how much is 16 minus 6? Write the answer beside d. ... Teacher, you do it. ... That's right. 16 minus 6 is 10.

Students, what is 60 plus 6? Write it at e. ... Teacher, you do it. ... That's right, 60 plus 6 is 66.

Students, what is 10 subtracted from 16? Write it at f. ... Teacher, you do it. ... That's right. 10 subtracted from 16 is 6.

Students, what is 54 plus 6 plus 17? Again: 54 plus 6 plus 17. Write it at g. Teacher, you do it. ... That's right. 54 plus 6 plus 17 is 77.

Now, everybody, look at Step 5

Step 5.      number of balls in circles      questions:

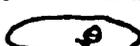
addition--subtraction--multiplication--division



1st circle: 3 balls

2nd: 2 balls

3rd: 6 balls



4th: 5 balls

5th: 4 balls

6th: 1 ball

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_
- k. \_\_\_\_\_
- l. \_\_\_\_\_
- m. \_\_\_\_\_
- n. \_\_\_\_\_

--continued on page 24--

Step 1 (continued)

gatekeeper, gate, gateway, gatescrasher, gatepost. Teacher, which word should be first alphabetically? Write it in the space beside 1st. ... That's right, it should be gate.

Now students, on your worksheets, write gate after: 1st. ... Good. Now students, write the other words in alphabetical order in the spaces. ...

Teacher, I'll say the word and you write it in the space. The 2nd word should be gatescrasher...The 3rd word should be gatekeeper... The 4th word should be gatepost. ...And the 5th should be gateway. ... There is no 5th letter in gate, so we put it first. The other words have the letters c, k, p, and w as their 5th letters, and they occur in that order alphabetically.

Now, everybody, look at Step 2 on the chalkboard.

Step 2 Review: numbers

Write the numbers you hear:

- |          |          |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

I will say a number and you write it. Teacher, you do the first ones at the chalkboard. Listen. a. 116...That's right. I said 116. ...

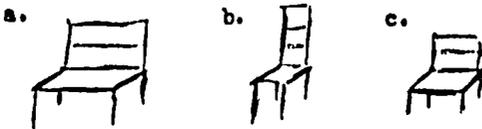
Now, students, at your worksheets at b. Write the number I say: 140... Teacher, you write it. 140...

- Students, at c. 88.... Teacher, 88. ...  
 Students, at d. 193. ... Teacher, 193. ...  
 Students, at e. 46. ... Teacher, 46. ...  
 Students, at f. 114. ... Teacher, 114. ...  
 Students, at g. 17. ... Teacher, 17. ...  
 Students, at h. 112. ... Teacher, 112. ...  
 Students, at i. 158. ... Teacher, 158. ...  
 Students, at j. 77. ... Teacher, 77. ... Good.

Now, Everybody, look at Step 3.

Step 3.

chairs:



questions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Here are three chairs. Students, on your worksheets. Answer this question. Which chair is the widest? Write a, b, or c in the space at number 1. Which chair is the widest? ... Teacher, you do it. ... That's right. The widest chair is chair a.

--continued on page 23--

Unit 1, Lesson 4/ TEACHERS' MANUAL

Now, look at Step 6 at the chalkboard.

Step 6. addition and subtraction

- |                |          |
|----------------|----------|
| a. $2 + 3 = 5$ | f. _____ |
| b. $5 - 3 = 2$ | g. _____ |
| c. _____       | h. _____ |
| d. _____       | i. _____ |
| e. _____       | j. _____ |

Teacher, point to a. A is an equation. The equation says 2 plus 3 equals 5. We can also say 3 added to 2 is 5. Now, look at b. B is an equation which says 5 minus 3 equals 2. We can also say 2 subtracted from 5 is 2. Now teacher, at c. Write 3 plus 4 and solve the problem. ...  
That's right, 3 plus 4 equals 7, Students, you write the equation at c. ...

Now students, look at d. Write  $8 - 3$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $8 - 3 = 5$ .

Now students, at e. Write  $50 - 15$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $50 - 15 = 35$ .

Now students, at f. Write  $14 + 14$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $14 + 14 = 28$ .

Students, at g. Write  $78 - 17$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $78 - 17 = 61$ .

Students, at h. Write  $100 - 50$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $100 - 50 = 50$ .

Students, at i. Write  $105 + 5$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $105 + 5 = 110$ .

Students, at j. Write  $150 + 50$  and solve the problem. ...  
Teacher, you do it. ... That's right,  $150 + 50 = 200$ .

Now, look at Step 7 at the chalkboard.

Step 7. multiplication and division.

- |                     |
|---------------------|
| a. $2 \times 4 = 8$ |
| b. $15 \div 5 = 3$  |
| c. _____            |
| d. _____            |
| e. _____            |
| f. _____            |
| g. _____            |

Teacher, point to a. A gives an equation. The equation says 2 multiplied by 4 equals 8. We can also say 2 times 4 is 8.

Now, look at b. B gives an equation which says 15 divided by 5 equals 3.

Now teacher, at c. Write  $12 \div 3$  and solve the problem. ... That's right. 12 divided by 3 equals 4.

Now students, at d. Write  $16 \times 2$  and solve the problem. ...  
Teacher, you do it. ... That's right.  $16 \times 2 = 8$ .

Students at e. Write  $15 \div 5$  and solve the problem. ...  
Teacher, you do it. ... That's right.  $15 \div 5 = 3$ .

Students at f. Write  $80 \div 4$  and solve the problem. ...  
Teacher, you do it. ... That's right.  $80 \div 4 = 20$ .

Students at g. Write  $15 \times 3$  and solve the problem. ...  
Teacher, you do it. ... That's right.  $15 \times 3 = 45$ .

Step 5. (continued)

Here are 6 circles. In the 1st circle, there are 3 balls. In the second circle there are 2 balls. In the 3rd, there are 6; in the 4th, there are 5; in the 5th, there are 4, and in the 6th circle there is only 1 ball.

Teacher, if you took 3 balls out of the 3rd circle, then how many balls would be left? Write the answer beside the letter a. ... That's right. 6 minus 3 equals 3. Students, write the number 3 at a....

Now, teacher, if you put 3 balls in the 1st circle, then how many balls would there be in the circle? Write the answer at b. ... That's right, if you add 3 to 3, then you get 6. Students write 6 at b...

Now, students, on your worksheets. If you put three balls in the 2nd circle, then how many would there be? Write the answer at c. ...

Teacher, you do it.... That's right. 3 plus 2 equals 5.

Students. If you take 1 ball from the 5th circle, then how many will there be left? Write your answer at d. ...

Teacher, you do it... <sup>4</sup> minus 1 is 3.

Students, if you took 1 ball out of the 1st circle, how many balls would be left? Write your answer at e. ...

Teacher, you do it. ... That's right. 3 minus 1 is 2.

Students, if you added 2 balls to the 5th circle, how many would there be? Write your answer at f. ...

Teacher, you do it. ... That's right. 2 plus 4 is 6.

Students, how many balls would there be if you subtracted 2 balls from the 4th circle? Write your answer at g. ...

Teacher, you do it. ... That's right, 5 minus 2 equals 3.

Now, look at the teacher at the chalkboard.

Teacher, point to the 1st circle. There are 3 balls in it. Now, if there was another circle just like that one, how many balls would there be? Teacher, draw another circle to the left of the 1st circle just like the 1st circle. ... good. Now, how many balls are there in the two circles? Write the answer at h. .. That's right. 3 multiplied by 2 is 6. Students, write 6 at h. ...

Now, students, if you multiplied the balls in the 5th circle by 2, how many balls would there be? Write your answer at i. ...

Teacher, you do it. ... That's right. 4 times 2 equals 8.

Now, look at the teacher at the chalkboard.

Teacher, point to the 3rd circle. If we divided the balls into two halves, how many balls would be in each half? Teacher, draw a line through the circle dividing the balls into 2 halves. ... Good. Now, what is 6 divided by 2? Write the answer at j. ... That's right, 6 divided by 2 equals 3. Students, write 3 at j.

Now students. Look at at the 5th circle. If you divided those balls by 2, how many balls would be in each half? Write your answer at k. ...

Teacher, you do it. ... <sup>the 2nd</sup> That's right. 4 divided by 2 is 2.

Now students, look at <sup>the 2nd</sup> circle. How many balls would there be if you multiplied them by 3? Write your answer at l. ...

Teacher, you do it. ... That's right ... 2 multiplied by 3 equals 6.

Now students, look at the 3rd circle. How many balls would there in each part if you divided them by 3? Write your answer at m. ...

Teacher, you do it. ... That's right. 6 divided by 3 is 2.

Students, look at <sup>the</sup> 6th circle. If you multiplied the number of balls in the circle by 4, how many would there be? Write your answer at n. ...

Teacher, you do it. ... That's right. 1 multiplied by 4 is 4.

STUDENT WORKSHEET

Step 1. Review: Alphabetization

gatekeeper, gate, gateway, gatecrasher, gatepost.

words:

- 1st. \_\_\_\_\_
- 2nd. \_\_\_\_\_
- 3rd. \_\_\_\_\_
- 4th. \_\_\_\_\_
- 5th. \_\_\_\_\_

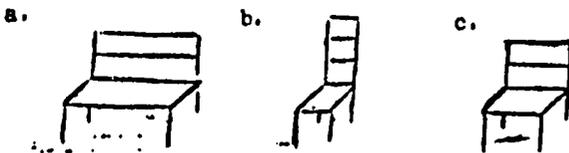
Step 2. Review: numbers

Write the number you hear:

- a. \_\_\_\_\_ f. \_\_\_\_\_
- b. \_\_\_\_\_ g. \_\_\_\_\_
- c. \_\_\_\_\_ h. \_\_\_\_\_
- d. \_\_\_\_\_ i. \_\_\_\_\_
- e. \_\_\_\_\_ j. \_\_\_\_\_

Step 3.

chairs



questions:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Step 4.

numbers: subtraction and addition

60 16 6 17 77 66 54 10

questions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

Step 5.

number of balls in circles

addition--subtraction--multiplication--division



1st circle: 3 balls      2nd: 2 balls      3rd: 6 balls



4th: 5 balls      5th: 4 balls      6th: 1 ball

questions:

- a. \_\_\_\_\_ i. \_\_\_\_\_
- b. \_\_\_\_\_ j. \_\_\_\_\_
- c. \_\_\_\_\_ k. \_\_\_\_\_
- d. \_\_\_\_\_ l. \_\_\_\_\_
- e. \_\_\_\_\_ m. \_\_\_\_\_
- f. \_\_\_\_\_ n. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

Students, look at Step 8 on the chalkboard.

Step 8 simple fractions

- a.  $\frac{1}{2}$  of 6 = 3      same as  $6 / 2 = 3$
- b.  $\frac{1}{3}$  of 6 = 2      same as  $6 / 3 = 2$
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

Teacher, point to a. A says one half of 6 equals 3. This is the same as 6 divided by 2 equals 3.

Teacher, point to b. B says one third of 6 equals 2. This is the same as 6 divided by 3 equals 2.

Now Teacher, at c. What is  $\frac{1}{2}$  of 10? Write the problem, and give the answer as it is done in a and b. ... That's right.  $\frac{1}{2}$  of 10 is 5. Students, write the equation at c.

Now students, at d. What is  $\frac{1}{3}$  of 15? Write the problem and give the answer... Teacher, you do it. ... That's right,  $\frac{1}{3}$  of 15 is 5.

Students, at e. What is  $\frac{1}{4}$  of 12? Write the problem and give the answer. ... Teacher, you do it. ... That's right,  $\frac{1}{4}$  of 12 is 3.

Students at f. What is  $\frac{1}{6}$  of 36? Write the problem and give the answer. ... Teacher, you do it. ... That's right,  $\frac{1}{6}$  of 36 is 6.

page 16.

Now it is time for the Test for this lesson. Students, turn to page 16. It says Test over Unit 1, Lesson 4. Write your name in English and your section number in the spaces provided....Teacher, is everyone at the page for the Test? ... OK. Here's the Test.

Question 1. Look at the four words. Write the number 1 under the word which would be first alphabetically.

2. Answer this question by putting a circle around the letter a, b, or c. Here's the question: Which chair is widest?

3. Answer the questions you hear by writing the answer in the space.

- a. How much is 16 minus 6? *Write your answer in the space.* \_\_\_\_\_
- b. How much is 10 subtracted from 16? \_\_\_\_\_
- c. How much is 4 plus 3? \_\_\_\_\_
- d. If you added 3 balls to 6 balls, how many balls would you have? \_\_\_\_\_
- e. If you subtracted 2 balls from 9 balls, how many would you have left? \_\_\_\_\_
- f. If you multiply 4 by 3, how many do you get? \_\_\_\_\_
- g. What would you get if you divide 81 by 9? \_\_\_\_\_
- h. What is  $\frac{1}{4}$  of 20? \_\_\_\_\_

That is the end of this lesson. Have a good day... Teacher collect the Tests. Stop the recorder here and re-wind the tape to the beginning of the lesson.

STUDENT WORKSHEETS (CONTINUED)

Step 6. addition and subtraction

- |                |          |
|----------------|----------|
| a. $2 + 3 = 5$ | f. _____ |
| b. $5 - 3 = 2$ | g. _____ |
| c. _____       | h. _____ |
| d. _____       | i. _____ |
| e. _____       | j. _____ |

Step 7. multiplication and division

- a.  $2 \times 4 = 8$   
b.  $15 / 5 = 3$   
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_

Step 8. simple fractions

- a.  $1/2$  of 6 = 3 same as  $6 / 2 = 3$   
b.  $1/3$  of 6 = 2 same as  $6 / 3 = 2$   
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_

NAME: \_\_\_\_\_ Section: \_\_\_\_\_  
Score: \_\_\_\_\_

LISTEN AND READ--STEPS TO ENGLISH  
Unit 1, Lesson 4

TEST OVER LESSON 4

1. desert deselect describe dessert

2. a.                      b.                      c.



3. Answer the questions asked you by writing your answer in the space.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

NAME: \_\_\_\_\_ Section: \_\_\_\_\_

HOMEWORK BEFORE UNIT 1, LESSON 5

A. Review questions--Answer these questions by writing the answer in the blank:

1. How much is five times five? \_\_\_\_\_
2. How much is six multiplied by three? \_\_\_\_\_
3. How much is 15 plus 30? \_\_\_\_\_
4. How much is 55 minus 13? \_\_\_\_\_
5. How much is 30 divided by 10? \_\_\_\_\_
6. How much is one sixth of 60? \_\_\_\_\_
7. If you added 3 cups to 7 cups, how many cups would you get? \_\_\_\_\_
8. If you subtracted 9 people from 18 people, how many people would there be left? \_\_\_\_\_
9. If you put 6 notebooks in a box that already had 6 notebooks in it, how many notebooks would you have? \_\_\_\_\_
10. What is one half of one hundred? \_\_\_\_\_
11. What is one fourth of two hundred? \_\_\_\_\_
12. What is one eighth of 80? \_\_\_\_\_

B. If you do not know these words and expressions, look them up in your dictionary.

- |                |           |
|----------------|-----------|
| 1. fraction    | 12. who   |
| 2. one half    | 13. which |
| 3. one fourth  | 14. where |
| 4. one eighth  | 15. when  |
| 5. one quarter |           |
| 6. one sixth   |           |
| 7. one third   |           |
| 8. one fifth   |           |
| 9. one seventh |           |
| 10. one ninth  |           |
| 11. one tenth  |           |

C. You should review Unit 1, Lessons 1, 2, 3, and 4. Read all of the pages you have been given, including the Tests and the Homework.

We will have a Unit Test in Lesson 5, covering all of the material in Unit 1.

**APPENDIX C**

# DOCUMENT C

A REPORT ON A PILOT EXPERIMENTAL CURRICULUM RESEARCH AND DEVELOPMENT PROJECT

FOR

ENGLISH FOR SPECIAL PURPOSES

by

Norman Gary and Judith Olmsted Gary

A Research Report

of

Center for Developing English Language Teaching

Faculty of Education

Ain Shams University

Cairo, Egypt

June, 1978

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## ABSTRACT

This report describes a pilot experimental curriculum research and development project which attempts to demonstrate that English can be taught effectively under adverse conditions with a methodologically sound, carefully structured set of materials combining written materials for the students and taught via an accompanying cassette tape. These materials are designed to be used in large classes and taught by relatively non-fluent un-trained teachers.

A set of materials with scientific content was taught to seven (7) sections of Natural Science first year students at the Faculty of Education. The materials combined a listening and reading approach to instruction. The materials were taught for only twelve (12) instructional hours, the effective length of the instructional year for these first year students.

An English proficiency test with four sub-tests--two tests of listening, one test of grammatical usage, and one test of reading comprehension--was administered on a pre-test/post-test basis to the students using the experimental materials and to six (6) classes of first year Mathematics students at the Faculty; this latter group served as the control group in the experiment. This group was instructed using one of the popular textbooks for teaching scientific material in English to students for whom English is foreign language. Student performance on the pre-and post-tests as measured by mean gain between pre-and post-test was compared for the two groups. The students using the experimental materials showed higher mean gains on all sub-tests except the grammar sub-test, an area in which they received absolutely no instruction. The mean gain on one of the listening sub-tests--the sub-test shown to have the highest reliability of the sub-tests used in another analysis of the proficiency measure--was significant at a .0005 level of confidence. The Total scores for the four sub-tests was also significantly in favor of the students using the experimental materials at a confidence level of .0005.

At the end of the instructional period a questionnaire was administered to both groups to assess student affect. Students studying the experimental materials rated them significantly higher in both usefulness and interest than the students in the on-going English program rated the materials they studied. Students using the experimental materials also showed a much higher positive attitude toward the study of English than students forming the control group. Somewhat surprisingly, students in the experimental group showed a positive reaction to the use of materials taught via a tape recorder rather than live voice; this was surprising because the tape recorder used was not as powerful as it should have been and the students worked under quite bad acoustic conditions in the classrooms.

The report concludes that it seems entirely possible--and desirable--to develop and teach English in the Egyptian setting by the method and type of materials described herein. The report recommends the revision and expansion of the materials developed for the pilot program, and also suggests a number of concrete research and development possibilities which logically follow from this research.

REPORT FOR DEVELOPING ENGLISH LANGUAGE TEACHING  
FACULTY OF EDUCATION  
AIN SHAMS UNIVERSITY  
CAIRO, EGYPT

A REPORT ON A PILOT EXPERIMENTAL CURRICULUM RESEARCH AND DEVELOPMENT PROJECT  
FOR  
ENGLISH FOR SPECIAL PURPOSES

1.0. INTRODUCTION

1.10. BACKGROUND AND NEED

Egypt finds itself in a unique place in the educational world of the Middle East. On the one hand, it has a great need to instruct large numbers of students in the use of English, the world language of modern commerce and technology. On the other hand, Egypt is providing an enormous amount of its own trained manpower in assistance to other Middle Eastern countries, including many of its most highly trained and skilled English teachers, just at a time when its own schools are burgeoning with students who need English as one of their tools of learning. Consequently, Egypt finds itself with over-crowded classrooms and often un-trained teachers of English. In fact, many of the teachers of English in the preparatory schools and some of the secondary schools have little or no training in teaching English; they are trained to teach other subjects, but are seconded for English because of the great need.

This press of events, while perhaps not critical in the day-to-day operation of the lower schools, assumes increasing importance to students at the educational levels where the needs for knowing English are most immediate--i.e., at those university faculties where English is either one of the media of instruction, or where a considerable portion of the required academic materials are available only in English. Thus students at such faculties urgently need the skills of understanding spoken and written English. Even in those faculties where English does not play such a directly important role, English is considered important, reflecting the faculties' concerns that their students have access to the commercial and technical literature that is available in English.

However, due to the press in the pre-university schools, many students come to the universities without adequate preparation in English. Consequently, the faculties where English is considered of great importance find that they are teaching English as well as teaching the specialized materials of the fields in the faculty. This is a relatively new phenomenon and has given rise to recognition of the need for something often referred to as English for Special Purposes (ESP), that is, the study of English primarily in order to acquire it as a tool for learning something else.

It should cast no dispersions to note that the English teaching profession of Egypt finds itself swamped by these new demands on its already hard-pressed skills and time, and courses in ESP have often had to be devised under enforced pressures of necessity and time and often in the face of a lack both of appropriate materials and trained teachers.

Thus, given this background, it is clear that there is a need for English teaching materials which address these problems: (a) learners with initial low levels of preparation in English, (b) relatively large classes, (c) relatively un-trained teachers, (d) specialised content.

This pilot project is an attempt to demonstrate that English can be taught effectively in the face of these problems by appropriately combining a sound methodology with a limited technology, namely lessons teaching scientifically oriented content taught via a cassette tape player used in conjunction with a classroom teacher and a set of accompanying written materials.

Specifically this pilot study consists of the development of 12 instructional hours worth of materials taught via a cassette tape recorder under the control of 3 different classroom teachers, taught to 8 sections of first year Natural Science Education students at the Faculty of Education and compared on a Pre-test/Post-test measure of English Proficiency with 6 sections of Mathematics Education students who were instructed via a reading and grammar oriented scientific English course, taught by 4 teachers.

It should be noted that while this particular project was designed for use at the Faculty of Education, Ain Shams University, the methodology developed--if shown to be effective--would have a much wider possible application in the Egyptian educational system, both at the post-secondary levels and at lower levels of English language teaching.

#### 1.20. Objectives

This project has potentially both short term and long term objectives, the second being conditional upon the attainment of the first. The pilot year of the project was designed mainly to test the viability of the short term objectives.

#### 1.21. Short term Objectives

- a) to develop a set of carefully structured materials for non-English majors at the Faculty of Education consisting of a format provided by cassette tape lessons with accompanying written text materials. These materials will be designed to be used in relatively large classes (i.e. 30-50 students) by relatively un-trained, non-native speaker teachers, i.e., by teachers who may have relatively little aural/oral fluency in English. The materials provide structured instruction in three language skills of listening comprehension, reading comprehension, and writing; the content of the materials is scientifically based.
- b) to evaluate the materials described in (a) as to whether they could be used effectively in the English teaching situation obtaining at the Faculty of Education. Being used effectively would entail several criteria, including at least the following: (i) students instructed with such materials would show significant improvement in language skills over control group students not using such materials, as measured by a general language proficiency test which is independent of the subject matter content taught to the two groups, (ii) students instructed with the experimental materials would show a more positive attitude to the English instructional program than students instructed with a different set of materials, as measured by an affect questionnaire administered to both groups of students, and (iii) teachers using the experimental materials would find them viable in use in the day-to-day classroom situation as it exists at the Faculty of Education.

In fact, the materials might be judged effective if either criterion (i) or (ii) were met along with (iii), that is if the students did as well in language proficiency and had a more positive attitude to the instructional program, or if they did better in measures of language proficiency and had at least as positive an attitude to the instructional program as the students not using the experimental materials.

#### 1.22. Long Term Objectives

If the materials can be shown to be effective as defined in objective (b) above (or perhaps less stringently in the Pilot year, to seem capable of being effective with revision in either materials or facilities), then there are several long-term objectives which should be pursued, including at least the following:

- c) the materials should be developed to provide more widely-based instruction in the Faculty of Education, in particular, in being expanded to include all students in the Science Education programme,
- d) materials using the same methodology, and wherever appropriate, the same materials, should be developed for other English language instructional programs at the Faculty, including the English programs for other non-English specialists, and perhaps for parts of the English specialists' curriculum,
- e) the materials should be made available to other Faculties of the University who expressed interest and need,
- f) the materials should be field-tested in the lower schools for effectiveness in the pre-university English instructional programs, and if they seemed viable, appropriate parallel materials should be developed for incorporation into the pre-university English curriculum,
- g) further research growing out of the materials should be pursued; several topics come immediately to mind, e.g.: (i) can such a curriculum provide language instruction in certain skills areas equivalent to that provided by a live instructor teaching the same materials vive voce; that is, can recorded lessons be as effective as lessons taught by a skilled live teacher? (ii) can such materials be adapted to a self-instructional mode to provide either catch-up work for students who have had to miss classes and/or remediation for poorly prepared students entering the University, etc. (NB: a list of other possible research topics which would be a natural outgrowth of such a curriculum is given in Appendix A).

It should be emphasized here that the curriculum described herein, while designed in particular to meet ESP needs at the Faculty of Education, and by extension, other Faculties of the University, is of potential importance not just because of the content of the materials per se, but rather because of the theory and attendant methodology underlying the materials. The methodology could be used with almost any possible content. What is of primary importance in the materials is the theoretical viewpoint on which they are based and the methodology which grows out of this theoretical viewpoint. These are discussed below at length under Rationale of the experimental materials.

## 2.0 Description of the On-Going English Program for Science Students

Science Education students at the Faculty of Education are divided into three basic groups: Natural Sciences (Botany, Zoology, and Geology), Physical Sciences (Physics and Chemistry) and Mathematics. These students enter the Faculty usually having completed 6 years of pre-University English courses. The exceptions to this are students who enter from the 'Mwallamin' schools, special Islamic religious schools, who usually have much less preparation in English, and in some cases, none at all.

The level of English proficiency of all these students is quite low, and usually whatever proficiency exists is confined to reading. It is impossible to state explicitly what level of proficiency exists because no form of standardized testing has ever been used to determine the language proficiency of such students until this year, and there are no norms for comparison with other groups of students either in Egypt or outside. However, a rough comparison can be made between first year students in the scientific sections versus first year students in the English language major sections. Table 1 shows a comparison between English majors, Biology majors, and Mathematics majors on an English proficiency examination which is being developed for use at the Faculty of Education, and which was administered to all English majors at the beginning of the school year 1977-78 in November. It might be noted that teachers consider the overall proficiency of even the English majors low at the beginning of their Faculty training. The Biology students here formed the experimental group while the Mathematics formed the control group in the experiment described later in this report. The Proficiency Test is also described later in this report.

A COMPARISON OF THREE FIRST YEAR GROUPS ON FOUR SUB-TESTS  
ON THE ASUPE (A) ENGLISH TEST

Sub-test:	Grammar	Listening Recall	Listening Multiple Ch.	Reading	TOTAL
English Mean: N = 128 (s.d.)	5.94 (2.89)	7.59 (3.54)	3.66 (2.04)	4.11 (2.19)	21.30 NA
Biology Mean: N = 183 (s.d.)	4.37 (2.26)	4.88 (2.77)	2.79 (1.56)	2.78 (1.86)	14.78 (5.03)
Mathematics Mean: N = 207 (s.d.)	4.43 (2.18)	4.32 (3.33)	3.21 (1.39)	3.48 (1.99)	15.43 (5.59)
Total points possible	15	15	10	15	55

Table 1

The students are required to take one (1) hour of English per week for the first two years of their university program. After that there are no further English requirements. The school year at the Faculty is typically 20 to 25 instructional weeks, beginning usually around the middle of October and continuing until April, with a 2 week mid-year break and several national, religious and secular holidays. The first year students actually have much shorter instructional year than the 20-25 instructional weeks. They start approximately 1 month later than the second year students due to the formalities of enrollment and registration for the first time. Around the time of the mid-year break, the first year students are impressed into 3 weeks national service--the men taking military training and the women serving a variety of public service types of functions.

The students begin taking practical examinations in their laboratory courses in the last two to three weeks of school, which is typically one month or so before the beginning of the final examinations, which are administered Faculty-wide on a very rigid schedule.

By custom, students stop attending classes when they begin taking these practical examinations. The maximum instructional time in English for first year students this academic year was 14 weeks. The students full course load amounts to 12 hours per week plus practical laboratories, of which only one hour is English language; other courses are not taught in English. The English course counts for only 11% of their total final estimate.

The English courses for these students are taught by sections, which are created from an alphabetical list of all of the students in a given specialization. Class size ranges from 30 to as high as 50 and under extraordinary conditions, several sections may be combined if there is a teacher shortage for the subjects. Students in a given section attend most of their classes together for the four years in the University. In the English classes at least, regular attendance is erratic. It has been known for a student to show up only for the last class period of the year to be briefed on the final examination.

The Faculty sets the distribution of total marks allotted for the courses. In English, 80% of the student's year grade is determined by his performance on the final examination, and 20% is allotted for the teacher to determine on the basis of classroom performance. Consequently, the teacher has very little leverage over the students' conduct and attendance in the class; the students rightly perceive that their real obstacle is the final examination. Furthermore, since the final examination is administered at one time in very large groups and with very strict control, it is impossible for the final examination to consist of anything except reading and writing tasks. Consequently, there is almost no motivation on the part of the students or the teachers to improve either students' aural comprehension or speaking proficiency.

This year the Department of English used the textbook, A course in Basic Scientific English, by J. R. Ewer and G. Latorre (Longman, 1969). The book was used for both the first and second year courses. The syllabus called for 6 of the units to be completed for the year. Each unit consists of a reading passage of a scientific nature 300 to 700 words long, followed by reading comprehension questions over the passage, and then a series of exercises on vocabulary, grammatical structures, and Discussion and Criticism questions.

The typical teaching procedure entailed the teacher assigning the passage to be read at home, and sometimes for the exercises to be prepared ahead of time. When the students came to class, the teacher would read the passage through aloud with the class, sentence by sentence or paragraph by paragraph, explaining the meaning in Arabic to the students and answering questions about the meaning. Then various of the exercises would be discussed from those provided at the end of the Unit's test. It usually took 2-4 weeks to cover one unit. This year, although the syllabus specified that six of the units be taught, in fact this requirement was reduced to four units, when it became clear that many of the teachers were not going to be able to finish the full six.

The final examination is two hours long and consists of four sections:

- a) short answer questions over the content of the assigned readings given during the year. 7 questions given from which the student must answer 5.
- b) a short, edited reading passage from one of the units studied, with 5 questions, some of which can be answered from the reading passage itself, and some of which depend on a knowledge of the unit the passage was taken from.
- c) a short passage, with 10 words left out, which the student fills in from a list of 10 words provided him.
- d) a vocabulary sub-section requiring matching 6 synonyms, and another sub-section requiring giving the correct verb forms of 2 verbs put in parentheses in 2 sentences.

A copy of this year's Final Examination in English Language for Science and Mathematics sections is provided in Appendix D.

### 3.0. Rationale and Description of the Experimental ESP Materials

#### 3.10. Rationale

The materials to be tested during this pilot project are designed to emphasize the decoding language skills of reading and listening. It so happens that these are the skills most people need most urgently, i.e., the ability to understand written material in English and to comprehend spoken English. However, this is not the main reason that the materials in this project are designed with a decoding emphasis. This is actually only a fortuitous coincidence. Rather, the decoding emphasis of the materials arises from a theoretical and pedagogical conviction that decoding-based language instruction is the most efficient way to teach language--even the encoding skills of speaking and writing. There are a number of arguments which can be advanced to support this conviction. Here are the major arguments underlying this position:

- a) necessity--the ability to decode language must precode the ability to encode it; we cannot say (or write) what we do not understand.
- b) structural--As a corollary to the necessity argument, it is clear that the linguistic structures used for language decoding are the same (or perhaps a sub-set) of the structures needed for encoding. Thus, when one learns to decode he is of necessity learning the syntactic/semantic/phonological rules necessary for encoding.
- c) cognitive--There is considerable evidence that having to focus on encoding tasks simultaneously with decoding tasks distracts from the learning and actually retards language acquisition (see J. Gary, 1978, for discussion and references).
- d) emotional--Many students, especially mature learners, find trying to produce language before they are emotionally (and cognitively) ready, traumatic. Learning to understand through a decoding approach is far less ego-taxing for many people than having to produce publicly (in the form especially of speech) what will initially be highly deviant language forms. A decoding approach can allow the student to make his mistakes (actually faulty hypotheses) privately rather than publicly.
- e) efficiency--A methodology which emphasizes decoding will allow the learner to be exposed to much more language in a given time than a methodology which focusses on encoding. For example, in a typical class of thirty students where the teacher calls on students to speak, under the best of conditions no student can be assured of more than 2 minutes of practice in a 1 hour class. If the students are required to write extensively, there are two problems: (1) writing is slower than either reading or listening and is of course dependant on already acquired competence, and thus is a very poor classroom instructional device, (2) writing usually requires an enormous amount of teacher correction time. (It might be noted in this respect, that the writing described in this curriculum starts off not as encoding proper, but as a decoding task: the early writing required is simply writing a dictation, i.e., transcribing material decoded. Eventually, if the curriculum is expanded to a much larger number of hours, the writing tasks will move to answering questions by writing the answers out; this is still very close to a totally decoding task inasmuch as the question itself provides much of the lexical and syntactic structure needed for answering. It would only be quite late in the curriculum that the student would be required to encode through writing, and even then his encoding would be guided by the nature of the material he would have decoded, since the writing required would be summarization of material presented through reading and listening comprehension.) However, if the class is presented with a carefully structured lesson which utilizes decoding as the teaching vehicle, each student can be assured of almost 60 minutes of active language practice in a 1 hour class because all of the students can be engaged at the same time in the work required.

f) utility--Most students of English as a 2nd language have a greater need for understanding English than producing it. They need the language for getting information through radio, TV, movies, lectures, newspapers, books, etc. The number of people who actually need to produce the language either in speech or in writing is much less. Thus a methodology which emphasizes decoding is more pertinent to the immediate needs of the student than a methodology which emphasizes encoding. Furthermore, the student who is trained through a decoding approach may be pre-disposed to further his language learning informally outside of class via such media as TV, radio, books, etc., all of which are widely available in Egypt in English.

Theoretically, if students only need to read English, they are not required to also learn to comprehend it aurally, through listening. However, the aural component in this ESP program is considered very important and is included for three reasons, one practical, one theoretical, and one pedagogical.

In practical terms, it appears to be true that many, if not most, Egyptian students do need to understand spoken English, either in order to actually listen to lectures in their courses, and/or the ability would give them a chance to participate in extra-curricular professional growth by attending lectures in English or conferences where English is the major language used, etc.

From a theoretical point-of-view, the combination of the aural and visual modes in developing language comprehension should re-inforce one another; that is, one can learn to read more easily by having the accompanying aural input, and one can learn to understand aural input better by having access to the more permanent, temporal free written form. This reinforcement and transfer of skills is of course an empirical issue in its own right, and one which we hope to be able to explore in further research with the materials.

From a pedagogical stand-point, the use of the aural mode in the instructional program, via the use of the cassette tape, allows the materials to be structured, presented, paced and evaluated in a highly controlled way. If the program were solely reading-based, the curriculum itself would be much more subject to variation from class to class, and teacher to teacher. Furthermore, the aural component used in the class time proper provides a strong motivation for the students to attend class regularly. If the instruction were solely reading based, many of the students might think they could miss the actual class and make it up on their own by studying the written materials. With the aural component built in integrally to the instructional program, no such avenue is open to the students. Consequently, it is strongly believed that the integrated decoding materials will produce high student attendance rates, although this is not something we have kept records of during the pilot year. Furthermore, this could only be made effectively true by a revision of the current distribution of marks, allowing a greater percentage of marks to be allotted for class participation, so that some consistent examination of aural skills could be used and perceived as important by the students.

### 3.20. Description of the Materials

### 3.21. The Instructional Packages

As has been stated earlier, the ESP materials entitled "Listen and Read: Steps to English", provide a complete package of materials. This package consists of:

- a) A cassette tape for each lesson (a lesson being defined as an instructional period of approximately 45-50 minutes). This tape instructs both teacher and students in what to do during the lesson. In early lessons, the teacher is called on to illustrate at the chalkboard appropriate responses to cues and questions provided by the tape. The students are called on to respond in their workbooks (actually simply duplicated exercise worksheets) after watching the teacher. And the teacher is then called on to illustrate the appropriate response after the students have tried to respond; this way the students can check their responses against the response of the teacher (an example of a lesson like this is provided in Appendix B).

In later lessons, the role of the teacher shifts from being a demonstrator of appropriate responses to being more of a supervisor and trouble-shooter for the students, giving individual help to students as they express a need for it. The tape takes the students through several carefully graduated exercises in each lesson, and the teacher sees that each student is following the material presented and is available to help the students when something is unclear. The teacher is also able to repeat portions of the taped lesson when necessary, and to make explanations in Arabic when something in the English is either unclear or unusually complex. In fact, there are times when the teacher is actually instructed by the tape to stop the tape and explain something in Arabic. In essence, in such lessons, the teacher becomes a resource person for the students.

- b) A set of written materials for each lesson. These materials are basically of three types:

- i) preparatory materials--materials which give the students work to do before the actual class meeting in preparation for the class. These preparatory materials take different forms with different lesson types. In Unit 1 lessons (early lessons, described below), most of this preparatory material consists of looking up vocabulary words in a bilingual dictionary and completing exercises providing context for the vocabulary. In Units 2 and 3, the preparation includes vocabulary work, including learning various common scientific affixation processes, but the major work consists of studying, reading comprehension passages and answering questions over the reading passages.
- ii) in-class worksheet materials-- materials in which students respond during the class in following the tape-recorded lesson. In Unit 1 these worksheets provide simple ways for the students to respond to commands and questions (see the worksheets pages 8, 9, and 10, following the Teacher's Manual of the sample lesson, Unit 1, lesson 3, in Appendix B for examples of such worksheets). In the later lessons the worksheets provide several different kinds of tasks for the student to perform, including: (1) providing him with different ways of answering questions posed by the taped lesson (e.g., multiple choice answers to choose from, incomplete sentence responses to be completed appropriately, etc.), (2) providing him with written versions of passages he has already heard aurally, but with blanks in the passage for him to complete-- thus requiring him to integrate his reading comprehension ability with his aural comprehension, and (3) short written responses.

Also included in these in-class lesson materials are lesson tests which allow the student to demonstrate his attainment of the objectives of the particular lesson (again, for an example, see page 11 of the student worksheets in the lesson provided in Appendix B).

iii) follow-up materials --materials which give the students work to do outside of the class which complement the material just presented in the class. In Unit 1 lessons, this type of work consists mainly of responding appropriately to written commands and questions which the students have already responded to when they were presented aurally in the class. These kinds of exercises provide practice in, and visual re-inforcement for the materials covered aurally during the class-time proper. Although we have not yet provided it in the pilot lessons, it is envisioned that eventually the writing practice will consist mainly of controlled writing exercises based on the written and aural materials given to the student for the lesson, both during the preparatory practice and the class activities.

c) A Teacher's Manual for each lesson. This manual tells the teacher what the objectives of the lesson are, explains any special procedures required for the lesson, provide a complete script tape of the taped material for the lesson, and gives the teacher a key for all of the student responses required during the lesson. A sample of a Teacher's Manual for Unit 1, lesson 3 is given in Appendix B.

### 3.2.2 Scope and Sequence of the Experimental Materials

The ultimate ESP package of materials is envisioned as consisting of materials divided into three phases, as illustrated in Figure 1:

<u>Phase I</u> (Unit 1)	<u>Phase II</u> (Unit 2)	<u>Phase III</u>
Review and Aural/Visual Familiarization Alpha-numeric Content	Expository Materials for Reading and Listening General Science Content	Expository materials as in Phase II Subject Specialized Content
(approx. 10 hours)	(40-50 hours)	(40-50 hours)

Figure 1

However, because of the shortness of the instructional year during the Pilot part of the project, only lessons of Phase I and Phase II were written, and the number of lessons of each type was sharply curtailed. Unit 1 lessons correspond to Phase I type lessons. Unit 2 and Unit 3 lessons correspond to Phase II type lessons, except in Unit 3, the lessons actually use specialization content, in this case biological content. Below are descriptions of the different types of lessons represented by the different units.

Unit 1--Unit 1 materials do two things:

- They review the most basic structural patterns and vocabulary of English: sentence syntactic patterns and sentence types (commands, questions, declaratives, conditionals, etc.) by giving students practice in responding appropriately to both written and aural cues. This review also provides practice in understanding extra-sentential processes, e.g., the use of pronominal forms once an item has been introduced as a nominal.
- They familiarize the students with some basic skills and concepts which are required to continue with later lessons of the curriculum. For instance, there are lessons on how to use a bilingual English-Arabic dictionary. There is practice provided in comprehending alphabetic and numeric combinations, not only because the numerics are important in scientific materials, but also because the alphabet and numerics are necessary for following instructions given in the lessons themselves.

The content of Unit 1, wherever possible, is mathematical or scientific in nature. The lessons use mathematical or geometric figures and vocabulary for teaching English grammatical structure wherever possible; for example in Lesson 4, elementary arithmetic operations like If you add 6 to 16, what do you get are used to teach the conditional syntactic structure of factual if...than.

Each lesson of Unit 1 contains a lesson test over all of the types of tasks given in the lesson. Lesson 5 of Unit 1 contains a Unit Test over the materials of all 5 lessons of Unit 1.

Unit 2--Unit 2 materials consist of expository materials based on general scientific content. During the Pilot year we had two lessons on general ecological concepts; one lesson on the ecological impact of the Aswan High Dam, and one lesson on land reclamation of Arab deserts. These four lessons were followed by a Unit Test given as Lesson 5. This test required the students to do four different tasks, all of which were reviews of the tasks required in the first four lessons: (a) doing a vocabulary exercise requiring them to choose appropriate words to complete sentences. (b) reading a passage and answering 10 comprehension questions over it; this reading passage was drawn from the passage used for aural comprehension in one of the earlier lessons, (c) listening to a passage and answering 10 aural comprehension questions over it; the passage was drawn from one of the reading comprehension passages of an earlier lesson, (d) writing 5 sentences in dictation drawn from dictation sentences given in earlier lessons.

Unit 3--Unit 3 consisted of only 2 lesson instead of the 5 originally planned, because of time limitations. Unit 3 was essentially like the lessons in Unit 2, with some modifications in format, but the content was specialized for biology students. The two lessons were on The Cell.

### 3.30. The Final Examination for the Experimental Sections

The students in the Experimental sections could not take the same examination as those in the other scientific sections, so a separate examination was prepared for them. This examination consisted of 3 parts, all taken from material which had been presented to them during the 12 instructional hours plus the homework they had been given to do. The 3 parts were:

- a) a section with 10 items in which they were to answer either by following a direction given in a command, or answering a question by following a certain command. This part reflected very closely the types of written tasks they were given in Unit 1.
- b) a section on vocabulary consisting of 10 sentences with blank spaces, which the students were supposed to fill with words from a list of 12 vocabulary items. All vocabulary items were drawn from the vocabulary lists of the lessons.
- c) a reading comprehension section consisting of two passages of 300 to 400 words each with 10 comprehension questions over each passage. The passages were drawn from the lesson materials themselves; one was drawn from the reading comprehension materials and the other from the aural comprehension materials. Approximately half of the twenty comprehension questions were questions which were used in the lessons themselves, some reworded. The remaining questions were new ones. All questions could be answered from the reading passages provided.

A copy of this Final Examination is provided in Appendix D .

#### 4.0. Experimental Design and Description of Experimental Conditions

The original plan for the Pilot year project was to take all of the sections of a given specialization, e.g. biology, mathematics, etc, and to divide all of those students into two groups, one to compose the experimental group (say 3 or 4 sections) and the other to compose the control group (the other 3 or 4 sections). This was to eliminate possible variations in language proficiency due to any selectional differences which might be operating between the different specializations. However, due to the nature of the required final examination which is given by specialization all at the same time, it was impossible to give students of one specialization two different instructional programs which would entail two different forms of the Final Examination. Therefore, it was decided that the experimental group should consist of all the sections of one specialization and the control group would consist of all sections of another specialization. The two specializations were chosen to give approximately the same number of sections and students. The Biology students (actually Biology plus Geology) were chosen for the experimental group and the Mathematics students were chosen to be the control. Approximately 250 to 300 students divided into 8 sections formed the experimental group. Approximately 200-250 students divided into 7 sections formed the control group. 1 of the control sections was later dropped due to the impossibility of arranging the Post-test for the class.

#### 4.10. The Proficiency Measure

An English Language Proficiency Test was prepared to be used as a pre-test and post-test. This Test was composed of five sub-tests, all drawn from a proficiency test being developed by the Testing Project of the Center, and being administered to English majors, in all four years. This test was later analyzed for reliability and validity by Dr. Grant Henning. The five sub-tests which were given for the Pre-test were: (a) grammar, (b) Listening Recall, (c) Listening Multiple Choice, (d) Reading Comprehension, (e) dictation, and it became evident after giving the Pre-test that we were not going to have time or manpower to mark the dictations, so that sub-test was dropped from the Post-test and from the analysis presented here, leaving only the other four sub-tests occurring on both Pre-test and Post-test. Following is a brief description of each of the sub-tests used.

- a) Grammar--This consisted of 15 items concerning grammatical usage. A sentence was given with a blank in it and 4 multiple choice items were given for the students to choose from. The items used ranged from choice of appropriate tense forms to appropriate pronoun-case forms.
- b) Listening Recall--This consisted of a written passage of about 90 words, telling a very simple narrative story. 15 of the words were left out and blanks were left for the words. The words which were left out were content words and could not be easily retrieved from the story itself, although an understanding of the story would narrow the possible choices down. The students were instructed to read the passage silently. Then they were read the passage aloud two times, and told to fill in as many blanks as they could. They were given 1 minute to write after the first reading and 2 minutes after the second reading. They were told that any semantic equivalent was acceptable, so for example, if the blank was read as one week, the semantic equivalent of 7 days would have been accepted.

c) **Listening Multiple Choice**--This consisted of sentences which the students heard 2 times each and then chose an appropriate multiple choice answer or response to the cue sentence. Two examples parallel to those used in the sub-test will illustrate:

i. Cue (read 2 times at normal speed):  
Where are you and Ahmed going on Friday?

- a) We went to a film.
- b) We're going to Alexandria.
- c) I am going to Alexandria.
- d) We are going at 9:00.

ii. (Cue) The bus will arrive at half past twelve.

- a) The bus arrived at 12:30
- b) The bus will arrive at 11:30.
- c) The bus will arrive at 12:30.
- d) The bus won't arrive until 12:00.

d) **Reading Comprehension**--This consisted of three short passages for the students to read and then five questions on each passage for them to reply to. The questions were multiple choice. The students were given 5 minutes for each passage.

The total test was scored on the basis of 1 point for each correct response, making a total of 55 points for the total examination. It was the examiners' opinion that the time allowed for any given sub-test was not a problem. The same test was administered as the Pre-test and as the Post-test, with the exception of the dictation in the Pre-test which was deleted in the Post-test. All instructions were explained in both English and Arabic, and each of the sub-tests, except Listening Recall, had examples which provided the students illustrations of the tasks.

Dr. Grant Henning (1978) has done an analysis of the reliabilities and difficulty levels of the various sub-tests of the total ASUPE proficiency measure. The four sub-tests used in this pilot study were part of the longer ASUPE Exam. His analysis was based on results obtained from English majors at the Faculty. There seems to be no reason to think that his findings would be very different with respect to Science majors, especially in the first year. Using a Kuder-Richardson formula 20 test of reliability, Henning found the following computation of internal consistency reliability for each sub-test compared with the total test, where the higher the figure, the higher the reliability:

Listening Recall	.823
Grammar	.768
Reading Comprehension	.553
Listening Multiple Choice	.536

Thus according to this analysis, the LR sub-test is very reliable and the LMC is least reliable. Several other reliability measures reflected approximately the same state of affairs. LR tended to be reliable and RC and LMC less so.

As will be clear in the analysis section of this report there were many problems in matching Pre-test and Post-test scoring. First of all, there was a very large attrition rate in the Post-test, especially in the Control group, because the students had stopped attending classes during the last few weeks to begin preparing for their practical and Final Examinations, and the researchers were unaware of this until time to administer the Post-test. The attrition was lower in the Experimental classes because the teachers had leverage over the students in the form of the Final Examination, which would be different for the Experimental group and which we refused to announce or distribute until the last class period when they took the post-test. Even then we had less than one-half the total number of students of the total enrolled.

Another factor was the fact that students often come late at the beginning of the school year. Consequently, among those students who took the post-test, were several who had not taken the pre-test because they had not been present on the first official day of class. Thus when we tried to compare mean gain scores from pre-test to post-test, we found that our sample population was considerably reduced.

#### 4.20. Conditions of Test Administration:

The tests were administered under widely varying test conditions which, due to the nature of classes at the Faculty, could not be controlled. Tests sometimes had to start late and run overtime because the students had been held up in earlier lectures. In some cases students taking the tests became very anxious toward the end of the test because they were worried about being late for their next lectures. The class rooms in which the tests were administered varied widely as to quality. In some cases, the classrooms were large demonstration lecture halls with many students packed together. In all of the classrooms the acoustics were bothersome, both because the rooms themselves have no acoustic control, and because noise from outside is often overwhelming. This made administration of the listening tests especially difficult. Some special conditions affecting the Post-test of 2 experimental sections will be discussed in the analysis section.

Egyptian students suffer from severe examination anxiety, even when it is clear that the examination does not affect their marks. Thus there was often a tendency to cheat during the Pre-test, despite the best attempts of the test administrators to explain that the results were for experimental purposes and to prevent inordinate 'helping' between students. This was especially true in very large classes where students were of necessity crowded together.

We can only say that to the best of our knowledge both experiment and control groups suffered equally from all of these uncontrolled experimental variables.

#### 4.30. Student Affect Instruments.

In order to assess students attitudes towards their respective instructional programs a student questionnaire was administered just prior to the Post-Test. Two different forms were administered; the forms differed because there were some questions about the experimental materials that were not applicable to

the Control group, especially since the Control group's instruction was much less structured in terms of presentation than the Experimental group's presentation. Copies of the two Student Questionnaires are given in Appendix C.

### 5.9. Analysis and Discussion of Results

The analysis given below indicates that the strongest form of the research hypothesis was supported. The Experimental group showed greater gain in mean scores on all sub-test measures except the Grammar sub-test, an area in which they received absolutely no instruction. The gains were significantly different in the case of the Listening Recall measure, the most reliable of all of the sub-tests, and in the case of the Total of all sub-tests. These gains were obtained with an exceedingly short instructional program--12 instructional hours spread out over more than 20 weeks of time.

Students in the Experimental group showed a statistically significant higher evaluation of the usefulness and interest of their instructional program over the Control groups' evaluation of their instructional program as indicated by student responses to an anonymous questionnaire on student affect. Experimental group students showed a very much higher positive attitude toward English and their English course than did the Control group.

### 5.10. English Proficiency Test

The analysis of proficiency is obtained from a comparison of mean gain scores from Pre-test to Post-test. These scores were computed matching only students who took both the Pre-test and Post-test. The mean gain was calculated by subtracting the Pre-test score from the Post-test score for each individual on each sub-test and on the total. Since the mean gain scores were calculated separately for each individual in order to obtain the standard deviation for mean gains, the mean gain score shown in Table 2-A may differ slightly from a figure which would be obtained from subtracting the pre-test mean from the post-test mean of the totals for each sub-test.

The figures for each sub-test and the Total for all the sub-tests are shown in Table 2-A:

Mean Gain from Pre-test to Post-test, Comparing Only Those Subjects  
Who were Tested in Both Pre-test and Post-test

(N: Experimental = 121; Control = 48)

Test:	Group	Pre-test	Post-test	Mean Gain	s.d.	t.	Signif.
		Mean	Mean				
Listening Recall (LR) Total = 18	Exp	4.48	6.31	1.83	2.73	6.78	.0005
	Cont	5.76	4.08	-1.58	3.44		
Listening Multiple Choice (LMC) Total = 10	Exp	2.68	2.70	.02	2.08	1.25	ns
	Cont	3.31	2.90	-.42	2.01		
Reading Comprehension (RC) Total = 18	Exp	2.96	4.30	1.33	2.38	1.22	ns
	Cont	3.19	3.98	.79	3.07		
Grammar (GR) Total = 18	Exp	4.32	5.34	1.07	2.51	.32*	ns
	Cont	3.94	5.15	1.21	2.74		
TOTAL of all Sub-tests Total = 58	Exp	14.46	18.79	4.26	5.06	4.52	.0005
	Cont	16.10	16.10	.04	6.39		

\* (-) value indicates in favor of Control Group

Table 2-A

Table 2-A shows the Experimental group exceeding the Control group in all sub-tests and Total, except for the Grammar sub-test, where the Control group exceeds the Experimental group. However, none of the figures were statistically significant, except for the Listening Recall sub-test and the Total, where the Experimental group shows mean gains significantly higher than the Control group at a .0005 level of confidence.

There are several things worth commenting on in these figures. First of all, with the exception of the Grammar sub-test, the Control group showed higher initial mean scores on the Pre-test than the Experimental group. These means are compared in Table 2-B.

Comparison of Pre-test Means

Test:	Group	Pre-test Mean	s.d.	t.	Signif.
Listening Recall	Exp	4.48	(2.61)	2.52*	.01
	Cont	5.76	(3.73)		
Listening Multiple Choice	Exp	2.68	(1.50)	-1.85*	.05
	Cont	3.31	(1.40)		
Reading Comp.	Exp	2.96	(1.86)	-1.71*	na
	Cont	3.19	(1.99)		
Grammar	Exp	4.32	(2.16)	1.05	na
	Cont	3.94	(1.98)		
Total	Exp	14.46	(4.81)	-1.82*	.05
	Cont	16.10	(6.29)		

\* (-) Value indicates in favor on Control group

Table 2-B

According to this data, the Control group showed an initial higher achievement level than the Experimental group, which the Experimental group overcame in the 12 instructional hours to the point of exceeding the Control group on all sub-tests except Grammar.

This overall higher language proficiency of the control group is further confirmed by an analysis of all Pre-test results without reference to the matching of Pre-test and Post-test. This is shown in Table 3.

Comparison of All Pre-Test Means

(N: Experimental = 183; control = 207)

Test:	Group	Pre-test Mean	S.d.	t.	Signif.
LR	Exp	4.88	(2.77)	1.79	.05
	Cont	4.32	(3.33)		
LMC	Exp	2.79	(1.56)	-2.81*	.005
	Cont	3.21	(1.39)		
RC	EXP	2.78	(1.86)	-3.57*	.0005
	Cont	3.21	(1.99)		
Gr.	Exp	4.37	(2.26)	-1.26*	na
	Cont	4.43	(2.18)		
Total	Exp	14.78	(5.03)	-1.20*	na
	Cont	15.43	(5.59)		

\* (-) Value indicates in favor of Control

Table 3

There are two differences in these two different comparisons of Pre-test proficiency. In the matched comparison, the Control group exceeded the Experimental in the Listening Recall sub-test, while in the comparison of the large non-matched Pre-test scores on LR, the Experimental group appears superior. The situation is reversed with the Grammar sub-test, but the differences aren't statistically significant.

The second major point of interest in looking at the results displayed in table 2-A is in the two measures of listening proficiency. In the Listening Multiple Choice sub-test, the Control group shows a loss from Pre-test to Post-test, but the differences in the changes between the Experimental group Post-test are not statistically significant. Since, as we have noted earlier, the LMC sub-test is not very reliable with lower proficiency learners, this is not terribly important. However, the loss in the Listening Recall sub-test mean for the Control group is dramatic and highly significant statistically. When the scores for this sub-test are examined by class and by teacher, it can be seen that this loss has to be attributed to two classes taught by the same teacher. For our experimental purposes it happens that the majority of the matched scores for the Pre-test, Post-test comparison are drawn from these two classes (Classes 1 and 2 in Table 4-B below). Thus the proficiency scores are dominated by these two classes.

It is not clear why this loss in score should have been so sharp. There are several possible explanations, but the answer is not very clear. It might be attributed to testing conditions. However, in this particular case, the same researcher was in the class during both Pre-test and Post-test administration, and there was no observable difference in the testing conditions. The total numbers were approximately the same in both testing periods and there was sufficient time in both testing periods. Another possible explanation for the difference might be attributed to student affect--the students in these two classes did not take the testing very seriously. However, since they showed overall gains in both the Grammar and the Reading Comprehension sub-tests and in the case of Class 1, a highly significant gain in the Grammar sub-test, then this explanation doesn't seem very likely. We might note that both of these classes also showed a loss in the other listening measure, the Listening Multiple choice sub-test, in both cases at a significance level of .10. This might lead us to conclude that there was in fact a real loss in listening proficiency in these two classes. If this were true, it might well have come about if the teacher of the two classes taught the class almost completely in Arabic and the students simply did not hear English for the whole year, and their listening proficiency slipped.

We might note, however, that even if we were to assume no loss in the Listening Recall Mean, i.e. that there was a mean gain of 0.00 for the Control group rather than a negative figure, and we assumed a standard deviation equivalent to the Experimental group, the Experimental group would still have shown a significantly higher mean gain on the Listening Recall sub-test, namely a mean gain of 1.83, a  $t$  value of 3.92, and  $p < .0005$ .

Experimental Group  
Pre-Test and Post-Test Comparisons by Teacher and Class

N=121

Class/Teacher	GR			LR			LXC			RC			TOTAL		
	PRE	POST	CHNG	PRE	POST	CHNG	PRE	POST	CHNG	PRE	POST	CHNG	PRE	POST	CHNG
1. C <sub>1</sub> T <sub>1</sub> Mean N=14 (sd) t; p<(x)	3.71 (2.43)	6.00 (2.18)	2.29 (2.97)	3.43 (1.65)	7.36 (2.68)	3.93 (2.56)	2.50 (1.16)	2.71 (1.20)	.21 (1.63)	3.07 (2.43)	4.43 (1.65)	1.36 (2.10)	12.71 (3.34)	20.50 (5.30)	7.79 (5.15)
	2.62 (.01)			4.67 (.0005)			.471 (Ø)			1.73 (.050)			4.65 (.0005)		
2. C <sub>2</sub> T <sub>1</sub> Mean N=17 (sd) t; p<(x)	4.82 (2.60)	5.47 (2.50)	.65 (2.26)	4.18 (1.70)	6.59 (2.83)	2.41 (2.00)	2.12 (1.11)	3.06 (1.75)	.94 (2.14)	3.00 (2.74)	4.41 (1.84)	1.41 (3.28)	13.53 (4.61)	19.88 (6.00)	5.41 (4.76)
	.734 (Ø)			3.00 (.005)			1.87 (.05)			1.76 (.05)			3.46 (.005)		
3. C <sub>3</sub> T <sub>1</sub> Mean N=20 (sd) t; p<(x)	3.85 (1.98)	5.65 (1.90)	1.80 (1.64)	2.75 (2.24)	6.15 (2.83)	3.40 (2.11)	2.35 (1.60)	2.70 (1.45)	.35 (2.28)	2.00 (1.26)	4.05 (1.47)	2.05 (2.04)	10.95 (4.89)	18.55 (5.08)	7.60 (4.06)
	2.933 (.005)			4.213 (.0005)			.724 (Ø)			4.735 (.0005)			4.82 (.0005)		
4. C <sub>4</sub> T <sub>1</sub> Mean N=16 (sd) t; p<(x)	3.56 (1.67)	5.06 (1.95)	1.50 (2.28)	3.81 (2.10)	5.50 (2.88)	1.69 (2.50)	3.44 (2.00)	2.81 (1.72)	-.63 (2.22)	3.50 (1.37)	4.50 (1.21)	1.00 (1.63)	14.31 (4.14)	17.88 (5.57)	3.56 (5.00)
	2.33 (.025)			1.89 (.05)			-.955 (Ø)			2.188 (.025)			2.057 (.025)		
5. C <sub>5</sub> T <sub>2</sub> Mean N=15 (sd) t; p<(x)	4.60 (1.96)	5.27 (2.81)	.67 (2.13)	4.33 (2.16)	5.60 (1.72)	-1.27 (2.09)	2.73 (1.33)	2.80 (.94)	.07 (1.75)	3.33 (1.50)	4.53 (1.55)	1.20 (1.93)	15.00 (4.61)	18.20 (4.16)	3.20 (3.51)
	.757 (Ø)			1.781 (.05)			.166 (Ø)			2.154 (.025)			1.995 (.05)		
6. C <sub>6</sub> T <sub>2</sub> Mean N=19 (sd) t; p<(x)	5.21 (1.81)	5.47 (2.34)	.26 (2.83)	5.11 (2.35)	6.47 (2.29)	1.37 (2.43)	2.26 (1.15)	2.42 (1.35)	.16 (1.95)	3.37 (1.46)	4.79 (1.99)	1.42 (2.52)	15.84 (3.59)	19.16 (5.18)	3.32 (5.22)
	.383 (Ø)			1.806 (.05)			.393 (Ø)			2.507 (.01)			2.296 (.025)		
7. C <sub>7</sub> T <sub>3</sub> Mean N=11 (sd) t; p<(x)	4.73 (2.20)	4.55 (1.97)	-.18 (2.79)	6.00 (1.90)	6.55 (2.38)	.55 (2.73)	3.18 (1.66)	2.82 (1.40)	-.36 (2.34)	2.18 (1.83)	3.55 (1.69)	1.36 (2.66)	16.09 (4.01)	17.45 (3.53)	1.36 (6.86)
	-.202 (Ø)			.598 (Ø)			-.549 (Ø)			1.89 (.05)			.844 (Ø)		
8. C <sub>8</sub> T <sub>3</sub> Mean N=9 (sd) t; p<(x)	3.89 (2.67)	5.33 (1.73)	1.44 (2.51)	8.78 (3.38)	6.56 (2.88)	2.22 (2.22)	3.56 (1.42)	2.11 (.93)	-1.44 (1.74)	3.33 (1.58)	3.56 (1.88)	.22 (2.49)	19.56 (5.88)	17.56 (3.13)	-2.00 (3.24)
	1.357 (.10)			-1.499 (.10)			-2.56 (.025)			-.280 (Ø)			.900 (Ø)		

TABLE 4-A

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CONTROL GROUP

Pre-test and Post-test Comparison by Teacher and Class

CLASS/TEACHER	GR			LR			LMC			RC			TOTAL		
	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN	PRE	POST	GAIN
1. C <sub>1</sub> T <sub>1</sub> Mean N=14 (sd) t;p<(x)	3.36 (1.15)	5.21 (1.72)	1.86 (2.03)	6.57 (2.87)	2.14 (2.32)	-4.43 (2.98)	3.21 (1.25)	2.57 (1.16)	-.64 (1.98)	3.00 (2.04)	3.71 (1.90)	.71 (2.61)	16.14 (3.08)	13.64 (5.14)	-2.50 (5.60)
		3.34	(.005)		-4.814	(.0005)		-1.404	(.10)		.984	(Ø)		-1.56	(.10)
2. O <sub>2</sub> T <sub>1</sub> Mean N=15 (sd) t;p<(x)	4.60 (2.50)	5.67 (2.47)	1.07 (2.78)	8.27 (3.61)	5.93 (3.35)	-2.33 (2.85)	3.67 (1.68)	2.87 (1.51)	-.80 (2.73)	4.13 (2.10)	4.80 (2.21)	.67 (3.56)	20.57 (7.34)	19.27 (6.10)	-1.40 (7.18)
		1.179	(Ø)		-1.84	(.05)		-1.371	(.10)		.851	(Ø)		-.527	(Ø)
3. C <sub>3</sub> T <sub>2</sub> Mean N=10 (sd) t;p<(x)	3.50 (2.37)	3.00 (1.83)	-.50 (3.06)	2.09 (1.81)	3.00 (1.41)	1.00 (2.00)	2.90 (1.29)	3.30 (1.06)	.40 (.97)	2.60 (1.96)	2.90 (1.91)	.30 (3.53)	11.00 (5.46)	12.20 (3.03)	1.20 (6.43)
			-.520 (Ø)		1.254	(Ø)		.757	(Ø)		.346	(Ø)		.607	(Ø)
4. C <sub>4</sub> T <sub>3</sub> Mean N=4 (sd) t;p<(x)	5.00 (1.41)	5.50 (3.87)	.50 (4.51)	1.50 (.58)	3.75 (1.50)	2.25 (1.71)	2.25 (.36)	2.75 (1.71)	.50 (1.73)	2.50 (1.29)	3.25 (1.89)	.75 (1.50)	11.25 (2.75)	14.75 (4.99)	3.50 (3.70)
		2.42	(Ø)		2.798	(0.025)		.509	(Ø)		.655	(Ø)		1.228	(Ø)
5. C <sub>5</sub> T <sub>4</sub> Mean N=4 (sd) t;p<(x)	3.50 (1.29)	7.75 (1.26)	4.25 (1.26)	6.75 (.96)	6.25 (.96)	-.05 (.59)	4.25 (.96)	3.25 (.96)	-1.00 (.82)	2.50 (1.73)	5.00 (2.71)	2.50 (3.70)	17.00 (2.45)	22.50 (4.50)	5.25 (2.87)
		4.71	(.005)		-.736	(Ø)		-1.473	(Ø)		1.555	(.10)		2.146	(.005)
6. C <sub>6</sub> T <sub>4</sub> Mean N=1 (sd) t;p<(x)	4	6	2	3.01	7.00	4.00	4.00	3.00	-1.0	3.00	5.00	2.00	14.00	21.00	7
		NA			NA			NA			NA			NA	

TABLE 4-B

When we look at the performance of the Experimental group broken down by classes and teachers, we also note several things worth mentioning. These breakdowns are shown in Table 4-A.

Classes 7 and 8, both taught by Teacher 3, show a pattern of mean losses between Pre-test and Post-test; Class 7 shows a loss in both Grammar and Listening Multiple Choice, and Class 8 losses in Listening Recall and LMC. And Class 8 shows a Total loss of 2.00; Class 7 shows a Total gain of only 1.36, much lower than the other classes, Classes 1--6.

The performance of Classes 7 and 8 is almost certainly attributable to testing conditions. Teacher 3 had fallen behind in the teaching schedule due to illness, and had to teach two lessons on the same day the Post-test was administered. So when the students came to the Post-test, they were already weary from two very intensive hours of instruction. Furthermore, there was a local football match being played that afternoon and all of the men in the classes wanted to leave to attend the match. It took considerable powers of persuasion on the part of Teacher 3 to keep them for the Post-test. We continued on the Post-test under these conditions only because we did not think we would be able to coax significant numbers back on another day for the Post-test, as the students all considered the instructional year finished.

Another thing of interest in Table 4-A is the amount of variance shown between teachers. Teacher 1's classes exceed the others in almost all sub-tests and Teacher 1's lowest Total Gain is higher than the to other teachers' highest Total Gain score. This variance is surprising because of the high degree of uniformity in the lessons themselves, since they were taught using identical materials, and the tape recorder provided at least 75% of the instructional time for all of the classes. This variance by teacher is something which we will need to look into more carefully since we have predicted that variation from teacher to teacher will be minimized with this type of instruction.

In conclusion as indicated in 5.0 above, we can say that the research hypothesis concerning language proficiency has been borne out by the analysis of Pre-test and Post-test Proficiency measures. The Experimental group showed greater gain in means between Pre-test and Post-test on all measures except the Grammar sub-test, an area in which they received absolutely no instruction. The gains were statistically significant in the case of the Listening Recall measure, the most reliable of all of the sub-tests used, and the Total gain of all sub-tests was statistically significant. These gains were obtained with an exceedingly short instructional program--only 12 instructional hours, spread over more than 20 weeks of time.

However, it is necessary to sound cautionary notes. There were a number of uncontrolled (and uncontrollable!) variables, including a very small number in the Control group matched comparison, many variables of testing conditions, instructional programs and teachers. The amazing thing is that any differences appeared at all, given such a short instructional program.

## 5.20 Student Affect

As mentioned earlier, all students were given a student questionnaire to complete the day of the Post-test. The two questionnaires are provided in Appendix C. Students were asked a number of questions about what they thought about various aspects of the English courses. In several cases more than one question was used to elicit essentially the same information.

First of all students were asked to rate their respective courses with respect to how useful the content of the course was and how interesting they found it. The questions about the Experimental materials were more specifically broken down by units, since the approach and content of the different units differed. These questions of course are not applicable to the Control group. They were asked only about the reading selections used. The students responded on a 5 point scale, where 1 indicated a negative and a 5 a positive, with 2,3,4, scaling between these extremes. The results of their evaluations are displayed in Table 5-A.

Student Evaluation of English Instructional Materials  
(N: Experimental = 144; Control = 86)

	Exp Mean (s.d.)	Control Mean (s.d.)	t	signif.
1. Unit 1--Useful?	3.62 (1.33)	NA		
2. --Interesting?	3.62 (1.16)	NA		
3. Unit 2 (Ecology)- Useful?	4.41 (.91)	NA		
4. -- Interesting?	4.13 (1.10)	NA		
5. Unit 3 (The Cell)--Useful?	4.41 (.97)	NA		
6. --Interesting?	4.10 (.98)	NA		
7. Overall Listening--Useful?	3.06 (1.52)	NA		
8. --Interesting?	3.18 (1.50)	NA		
9. Overall Reading--Useful?	3.96 (1.15)	3.65 (1.03)	2.05	.025
10. --Interesting?	3.74 (1.19)	3.67 (.94)	.465	n.s.

Table 5-A

It is clear that the Experimental group rated Units 2 and 3 more useful and interesting than Unit 1, and that they rated the Reading parts of their lessons higher than the Listening; this of course reflects their perceptions of their real needs in terms of use at the faculty, both in their classes and in the Final Examination, which we have already mentioned. The students in the Experimental group rated the reading portions of their lessons statistically higher than the Control group rated their materials at a confidence level of .025. They rated the materials more interesting, but the difference is not statistically significant.

There is one other comparison in this table which should be pointed out. Questions 7/8 and 9/10 were intended mainly to get a comparison of the Experimental group's attitudes about the two modalities of listening and reading. Thus the comparisons between Experimental and Control groups in questions 9/10 are not as revealing as they might otherwise be, since the Experimental group was asked specifically to rate Reading versus Listening in the overall instructional program. A fairer comparison for the Experimental group would be to make the comparison of the Control group's evaluation of their reading program--which was essentially their complete program--with the Experimental group's evaluation of Units 2 and 3--the units which most clearly paralleled the content presented to the Control group, i.e., expository material of a scientific nature. When we look at the comparisons in this light, the Experimental materials fare even better than they did in questions 9/10 of Table 5-A. This comparison is given in Table 5-B.

	Means	t	signif.
Exp. Unit 2 (Ecology)--Useful?	4.41 (.91)	5.83	.0005
Control Reading--Useful?	3.65 (1.03)		
Exp. Unit 2--Interesting?	4.13 (1.10)	3.23	.005
Control Reading-- Interesting?	3.74 (1.19)		
Exp. Unit (The Cell)--Useful?	4.41 (.97)	5.61	.0005
Control Reading--Useful?	3.65 (1.03)		
Exp. Unit 3--Interesting?	4.10 (.99)	3.24	.005
Control Reading--Interesting?	3.74 (1.19)		

Table 5-B

In this comparison, it is clear that the Experimental group gave a much higher evaluation of comparable materials than the Control group did. The differences are sharp and statistically significant at very high levels of confidence.

The student affect questionnaires asked two questions of both groups trying to get at their attitudes towards the study of English and indirectly at their attitudes toward their respective programs of instruction. These questions are given in Table 6, with the respective percentages of students choosing a given answer.

Student's Attitudes Towards English

	Exp.	Cont.
A. Should science students at the Faculty of Education be required to study English?		
Yes:	74.8%	67.1%
No :	25.2%	32.9%
B. What is your opinion about the study of English at the Faculty?		
a) strong positive (Wish we'd had more)	17.4%	7.2%
b) medium positive (Liked it; glad we studied it)	36.2%	20.5%
c) medium (Like it, but need time for other courses)	43.5%	65.1%
d) medium negative (We don't need it)	2.2%	1.2%
e) strong negative (Don't like it; don't need it)	.7%	6.0%
	53.6%	27.7%
	2.9%	7.2%

Table 6

Both Questions A and B in table 6 indicate that science students at the Faculty of Education have a fairly positive attitude toward the study of English. More than 90% of the responses in B indicate a medium to positive attitude.

Both of these questions also reveal that the students in the Experimental program had a more positive attitude than those in the Control group. This is indicated in question A by some 7 percentage points higher Yes responses to the question. It is indicated in question B by the combined positive total of 53.6% for the experimental group versus 27.7% for the Control group, as well as the higher percentages on both of the individual positive response items (a) and (b).

It is also indicated by the much lower negative responses by the experimental group--a total of 2.9% for the Experimental group versus 7.2% for the Control group.

In another question the students were asked to rate the difficulty of the materials used in the courses. Table 7 compares the responses.

Students Evaluation of Difficulty of Materials

	Exp	Cont
Difficulty of Materials: too easy:	5.5%	1.26%
just right:	88.8%	72.1%
too difficult:	5.5%	26.7%

Table 7

Interestingly enough, most of the students of both groups found the level of difficulty of the materials just right. It is the opinion of most of the teachers that the reading material was too difficult in both courses. However, Egyptian students are used to coping with difficulty, so perhaps they think this is the only way.

It is significant that much larger percentages of the Control group indicated that they found their materials too difficult -- 26.7% for the Control versus 5.5% for the Experimental group. It may be that there a great difference in the difficulty of the materials presented and that the Experimental group's higher affective evaluations cited earlier were at least in part conditioned by this factor.

One final note about student attitudes that both the researchers and the teachers in the Experimental classes found both surprising and pleasing. One question on the Experimental group's questionnaire asked about students' attitudes about having a course taught with intensive use of a tape recorder. Given the fact that the acoustic qualities of the classrooms was so bad, and that the tape recorder used was not really powerful enough, we all expected the students to express a very negative attitude about the use of the tape recorder. Yet this did not happen. Their responses are displayed in Table 8.

Would you recommend this Special Course taught using a tape recorder to a first year student next year?	Yes:	63.8%
	No :	36.2%

Table 8

While we would have preferred a much higher evaluation on such a question, given all of the attendant problems, we considered this high a rating phenomenal.

#### 6.0. Overall Conclusions and Recommendations

The analysis in sections 5 reveals that the strongest form of the objectives were attained, viz., students using the experimental materials showed statistically significant greater gains in language proficiency as measured by an independent language proficiency test than students not using the materials; both groups received approximately the same amount of instruction in English. Furthermore, the students using the experimental materials showed a much higher positive attitude toward their instructional program than students in the non-experimental group.

The conclusion to be drawn from this is that it is both possible and desirable to teach English in the classroom setting obtaining at the Faculty of Education by means of the methodology and materials described herein--that is, lesson materials taught via a cassette tape recorder combined with accompanying written student materials, supervised by a regular teacher. The fact that it is possible means that potentially a carefully structured curriculum using native or near-native voices on the tapes could be taught effectively by relatively non-fluent teachers.

The success of this pilot program teaching ESP materials at the Faculty of Education suggests several immediate follow-up research and development projects, including:

1. The materials used during the pilot program should be revised according to the feedback received from the teachers and students, and the materials should be finalized into a complete, replicable package.
2. Materials should be developed for the next level of English for Biology at the Faculty, namely for the second year, drawing on the experience gained during the pilot program.
3. Development should begin on English materials for the other science specializations, utilizing wherever possible materials which could be used in common for all the different specializations, but also developing materials with specialized content for the individual specializations (this was one of the things which students indicated as a very important factor in the English materials they would like to study). Positive student affect in the science sections is clearly related to students using English materials reflecting the specializations.
4. Research should be carried on concerning a number of important language teaching questions which grow out of these experimental materials and their underlying methodology. Some of the most obvious of these questions are:
  - a. Can similar materials be used effectively with English language specialists at the Faculty, perhaps especially for remediation in the early years?
  - b. How would materials taught via a tape recorder and teacher compare in proficiency and affect with the same materials taught live voice by a highly fluent teacher? If there was little difference, then there would be obvious ramifications for language teaching in circumstances where fluent teachers are in short supply.
  - c. Could such materials as those described here be used in pre-university level English classes, where there is a far greater press on teacher resources?
  - d. How would such materials, but perhaps at a more advanced content level, work in other faculties such as Medicine or Engineering where student motivation for learning may be much higher?

A longer list of potentially useful and interesting research possibilities are given in Appendix A.

## 7.0. Selected References

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## APPENDIX A

Possible Research Projects Related to the ESP Research and Development Project of the Center for Developing English Language Teaching, Faculty of Education, Ain Shams University, Cairo, Egypt.

1. Experimental studies comparing and contrasting various types of decoding responses (e.g. the 1977-1978 pilot study compared variables (b) and (d) )  
Two or more of the following variables (examples only) could be compared:
  - a. listening and visual (reading; symbols; numbers; shapes; pictures; etc.) cues with spoken responses but no required written responses
  - b. same cues as in (a) , only with orthographic (English words and sentences) responses, and no oral responses required.
  - c. listening and visual cues (as in (a)) with no orthographic written responses, only non-orthographic written responses such as checking the right word or sentence or figure; no oral response required
  - d. listening and visual cues (as in (a)) with both spoken and written responses required (the more traditional approach used, though emphasis is reading/writing).
  - e. aural and visual cues (as (a)) with specific types of written responses; e.g. variations combining or comparing copying vs. cloze vs. dictation vs. note-taking vs. choosing among items and copying (rather than copying one given written item in response) vs. note-taking vs. summarizing vs. free('er') writing, etc...(also the time and intensity (= distribution of time), as mentioned in (4) is another variable which may affect the value or effect of these variables)
2. Types of Cues Used to Elicit Desired Responses: Experimental Studies comparing 2 or more of the following variables, and requiring a non-verbal response (the constant).
  - a. Listening and visual (reading emphasis but including numbers, pictures, symbols, etc.) cues
  - b. Visual cues without listening cues
  - c. Listening cues without visual (minimally without reading) cues
3. The effect on particular language skills of comparing two or more of the above variables (in (1) or (2)) or related variables.
  - a. E.g. what is the specific effect on reading ability of 2a. compared to 2b? If a student can learn to read just as well or even better in a course in which he also excels in listening comprehension (and does as well or better in writing and speaking) than in the traditional course which focuses on reading and writing only, then such results would argue that the experimental curriculum would be more profitable for the student's learning.
  - b. Similarly a study should be done to test transfer effects on students' speaking ability when learning through a decoding-based approach to language learning vs. learning through the Ain Shams 'traditional' approach.
  - c. Also one or more studies (also one or more in (ab) , depending on variables looked at) should be done on writing ability when learning through the decoding-based approach vs. the 'traditional' one.
4. With respect to all the variables (selecting among them; eg 1b vs 1d), there is a need to examine variations in both intensity (how much at one time; i.e. distribution of hours; e.g. one hour a week of English for non-English majors at the Faculty of Education, Ain Shams, while 2 hours a week for some of the other faculties) and total time spent in learning through a decoding-based approach to English language learning. Teacher-training workshops, Secondary and Preparatory schools, and other faculties provide possible future experimental areas for determining the effect of a more intensive English language program with a decoding approach.
5. Sequencing (and again time and intensity) variables; e.g. copying given words, followed by cloze choices, followed by cloze, followed by dictation , etc., vs. alternatives (varied sequencing; no sequencing; emphasis on one type(e.g. cloze), etc.).
6. Experimentation at different levels (age and interest levels); e.g. Prep; Secondary; different faculties where motivation differs, such as Medicine and Engineering
7. Use of such materials in group or individual remediation (supplement to class)
8. A comparison of a fluent teacher with a non-fluent teacher using the materials; (cont'd)

8. (cont'd)

A 4-way comparison would be interesting ( or two 2-way comparison studies); the 4-way would contrast several fluent Teachers (Ts) using taped materials; several fluent Ts using the lessons with live voices (not taped); several non-fluent Ts using the lessons with the accompanying tapes; and several non-fluent Ts using the lessons viva-voce (without tapes). The uses of tapes has both positive and negative advantages as discovered in the 1977-1978 project.

9. A needs assessment should be developed to determine real student needs , as opposed to perceived (by professors, etc.) students' needs at different levels. that is, not only which skills are the students weak in, but which skills do they need for current and future work, depending on their goals, their major, their level and/or type of school, etc?

**APPENDIX B**

**(SAMPLE EXPERIMENTAL MATERIALS)**

1. Unit 1, Lesson 3: Teacher's Manual, pages 15-20  
Student Worksheets, pages 8-10
2. Unit 2, Lesson 2: Teacher's Manual, pages 35-37  
Student Worksheets, pages 25-29
3. Unit 2, Lesson 5: UNIT TEST, Worksheet pages 38-40

LISTEN AND READ--STEPS TO ENGLISH  
Unit 1, Lesson 3

TEACHERS' MANUAL

- Objectives:
- review major objectives from Lesson 2
  - practice in using the comparative and superlative with common measurement adjectives
  - introduction to vocabulary relating to subtraction and addition, and practice in problem solving with numbers
  - review of contrasting number pairs with -ty, -teen endings, e.g.: fifty-fifteen

- Materials:
- STUDENT WORKSHEETS, pages 9, 10, 11. (11 is the Lesson Test)
  - Homework Before Unit 1, Lesson 4. (WORKSHEETS page 12)
  - cassette tape with the recorded lesson

Instructions to the Teacher:

- Collect the Homework Before Lesson 3 (the Homework sheet given out at the end of Lesson 2). Explain to the students that you will look it over and record whether or not they did the homework.
- Distribute the HOMEWORK BEFORE LESSON 4 (Worksheet page 12).
- Copy Steps 1 through 8 from the STUDENT WORKSHEETS on the chalkboard.
- Distribute STUDENT WORKSHEETS pages 9, 10, 11. WORKSHEET page 11 is the Test over Lesson 3.
- Turn on the tape recorder and follow the instructions there. **NOTE:** You may find it occasionally necessary to explain something in Arabic; simply stop the recorder and explain if the students look confused. Also feel free to write any of the words in English on the board if the students seem confused. **VISUAL CUES ARE IMPORTANT.** Similarly always be sure to point to the example on the Chalkboard when the recorder is describing it.
- At the end of the lesson proper, the tape will instruct the students to turn to the page with the Test on it. Make sure all of the students have turned to the correct page and written their names before proceeding with the test. During the Test, **PLEASE DO NOT HELP THE STUDENTS NOR LET THEM HELP EACH OTHER. DO NOT REPEAT ANY PART OF THE TEST, EXCEPT UNDER EXTREME CONDITIONS OF NOISE.**
- Collect the Test.

Script:

Hello everyone. This is Listen and Read--Steps to English, a special English course produced by the Center for Developing English Language Teaching at the Faculty of Education of Ain Shams University. This is Unit 1, Lesson 3.

Everybody, look at Step 1.

Step 1.    lamp, bed, lamb, body, bird

words:

1st \_\_\_\_\_  
2nd \_\_\_\_\_  
3rd \_\_\_\_\_  
4th \_\_\_\_\_  
5th \_\_\_\_\_

Unit 1, Lesson 3/ TEACHERS' MANUAL

Here are five words: lamp, bed, lamb, body, bird. Teacher, which word should be first alphabetically? Point to it...That's right. It should be bad because the first letter b comes before l in the alphabet, and the second letter a before the l in bird and the o in body. Teacher, write the word bad in the first space. ... Good.

Now students, on your Worksheets at Step 1. Write the word bad in the first space. ... Good.  
Now students, which word should come 2nd alphabetically? Write it in the 2nd space. ...

Teacher, you do it. That's right it should be bird.

Now students, which words should come 3rd, 4th and fifth? Write them in the spaces. ...

Now, teacher, you do it...That's right. Body should be 3rd because o comes after a and i, the 2nd letters in the other two words beginning with b. Lamb should be 4th and lamp should come fifth, because p comes later than b in the alphabet. The first three letters l, a, and m are the same in both words: lamp and lamb, so it was necessary to look at the 4th letter to know which word would be listed first in a dictionary.

Step 2.

Step 2.      lines:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Everybody, look at the lines in Step 2 on the chalkboard. Teacher, point to lines 1, 2, and 3 as I describe them. Teacher, point to line 1. It is a short line. It is the shortest line here because it is shorter than lines 2 and 3. Teacher, point to line 2. Line 2 is a long line. It is the longest line because it is longer than lines 1 and 3.

Now, students, look at Step 3 on the chalkboard.

Step 3.      lines:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

questions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Teacher, which line is the longest? Write the number of the longest line in the space beside the letter a...That's right. It is line number 3.

Now students, on your worksheets. Which line is the shortest? Write the number in the space beside b..

Teacher, you write the number of the shortest line in the space beside b...That's right. The shortest line is line 1.

Students, write the number of the line that is longer than 1 but shorter than 2 beside the letter c....

Teacher, you do it. ...That's right. Line 2 is longer than line 1 but shorter than line 4.

--continued on page 17--

Step 3 (continued)

Now students, which line is shorter than line 2 but longer than line 1? Write the number in the space beside d. ...

Teacher, you do it...That's right. The answer is line 4. Line 4 is shorter than line 2 but longer than line 1.

Now, everybody, look at Step 4 on the chalkboard.

Step 4.three men.

Here you see three men. Teacher point to the men as I describe them. Teacher, point to the first man. He is the shortest man. Point to the second man. He is the tallest man. He is taller than both the first and third man. Now teacher, which man is the shortest? Write the answer in the space beside a... That's right the first man is the shortest.

Students, at Step 4 on your worksheets. Which man is the tallest? Write the answer beside b....

Teacher, you do it. ... That's right. The 2nd man is the tallest man.

Students, is the 2nd man taller than the 1st? Write yes or no in the space beside c....

Teacher, you do it...That's right. The answer is yes; the second man is taller than the first.

Students, is the 3rd man shorter than the 1st man? Write yes or no in the space beside d. ...

Teacher, you do it...That's right. The answer is no. The 3rd man is not shorter than the 1st.

Now students, look again at Step 4 on the chalkboard. The 1st man is very fat. He is fatter than the 2nd or the 3rd man. The 3rd man is thin. He is the thinnest. Teacher, which man is the fattest? Write the answer beside the letter e...That's right, the 1st man is the fattest.

Students, which man is thinner than the 3rd man? Write the answer beside f on your worksheets. ...

Teacher, you do it. ... That's right. The 2nd man is thinner than the 3rd man.

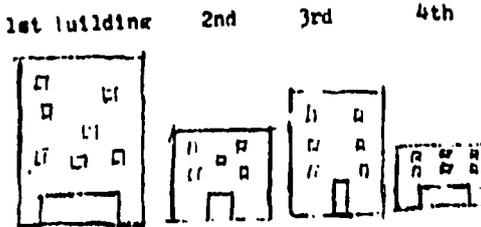
Students, which man is both the thinnest and the tallest? Write the answer beside g on your worksheets. ...

Teacher, you do it. That's right. The 2nd man is both the thinnest and the tallest man.

Now, students, look at Step 5 on the chalkboard.

Step 5.

four buildings--each has one door



questions

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

Step 6.

questions

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Here we have 4 buildings. Teacher, you point to the buildings as I describe them. The first building is a high building. The second building is lower than the 1st building, but it is not the lowest. The lowest building is the 4th one. The third building is lower than the 1st but higher than the other two buildings.

Now, teacher, which building is higher than the 4th building but lower than the others? Write the answer beside a...That's right. The 2nd building is higher than the 4th building but lower than the others.

Students, at Step 5 on your worksheets. Copy the teachers answer. Write 2nd beside the letter a.... Now students, which building is the highest? Write the answer beside b. ...

Teacher, you do it. ... That's right. The 1st building is the highest.

Students, which building is the lowest? Write the answer beside c. ...

Teacher, you do it...That's right. The 4th building is the lowest.

Students, which building is lower than the 1st building but higher than the others? Write the answer beside d. ...

Teacher, you do it...That's right. The 3rd building is lower than the 1st building but higher than the others.

Students, look again at Step 5 on the chalkboard. Teacher, which building is next to highest? Write the answer beside e...That's right. The 3rd building is next to highest because it is higher than the 2nd or the 4th building.

Now students, at your Worksheets at Step 5. Which building is next to lowest? Write the answer beside f. ...

Teacher, you do it. ... That's right. The 2nd building is next to lowest. It is higher than the 4th building but lower than the others.

Now students, at Step 6. We will still look at the buildings in Step 5, but we will answer at Step 6.

Teacher, at Step 5. Point to the doors in the buildings. Point to the door in the 1st building. This door is very wide. It is the widest door. Teacher point to the door in the 2nd building. This door is narrower than the door in the first building, but wider than the door in the 3rd building. The door in the 3rd building is the narrowest door. The door in the 4th building is the wider than the one in the 3rd, but narrower than the one in the first.

--Step 6 continued on page 19--

Step 6 (continued)

Teacher, which door is the narrowest? Write the answer beside a in Step 6. That's right. The 3rd door is the narrowest. It is the most narrow & r.

Students, at Step 6 in your worksheets, write 3rd beside a on your worksheets.

Now students, which door is the widest? Write the answer beside b in Step 6....

Teacher, you do it....That's right. The first door is the widest. It is the most wide.

Students, which door is wider than the 3rd but narrower than the 4th? Write the answer beside c. ...

Teacher, you do it. ... That's right. The 2nd door is wider than the 3rd but narrower than the 4th. It is less narrow than the 4th.

Students look at Step 7 on the chalkboard.

<u>Step 7.</u>	<u>questions:</u>	<u>Step 8.</u>	<u>questions:</u>
a. 13 -- 30	1. _____		1. _____
b. 14 -- 40	2. _____		2. _____
c. 15 -- 50	3. _____		3. _____
d. 16 -- 60	4. _____		4. _____
e. 17 -- 70	5. _____		5. _____
f. 18 -- 80	6. _____		6. _____
g. 19 -- 90	7. _____		7. _____
h. 109 - 119	8. _____		8. _____
i. 119 - 190	9. _____		9. _____
			10. _____

Teacher, point to the pairs of numbers as I say them. 13-30, 14-40, 15-50, 16-60, 17-70, 18-80, 19-90, 109-119, 119-190. Now, teacher, beside number 1 under questions. Write the number I say. 30.... That's right. I said 30. 30 is greater than 13.

Students, at Step 7 on your worksheets. Write 30 beside number 1. ...good.

Now, students, beside number 2, write the number I say. 40...

Teacher, you do it. ... That's right. I said 40. 40 is greater than 14.

Students, beside number 3, write the number I say. 15....

Teacher, you do it. That's right, the answer is 15. 15 is less than 50.

Now students, beside the rest of the numbers, you write the numbers I say. No. 4: 60...No 5: 17...No. 6: 18...No. 7: 90...No 8: 109...No. 9: 190...

Now teacher, you do it as I say them again. 4: 90, 5: 17, 6: 18, 7: 90, 8: 109, 9: 190...

Now, everybody, look at Steps 7 and 8 on the Chalkboard.

Teacher, point to a in Step 7. What is 13 added to 30? Write the answer beside No. 1 in Step 8...That's right. 30 plus 13 equals 43.

Students, write 43 beside no. 1 in Step 8. ...

-- Step 8 continued on page 20--

## Step 8 (continued)

Teacher, point to b in Step 7. What is 14 subtracted from 40? Write the answer beside No. 2 in Step 8. ...That's right. 40 minus 14 is 26.

Students, write the number 26 beside No. 2 in Step 8.

Students, look at c in Step 7. What is 15 subtracted from 50? Write the answer beside No. 3 in Step 8.

Teacher, you do it. That's right. 15 from 50 is 35.

Students look at d in Step 7. What is 16 plus 60? Write the answer beside No. 4 in Step 8.

Teacher, do it. ... That's right. 16 added to 60 is 76.

Students, a in Step 7. Add the two numbers in e, f, and g. and write the answers beside 5, 6, and 7 in Step 8. ..

Teacher, you do it. That's right. The answers are 87, 98, and 109.

Now students, again in Step 7. Subtract the smaller number from the larger number in h and i and write the answers in Step 8 beside No. 9 and 10.

Teacher, you do it. That's right, the numbers are 10 and 71.

OK. Now it is time for the test for this lesson. Turn to page 11 in your worksheets... Is everyone on page 11? It says: TEST OVER UNIT 1, LESSON 3. Write your name in English in the space for name.

OK. Students, look at Question 1 on the test.

1. Circle the letter of the tallest man.
2. Circle the letter of the longest line.
3. Circle the letter of the line that is next to the shortest.
4. Circle the letter of the thinner man.
5. Circle the letter of the widest door.
6. Circle the letter of the building that is next to highest.
7. Circle the letter of the door that is narrowest.
8. Circle the number you hear: 16.
9. Circle the answer to this question: What is 14 subtracted from 40?
10. Circle the answer to this question: What is 18 added to 80?

That is the end of the test and of this lesson. Teacher, collect the Tests.

Students, Have a nice day. This is the end of Unit 1, Lesson 3.

HOMEWORK BEFORE UNIT 1, LESSON 3

A. Using your English-Arabic dictionary, look up these verb forms and choose the most appropriate one to fill the blank spaces in these sentences. Write the appropriate form in the blanks.

1. I was tired, so I went to the bedroom and \_\_\_\_\_ on the bed to rest.  
 lay before  
 lay by  
 lay down

2. He had lost his wallet, so he went back to the restaurant to \_\_\_\_\_ it.  
 look about  
 look for  
 look out

3. We were talking and I told him I wanted to \_\_\_\_\_ an important point.  
 bring forth  
 bring over  
 bring up

E. These verbs have irregular past tense forms. The past tense form is given here. Find the past tense and write in the meaning in the space provided in Arabic. Then write the present tense form of the verb. Then write the correct word and tense form in the sentences given below.

<u>Past tense form</u>	<u>Present tense form</u>	<u>Meaning (in Arabic)</u>
a) drank	_____	_____
b) gave	_____	_____
c) drove	_____	_____
d) wrote	_____	_____
e) knew	_____	_____

1. My father and mother often \_\_\_\_\_ their car from Alexandria to visit me in Cairo. We always have a good time together.

2. Yesterday, I \_\_\_\_\_ a long letter to my mother.

3. My friend \_\_\_\_\_ me some fruit to take to my parents.

4. Today, I just \_\_\_\_\_ I will have good luck.

5. We had been a long time without water, so we each \_\_\_\_\_ several large glasses of water.

C. Make sure you know the meaning of these words before Lesson 3. They will be used in Lesson 3. If you do not know the meaning, look the meaning up in your English-Arabic dictionary.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. less                      | 13. tall, taller, tallest       |
| 2. more                      | 14. short, shorter, shortest    |
| 3. most                      | 15. long, longer, longest       |
| 4. than                      | 16. thin, thinner, thinnest     |
| 5. subtract                  | 17. thick, thicker, thickest    |
| 6. add                       | 18. wide, wider, widest         |
| 7. big, bigger, biggest      | 19. narrow, narrower, narrowest |
| 8. large, larger, largest    | 20. dark, darker, darkest       |
| 9. small, smaller, smallest  | 21. light, lighter, lightest    |
| 10. great, greater, greatest |                                 |
| 11. high, higher, highest    |                                 |
| 12. low, lower, lowest       |                                 |

STUDENT WORKSHEET

Step 1. lamp, rad, lamp, body, bird

words:

- 1st \_\_\_\_\_
- 2nd \_\_\_\_\_
- 3rd \_\_\_\_\_
- 4th \_\_\_\_\_
- 5th \_\_\_\_\_

Step 2. lines:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Step 3.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

questions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

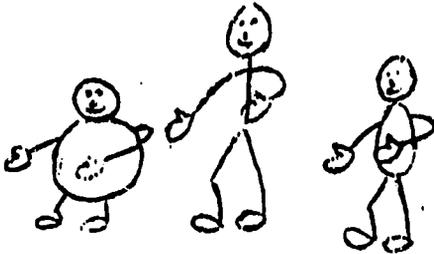
Step 4.

three men

1st man

2nd

3rd



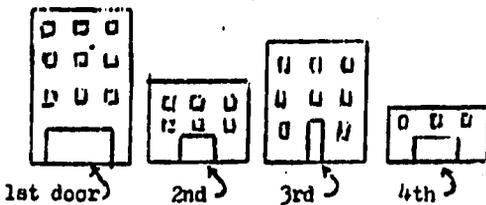
questions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

Step 5.

four buildings--each has a door

1st building 2nd 3rd 4th



questions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

questions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

STUDENT WORKSHEETS (CONTINUED)

Step 7.

- a. 13 -- 30
- b. 14 -- 40
- c. 15 -- 50
- d. 16 -- 60
- e. 17 -- 70
- f. 18 -- 80
- g. 19 -- 90
- h. 109 - 119
- i. 119 - 190

questions:

- 1. \_\_\_
- 2. \_\_\_
- 3. \_\_\_
- 4. \_\_\_
- 5. \_\_\_
- 6. \_\_\_
- 7. \_\_\_
- 8. \_\_\_
- 9. \_\_\_

Step 8.

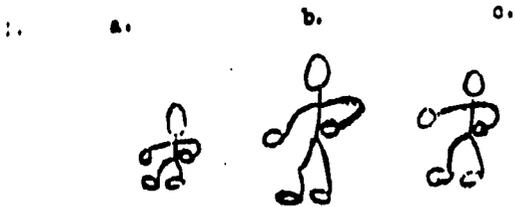
questions:

- 1. \_\_\_
- 2. \_\_\_
- 3. \_\_\_
- 4. \_\_\_
- 5. \_\_\_
- 6. \_\_\_
- 7. \_\_\_
- 8. \_\_\_
- 9. \_\_\_

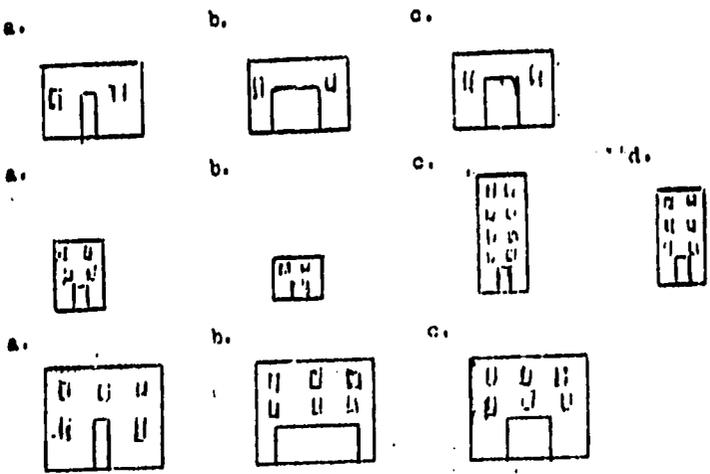
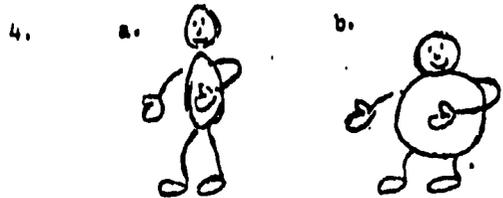
NAME: \_\_\_\_\_

LISTEN AND READ--STEPS TO ENGLISH  
Unit 1, Lesson 3

TEST OVER LESSON 3



2.      a. \_\_\_\_\_  
        b. \_\_\_\_\_  
        c. \_\_\_\_\_
3.      a. \_\_\_\_\_  
        b. \_\_\_\_\_  
        c. \_\_\_\_\_



5.      6    16    60    116
- 36    26    0    37    54
- 99    16    36    68    98

TEACHER'S MANUAL

- Objectives:
- a) The students will listen to a short passage about ecology and answer written multiple choice questions of a factual nature over the content of the passage. They will listen to the passage several times before answering the questions.
  - b) The student will read a closed written version of the passage he has listened to and fill in the missing words, choosing the words from a list of the words left out.
  - c) The student will write three sentences from dictation; the sentences will be comprised of structures and vocabulary from the listening passage.

- Materials:
- a) STUDENT WORKSHEETS pages 28 and 29.
  - b) HOMEWORK BEFORE UNIT 2, LESSON 3, WORKSHEETS pages 30, 31, and 32.
  - c) cassette tape for this lesson

Instructions to the Teacher:

- a) Have the students get out the HOMEWORK pages 25, 26, 27.
- b) Have a student help you distribute page 28 of the STUDENT WORKSHEETS. Do not distribute page 29 until after Step 6.
- c) Turn on the tape recorder with the lesson tape in it.
  - i) At Step 3 you will be instructed to stop the recorder and help explain some new vocabulary. Make sure you have looked at this vocabulary ahead of time so you are ready to explain it.
  - ii) At Step 4, you may find it necessary to stop the recorder after the questions have been read to make sure the students understand the questions.
  - iii) At Step 6, the passage is repeated paragraph by paragraph. Feel free to replay parts of the paragraph if the students indicate the need for repetition.
  - iv) At Step 8, you are instructed to write the dictation sentences on the chalkboard. After you write the sentences, make sure that the students correct their own written version.
- d) Distribute the HOMEWORK BEFORE UNIT 2, LESSON 3 sheets.

TAPESCRIPIT:

Hello again. This is Listen and Read—Steps to English, a special English course produced by the Center for Developing English language Teaching at the Faculty of Education of Ain Shams University. This is Unit 2, Lesson 2.

Step 1. Review. Look at page 25 of the HOMEWORK for this lesson. Page 25. ... I will read the passage there. The passage is called Ecology—what is it? Part II. You listen while I read the passage and read silently with me. OK? Listen.

(narrator reads the passage from pages 25 and 26)

Step 2. Review. Now look at the Reading Comprehension questions on page 27 of the HOMEWORK. You have already answered the questions at home. I will read the questions and the answers to the questions. You check your answers. Ok, Listen.

(narrator reads the questions and correct answers)

Teacher, you may want to stop here and answer students' questions about the answers to the comprehension questions. ...

**Step 3.** Students, look at Step 3 on page 28 of the WORKSHEETS for this lesson. You will need to know these words. I will pronounce the words for you. If you don't know the meaning of a word, ask the teacher. Here are the words:

(narrator reads the vocabulary words)

Teacher, stop the tape recorder here and explain any of the words that the students don't know. Use Arabic if you wish. ...

**Step 4.** Ok. Now students, look at Step 4. Here are some questions. You will listen to a passage and then you will try to answer these questions. I will read the questions for you now. Listen.

(narrator reads the comprehension questions)

Teacher, you may want to stop the tape here and see if all of the students understand the questions.

**Step 5.** Ok. Now students, listen to this passage. Listen carefully.

#### MAN'S POPULATION AND ITS ECOLOGICAL IMPACT

Ecologists believe that the population bomb has already exploded. In the last two centuries Man's population has grown very rapidly, and it is still growing. All of these people must have the necessities of life: food, shelter, and fuel. In order to provide these necessities Man is using up many of the finite mineral resources of the Earth. These can never be replaced.

Furthermore, Man's increased population means that he must use more and more agricultural products: more food, more wood, more fish, more cotton, more wool, etc. He uses the land more and more; he cuts down more and more trees; he catches more and more fish; he grows more and more cotton. In order to increase agricultural production, farmers often over-farm their land; they plant too many crops without letting the soil regain necessary elements like nitrogen.

Farmers may also use fertilizers to add nitrogen to the soil. They may use chemicals like DDT to control insects and plant diseases. These fertilizers and chemicals are often washed away and enter the rivers and oceans, where they kill fish, thus destroying part of the food chain that Man depends on for his food.

Man must do two things in order to survive on the Earth. He must control his population, and he must make sure that he doesn't use the Earth's renewable resources without replacing them.

**Step 6.** Ok. Now students, look again at **Step 4**. Look at the first 3 questions, 1, 2, and 3. I will read part of the passage again. You listen and then answer questions 1, 2, and 3. Listen.

(narrator reads 1st paragraph and the first 3 question)

Ok. Now students, look at the next 3 questions, 4, 5, and 6. I will read part of the passage. You listen and then answer questions 4, 5, and 6. Listen.

(narrator reads 2nd paragraph and questions 4,5, and 6.)

Ok. Now students look at the next 3 questions, 7, 8, and 9. I will read part of the passage and you answer 7, 8, and 9. Listen.

(narrator reads 3rd paragraph and questions 7, 8, and 9)

Ok. Now students. Look at the last question, 10. I will read the last part of the passage and then you will answer question 10. Listen.

(narrator reads the 4th paragraph and question 10)

Ok. Good. Now I will read the complete passage again. Listen and then check your answers. Listen.

(narrator reads the complete passage again)

Step 6. (continued)

Ok. Now students, here are the answers to the questions. Check your answers.

(narrator reads questions and correct answers)

Teacher, you may want to stop the recorder here if any of the students have questions about their answers.

Step 7. Now teacher, hand out page 24 of the STUDENT WORKSHEETS. Stop the recorder until everyone has page 24. ...

Ok. Now students look at page 24, Step 7, RECALL AND READING. This is the same passage you have just listened to. Some of the words are missing. The missing words are in the list of words numbered 1-10. Write the correct word in the blank spaces. First just listen to the passage again. Listen while I read the passage again. Listen,

(narrator reads the passage again)

Now students, write the correct words in the blank spaces; use the words in the list. You have 2 minutes to finish writing the words.

(2 minutes of blank tape with a reminder at 1 minute)

Ok. Is everybody finished? Now look at the passage. I will read the passage again and you check the words you put in the blank spaces. Ok. Listen.

(narrator reads the passage again)

Ok. Good. Now students look at Step 8.

Step 8. I will read a sentence. You listen to the sentence and then write it in the space after the number. I will read each sentence 2 times. Listen and then write. After you write your sentence the teacher will write it on the chalkboard. You check the sentence and correct it. Now, listen and write.

Sentence 1. Man is using more and more food. ... Man is using more and more food. ... Teacher, you write the sentence on the chalkboard. ... Good. The sentence says: Man is using more and more food. Correct any mistakes you made...

Sentence 2. The population bomb has exploded. ... The population bomb has exploded... Good. Teacher, you write it ... Good. The sentence says: The population bomb has exploded. ... Correct any mistakes.

Sentence 3. Farmers may use DDT to control insects. ... Farmers may use DDT to control insects. ... Teacher, you write it. ... Good. The sentence says: Farmers may use DDT to control insects. Correct any mistakes. ... Good is everyone finished. This is the end of this lesson. Students, have a good day. Teacher rewind the tape to the beginning.

HOMEWORK BEFORE UNIT 2, LESSON 2

To the Student: Before coming to class for Unit 2, Lesson 2, you must read this passage and answer the comprehension questions. The work in class will depend on your doing this homework.

Important Vocabulary Words: Look these words up in the dictionary if you don't know them.

- |  |  |
|--|--|
| 1. (to) be afraid = to worry, to be scared                               | 13. material goods = things like automobiles, appliances, etc. |
| 2. (an) appliance = things like radios, televisions, refrigerators, etc. | 14. (to) mine = to dig for minerals                            |
| 3. (a) balance   | 15. (to) prolong = to increase, make longer in time            |
| 4. (a) bomb  | 16. rapidly = very fast  |
| 5. (to) conserve = to use wisely   | 17. (a) reason   |
| 6. (a) crisis  | 18. (to) replace = to put back                                 |
| 7. (a) desert = land without vegetation                                  | 19. resources = things like minerals, farm land, etc.          |
| 8. (to) double = to multiply by 2  | 20. technology = technical and scientific knowledge            |
| 9. (to) be due to = caused by  | 21. renewable  |
| 10. (an) explosion   |  |
| 11. (to) exploit = to use something; exploitation = the use of something |  |
| 12. finite = limited, not infinite                                       |  |

Vocabulary Exercise: Write the appropriate word from the vocabulary list in the blank spaces.

1. A television is an \_\_\_\_\_.
2. Much of the land of Egypt is a \_\_\_\_\_.
3. If you \_\_\_\_\_ the number 4 you get 8.
4. In Zaire they \_\_\_\_\_ lots of copper ore.
5. One of Egypt's greatest \_\_\_\_\_ is its fertile farm land.

Reading Passage:

ECOLOGY—WHAT IS IT?

(Part II)

Ecologists think that the Earth may be facing an ecological crisis. There are two reasons that they think this. The first reason is the population explosion. The second reason is Man's increasing exploitation of the resources of the Earth.

People who are concerned about the Earth's ecology have sometimes called the great increase in the Earth's population, "the explosion of the population bomb." In the last 100 years, the population of the Earth has more than doubled. This rise in population is largely due to two factors, both of which are related to Man's technological ability. First Man's scientific knowledge has increased rapidly in the past 100 years. Our knowledge of disease and medicine has allowed

(continued on page 26)

Reading Passage (continued)

us to prolong the lives of many people. Second, Man's greater scientific knowledge has allowed him to increase food production, and to improve his means of protecting himself, that is, his housing and clothing. So with better medicine, more food, and more shelter and clothing, man now lives longer and longer. If more people live longer, then more children are born. Thus in the last 100 or 200 years, the population of the Earth has increased very rapidly. It has increased so rapidly that many ecologists are afraid that the supply of food will not be large enough for the large numbers of people being born.

The second major reason for the ecological crisis is the result of Man's increasing ability to exploit the environment. Today, man has more material goods than he has ever had before. He has more food, more clothing, more appliances, more automobiles, more paper, etc. This means that Man must use more and more of the Earth's resources. More food means that he must farm more land more often. More automobiles means more iron for steel must be mined. More electrical appliances means that more copper must be found and mined. And all industries must use fuel for energy—in particular oil and natural gas. And all of these minerals are finite resources. When Man has used all of them, when they are finished, there will not be any more. And of course, the larger Man's population grows, the more resources which are needed to supply the necessities for Man's living.

Thus many ecologists believe that the Earth is facing an ecological crisis. If Man's great exploitation of the Earth's resources continues, they are afraid that the Earth will not be able to support Man. They think that Man must now take extra steps to protect the environment. First of all, Man must control his population so that not so many people are born. And Man must learn to live in balance with the environment. He must learn to conserve the finite resources like minerals. And he must learn to replace renewable resources like fish and forests after he exploits them. If Man does not learn to protect the environment, the whole Earth may someday become a desert.

It is job of ecology and ecologists to provide Man with the knowledge of the environment so that he can protect it before it is too late.



STUDENT WORKSHEET

Step 1. Look at the HOMEWORK page 25. Listen as it is read.

Step 2. Look at the questions on the HOMEWORK on page 27. Listen to the answers.

Step 3. VOCABULARY

- |  |   |
|--|---|
| 1. (a) century = 100 years   | 8. impact = result                          |
| 2. cotton = material used for cloth  | 9. (an) insect                              |
| 3. (to) destroy  | 10. (a) product, production                 |
| 4. DDT = a chemical pesticide  | 11. nitrogen = an element                   |
| 5. (an) element = like oxygen, iron, sulphur, nitrogen, etc.   | 12. (to) make sure = to be certain          |
| 6. fertilizer = chemical to make soil fertile  | 13. (to) survive = to live                  |
| 7. (the) food chain = the cycle of things needed to provide food; nitrogen for plants, plants for animals, animals for man, etc. | 14. (to) wash away = to be carried by water |

Step 4. COMPREHENSION QUESTIONS. Here are the questions you will answer. Listen.

1. Do ecologists believe that the population bomb has already exploded?  
\_\_\_ a. Yes \_\_\_ b. No
2. Is Man's population now decreasing or increasing?  
\_\_\_ a. increasing \_\_\_ b. decreasing
3. What is Man now using up in order to provide the necessities of life?  
\_\_\_ a. food \_\_\_ c. the finite mineral resources  
\_\_\_ b. the renewable resources \_\_\_ d. food, fuel, and shelter
4. Is Man now using more agricultural products or less?  
\_\_\_ a. More \_\_\_ b. Less
5. What do farmers do to increase agricultural production?  
\_\_\_ a. They cut down more trees. \_\_\_ c. They over-farm the land.  
\_\_\_ b. They grow more cotton. \_\_\_ d. They grow more food.
6. What element is necessary for good farm land?  
\_\_\_ a. iron \_\_\_ b. copper \_\_\_ c. minerals \_\_\_ d. nitrogen
7. What do farmers use chemicals like DDT for?  
\_\_\_ a. to increase production  
\_\_\_ b. to control insects and plant diseases  
\_\_\_ c. to kill plants  
\_\_\_ d. to help crops to grow
8. What sometimes happens to farm chemicals?  
\_\_\_ a. They kill the plants.  
\_\_\_ b. They enter the waters of rivers and oceans.  
\_\_\_ c. They stay in the soil.  
\_\_\_ d. They blow away with the wind.
9. What sometimes kills fish?  
\_\_\_ a. Man \_\_\_ b. farm chemicals \_\_\_ c. farmers \_\_\_ d. food chains
10. What must Man do to survive on the Earth?  
\_\_\_ a. control his population  
\_\_\_ b. replace the renewable resources  
\_\_\_ c. stop killing the fish  
\_\_\_ d. control his population and replace renewable resources

Step 5. COMPREHENSION PRACTICE. Listen to the passage.

Step 6. COMPREHENSION TEST. Listen to parts of the passage and answer the questions at Step 4.

Step 7. RECALL AND READING. Here is the passage you have just listened to. Some of the words are missing. Put the missing words in the blank spaces. Choose the words from the list.

- |                 |                 |
|-----------------|-----------------|
| 1. control      | 6. fertilizers  |
| 2. exploded     | 7. over-farm    |
| 3. agricultural | 8. survive      |
| 4. finite       | 9. insects      |
| 5. nitrogen     | 10. necessities |

### MAN'S POPULATION AND ITS ECOLOGICAL IMPACT

Ecologists believe that the population bomb has already \_\_\_\_\_.  
In the last two centuries Man's population has grown very rapidly, and it is still growing. All of these people must have the necessities of life: food, shelter, and fuel. In order to provide these \_\_\_\_\_ Man is using up many of the \_\_\_\_\_ mineral resources of the Earth. These can never be replaced.

Furthermore, Man's increased population means that he must use more and more \_\_\_\_\_ products: more food, more wood, more fish, more cotton, more wool, etc. He uses the land more and more; he cuts down more and more trees; he catches more and more fish; he grows more and more cotton. In order to increase agricultural production, farmers often \_\_\_\_\_ their land; they plant too many crops without letting the soil regain necessary elements like \_\_\_\_\_.

Farmers may also use \_\_\_\_\_ to add nitrogen to the soil. They may use chemicals like DDT to control \_\_\_\_\_ and plant diseases. These fertilizers and chemicals are often washed away and enter the rivers and oceans, where they kill fish, thus destroying part of the food chain that Man depends on for his food.

Man must do two things in order to \_\_\_\_\_ on the Earth. He must \_\_\_\_\_ his population, and he must make sure that he doesn't use the Earth's renewable resources without replacing them.

Step 8. WRITING. Write the sentences you hear. You will hear each sentence two times. After you write your sentence, the teacher will write the sentence on the chalkboard. Check and correct your sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

STUDENTS' WORKSHEETS

(Test over Lessons 1-4, Unit II)

Step 1: Vocabulary (10 points)

Put the letter of the appropriate word in the blanks

- a. ecology
- b. pollution
- c. desert
- d. to cultivate
- e. exploitation
- f. agriculture
- g. regreening
- h. erosion
- i. to conserve

SENTENCES:

1. \_\_\_\_\_ is redeveloping land which has become barren.
2. \_\_\_\_\_ means the use of something; often it implies excessive use of something.
3. \_\_\_\_\_ means to save or to use in a wise fashion.
4. \_\_\_\_\_ means the wearing away of land by water, wind, and other natural forces.
5. \_\_\_\_\_ means contamination; the causing of something to be impure.
6. \_\_\_\_\_ means land without cultivation.
7. \_\_\_\_\_ is another word for farming or cultivating various kinds of crops.
8. \_\_\_\_\_ is the study of the relationships between all organisms and their environments.
9. \_\_\_\_\_ means limited, not infinite.
10. \_\_\_\_\_ means to facilitate, cause, or improve growth of something.

Step 2: Reading Comprehension

Read the following passage and answer the following 10 questions (4 points each).

Ecologists believe that the population bomb has already exploded. In the last two centuries Man's population has grown very rapidly, and it is still growing. All of these people must have the necessities of life: food, shelter, and fuel. In order to provide these necessities Man is using up many of the finite resources of the Earth. These can never be replaced.

Furthermore, Man's increased population means that he must use more and more agricultural products: more food, more wood, more fish, more cotton, more wool, etc. He uses the land more and more; he cuts down more and more trees; he catches more and more fish; he grows more and more cotton. In order to increase agricultural production, farmers often over-farm their land; they plant too many crops without letting the soil regain necessary elements like Nitrogen.

1. Do ecologists believe that the population bomb has already exploded?  
\_\_\_a. yes \_\_\_b. no
2. Is Man's population now decreasing or increasing?  
\_\_\_a. Increasing \_\_\_b. Decreasing
3. Is Man now using more agricultural products or less?  
\_\_\_a. more \_\_\_b. Less \_\_\_c. The same
4. What is Man now using up in order to provide the necessities of life?  
\_\_\_a. Food \_\_\_c. The finite mineral resources  
\_\_\_b. The renewable resources \_\_\_d. Food, fuel, and shelter
5. What do farmers do to increase agricultural production?  
\_\_\_a. They cut down more trees. \_\_\_c. They over-farm the land  
\_\_\_b. They grow more cotton. \_\_\_d. They grow more food.
6. What element is necessary for good farm land?  
\_\_\_a. Iron \_\_\_b. Copper \_\_\_c. Minerals \_\_\_d. Nitrogen
7. Why must man now use more products than before?  
\_\_\_a. There are not enough products  
\_\_\_b. Men are greedy  
\_\_\_c. The population has increased.  
\_\_\_d. Man farms more.

Step 3 (continued)

8. The natural resources of the world are  
 a. not important for life                       c. being used up  
 b. more than sufficient                       d. will never be used up
9. Ecologists think that an increase in population  
 a. is not a problem                       c. is not a very serious problem  
 b. is a problem                       d. is necessary
10. Improved and expanded agriculture is  
 a. not very important for our survival                       c. not necessary  
 b. very important for our survival                       d. impossible

Step 4: Listening Comprehension. Listen to the passage on the tape recorder and answer the questions. (4 points each) You will hear the passage 3 times.

1. Is it important to understand the relationship between man and desert in Arab countries?  
 a. Yes       b. No
2. To help understand the relationship, it is necessary to understand  
 a. the environmental and weather conditions of the desert  
 b. the ways of the ancient Pharaohs  
 c. the social and economic conditions at work in the region
3. The history of human occupation in the Arab countries has been  
 a. very short       b. not very long       c. very long
4. In Arab countries the full impact of Man on the environment  
 a. has not been carried a very long way  
 b. is not evident  
 c. has been carried a very long way
5. In these regions, original Nature has become almost wholly replaced by man-made environments, created, maintained, or  
 a. made wealthy by man  
 b. made lush by man  
 c. neglected by man
6. Are social and economic factors important in understanding the relation between man and desert in Arab areas?  
 a. Yes       b. No
7. To conserve natural resources means  
 a. to exploit them  
 b. to use them wisely  
 c. to ignore them  
 d. to use them foolishly
8. The Nile Delta is  
 a. a barren area  
 b. a lush area  
 c. a poor area  
 d. a desert
9. The Mariut Desert is  
 a. a poor region  
 b. a lush region  
 c. a rich region
10. The form of nature in the Arab countries  
 a. is very natural and untouched by man  
 b. is not natural and is man-made  
 c. does not reflect the impact of man

APPENDIX C

1. STUDENT QUESTIONNAIRE (EXPERIMENTAL FORM)
2. STUDENT QUESTIONNAIRE (CONTROL FORM)

Listen and Read--Steps to English  
Unit II, Lesson 5

Step 5: Dictation (2 points each)

Write the sentences you hear.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

STUDENT QUESTIONNAIRE (EXPERIMENTAL FORM)

We are trying to evaluate English for non-English specialists. Your opinion about the English course will be very helpful to us. Please answer the questions very honestly. The teacher will help you translate the questions and the answers.

PART A Put a circle around one of the numbers 1 through 5. Number 1 means a very strong No and number 5 means a very strong Yes. 2, 3, 4 vary accordingly.

	No		Some		Very much
	1	2	3	4	5
1. a. Were the lessons in Unit 1 <u>useful</u> ? (These were the lessons where you did things like <u>Put an X in the 2nd square from the left</u> and <u>What is 6 divided by 3</u> , and you learned to use an English Arabic dictionary.)					
b. Were the lessons in Unit 1 <u>interesting</u> ?	1	2	3	4	5
2. a. Were the lesson in Unit 2 <u>useful</u> ? (Lessons in Unit 2 were on <u>Ecology</u> , <u>The Aswan Dam</u> , and <u>Greening the Desert</u> .)	1	2	3	4	5
b. Were the lessons in Unit 2 <u>interesting</u> ?	1	2	3	4	5
3. a. Were the lessons in Unit 3 <u>useful</u> ? (Unit 3 lessons were on <u>The Call</u> .)	1	2	3	4	5
b. Were the lessons in Unit 3 <u>interesting</u> ?	1	2	3	4	5
4. In this Special English course, LISTEN AND READ, You had lessons which required both <u>Listening</u> and <u>Reading</u> .					
a. Was the reading <u>useful</u> ?	1	2	3	4	5
b. Was the reading <u>interesting</u> ?	1	2	3	4	5
c. Was the listening <u>useful</u> ?	1	2	3	4	5
d. Was the listening <u>interesting</u> ?	1	2	3	4	5

PART B Put an X in the space beside your opinion.

5. If you had a choice, which type of English Course would you choose to take?
  - a. Reading only
  - b. Listening only
  - c. Listening and Reading
  - d. Listening, Reading, and Speaking
  - e. Listening, Reading, Speaking, and Writing
6. What should be the subject matter (content) of an English course for biology students?
  - a. general science
  - b. mostly biology
  - c. non-scientific factual (news, sports, biographies, etc.)
  - d. non-scientific fiction (short stories, plays, etc.)
7. Were the lessons in this special English course
  - a. too easy
  - b. just right
  - c. too difficult
8. Do you think Biology Students at the Faculty of Education should be required to study English?
  - a. Yes  b. No
9. Which of these statements is closest to your opinion.
  - a. I don't want to study English. I don't like it. I don't need it.
  - b. I want to know English better. I wish we had studied more English this year.
  - c. I don't want to study English. I don't need it.
  - d. I want to know English better, but we shouldn't study it because our other subjects are more important.
  - e. I want to know English better. I am glad we studied it this year.
10. Would you recommend this special English course using a tape recorder to a 1st year biology student next year?
  - a. Yes  b. No

STUDENT QUESTIONNAIRE (CONTROL FORM)

We are trying to evaluate English for non-English specialists. Your opinion about the English course will be very helpful to us. Please answer the questions very honestly. The teacher will help you translate the questions and the answers.

**PART A** Put a circle around one of the numbers 1 through 5. Number 1 means a very strong No, and number 5 means a very strong Yes. Number 3 means something in the middle between No and Yes and 2 means somewhat No, and 4 means somewhat Yes.

- |   | <u>No</u> |   | <u>Some</u> |   | <u>Very much</u> |
|---|-----------|---|-------------|---|------------------|
| 1. Were the readings you were given in the textbook <u>useful</u> to you? | 1         | 2 | 3           | 4 | 5                |
| 2. Were the readings you were given <u>interesting</u> ?                  | 1         | 2 | 3           | 4 | 5                |

**Part B.** Put an X in the space beside your opinion.

3. Were the readings in the textbook
- a. too easy
  - b. just right
  - c. too difficult
4. If you had a choice, which type of English course would you choose?
- a. Reading only
  - b. Listening only
  - c. Reading and Listening
  - d. Reading, Listening, and Speaking
  - e. Reading, Listening, Speaking, and Writing
5. Do you think science students at the Faculty of Education should be required to study English?
- a. Yes
  - b. No
6. What should be the subject matter (content) of an English course for science students?
- a. general science
  - b. your specialization (Mathematics, Physics, Chemistry, etc.)
  - c. non-scientific factual (news, sports, biographies, etc.)
  - d. non-scientific fiction (short stories, plays, etc.)
7. Which of these statements is closest to your opinion?
- a. I don't want to study English. I don't like it. I don't need it.
  - b. I want to know English better. I wish we had studied more English this year.
  - c. I don't want to study English. I don't need it.
  - d. I want to know English better, but we shouldn't study it because our other subjects are more important.
  - e. I want to know English better, and I am glad we studied it this year.

THANKS FOR YOUR HELP.

APPENDIX D

1. (EXPERIMENTAL GROUP) Final Examination in English for First Year Biology Students
2. (CONTROL GROUP) Final Examination in English for First Year Science and Math Students



Some cells can exist as independent organisms. The amoeba and the paramecium are examples of such free-living cells. These single cells can also reproduce alone--that is asexually--by dividing into two cells, each of which will form a new single-cell organism. This type of reproduction is called mitosis.

Some cells function as highly specialized parts of a larger and more complex organism; for example, in Man, the blood cells are different in shape and function from the nerve cells, and the cells which make up the skin and the cells which form the hair are all different in shape and function. And they are dependent on the whole human organism for their existence. If the human body dies, they will also.

1. When were cells first identified?
 

<input type="checkbox"/> a. 1838	<input type="checkbox"/> c. 1839
<input type="checkbox"/> b. 1663	<input type="checkbox"/> d. 1900
2. Who first identified the cell?
 

<input type="checkbox"/> a. Matthias Schleiden	<input type="checkbox"/> c. Robert Hooke
<input type="checkbox"/> b. Theodor Schwann	<input type="checkbox"/> d. A German Botanist
3. When was it discovered that cells were the basic unit of animal matter?
 

<input type="checkbox"/> a. 1900	<input type="checkbox"/> c. 1838
<input type="checkbox"/> b. 1839	<input type="checkbox"/> d. 1663
4. When was it discovered that cells were the basic unit of vegetable matter?
 

<input type="checkbox"/> a. 1900	<input type="checkbox"/> c. 1838
<input type="checkbox"/> b. 1839	<input type="checkbox"/> d. 1663
5. What is mitosis?
 

<input type="checkbox"/> a. amoebic reproduction	<input type="checkbox"/> c. sexual reproduction
<input type="checkbox"/> b. paramecium reproduction	<input type="checkbox"/> d. asexual reproduction
6. What has helped man to discover and observe the great variety in the form and function of cells?
 

<input type="checkbox"/> a. Robert Hooke	<input type="checkbox"/> c. flat saucers
<input type="checkbox"/> b. a rectangular shape	<input type="checkbox"/> d. the microscope
7. All cells are independent organisms.
 

<input type="checkbox"/> a. True	<input type="checkbox"/> b. False
----------------------------------	-----------------------------------
8. All cells are very similar in shape and function.
 

<input type="checkbox"/> a. True	<input type="checkbox"/> b. False
----------------------------------	-----------------------------------
9. Why is the human red-blood cell shaped like a flat saucer?
 

<input type="checkbox"/> a. It is necessary for human life.	
<input type="checkbox"/> b. To allow oxygen and carbon dioxide to leave the blood	
<input type="checkbox"/> c. To allow oxygen and carbon dioxide to exchange easily.	
<input type="checkbox"/> d. To prevent oxygen and carbon dioxide from exchanging easily.	
10. When the human body dies, what happens to its cells?
 

<input type="checkbox"/> a. They will continue to reproduce.	<input type="checkbox"/> c. They are different in shape and function.
<input type="checkbox"/> b. They are dependent on the body.	<input type="checkbox"/> d. They die.

**PASSAGE 2****THE ECOLOGICAL IMPACT OF THE ASWAN HIGH DAM**

The Nile is dammed in several places to divert water for year-round agricultural cultivation. At Aswan in the south, the Aswan High Dam, completed in 1970, was intended to modernize agriculture. It was also intended to permit Egyptian industrialization. It cost about one billion dollars. The main purpose of Lake Nasser behind the Aswan Dam was to store 163 million cubic meters of water. The cost of the

(continued on next page)

**PART B. (5 points) Vocabulary.** Put the letter of the appropriate words for the blank spaces in the sentences. There are more words than spaces. The first one is done as an example

**WORDS:**

a. population	e. fertile	i. fertilizer
b. to manufacture	f. to farm	j. diversity
c. an organism	g. annual	k. semi-arid
d. DDT	h. shape	l. to survive

**SENTENCES:**

1. C is any living thing.
2. \_\_\_ is the number of people or organisms.
3. \_\_\_ means one time every year.
4. \_\_\_ is a chemical pesticide.
5. \_\_\_ is something you put on farm land to make it fertile.
6. \_\_\_ means to continue to live.
7. \_\_\_ means that very little rain falls in that area.
8. \_\_\_ means having a very great variety.
9. \_\_\_ is the form of something.
10. \_\_\_ means to produce or to make something.

**PART C (25 points) Reading Comprehension.** There are two reading passages. Read each passage and answer the questions below the passage by putting an X in the appropriate blank space.

**PASSAGE 1**

**THE CELL**

All organic life is built of cells. And cells, like like life forms, are very varied. Some cells can live alone, as independent creatures; some cells belong to loosely organized communities of cells, moving from place to place; some cells can exist only as parts of a larger organism, and if that organism dies, the cell will also die. Whatever form it takes, the cell is the basic building block of organic matter.

Cells were first identified and named by the English scientist, Robert Hooke, in 1663. However, it was not until 1838 that a German Botanist, Matthias Schleiden, discovered that the cell is the most basic unit of all vegetable matter. Then in the next year, another German, Theodor Schwann, extended this observation to animal life as well as vegetable life. He wrote: "Cells are organisms and entire animals and plants are aggregates (collections) of these organisms arranged according to definite laws." With these observations of Schleiden and Schwann, the modern study of the cell began.

The microscope has allowed us to discover and observe the great diversity in the forms and functions of cells. The cell may take many shapes; it may be shaped like a rod, a spiral, a box, a rectangle, a flower, or just a plain blob. In some instances the shape of the cell is determined by the shape of its surrounding environment, for example in the rectangular shape of cells in a plant stalk. In some instances the shape may be determined by the function of the cell, for example, the human red-blood cells, which are shaped like flat saucers in order to allow the easy exchange of oxygen and carbon dioxide, which is necessary for human life.

(continued on next page)

dam was to be recovered in 2 years and the nation's economy doubled in 10 years. However, not all these benefits have occurred due to man's misunderstanding of ecological relationships. It is now apparent that the Aswan Dam has seriously disturbed basic ecological relationships, not only throughout the lower Nile valley, but in much of the eastern Mediterranean sea as well.

The specific problems occurring in this area result primarily from the effect of the Aswan Dam on patterns of water, nutrients and silt supply to the area below the dam. At least 5 problems have arisen as a result of disturbing these patterns. (1) of the Aswan Dam's primary objectives was to assure an abundant supply of water. However, the lake behind the dam is not filling as rapidly as possible due to (1) underground seepage, and (2) unexpected evaporation losses. (2) Almost all of the Nile silt is now deposited on the bottom of the lake, requiring the use of artificial fertilizers. (3) Because of the reduced level of silt, the river runs faster, and erosion of the land in the lower Nile Valley threatens to destroy the dams and bridges. (4) The expansion of canal irrigation has increased the percentage of certain diseases. (5) Finally, fish productivity has decreased due to the decrease of nutrients in the water and the plants.

1. Why is the Nile dammed in several places?
  - a. to store water
  - b. to prevent flooding
  - c. to divert water for annual agricultural production
  - d. to prevent diseases
2. What two purposes was the Aswan High Dam intended for?
  - a. to modernize agriculture and prevent flooding
  - b. to increase agriculture and prevent disease
  - c. to modernize agriculture and permit industrialization
  - d. to permit industrialization and prevent flooding
3. All of the intended benefits have occurred.
  - a. True
  - b. False
4. The Aswan High Dam has seriously disturbed ecological relationships in the lower Nile Valley.
  - a. True
  - b. False
  - c. We don't know yet
5. When was the Aswan High Dam finished?
  - a. 10 years ago
  - b. in 1969
  - c. in 1970
  - d. 1 billion years
6. The lake behind the Aswan dam has filled with water as expected.
  - a. True
  - b. False
  - c. We don't know
7. The specific problems occurring below the dam result from the effect of the Dam on patterns of water, nutrient, and
  - a. plant life
  - b. animal life
  - c. silt supply
  - d. fishing
8. Where is the silt from the Nile being deposited?
  - a. on agricultural land
  - b. on agricultural fertilizers
  - c. on bridges and other dams
  - d. on the bottom of the lake behind the dam
9. The increase in canal irrigation has decreased the occurrence of certain diseases.
  - a. True
  - b. False
  - c. We don't know
10. Why has fish productivity decreased?
  - a. because of water and plants
  - b. because of the Nile water
  - c. because fishermen don't fish as much
  - d. because of the decrease in nutrients in the Nile water.

I- Answer 5 only of the following questions:

- 1- Give two examples of the ways in which science influences everyday life.
- 2- Name two qualities of a good observer.
- 3- What is the science of numbers called?
- 4- What are the two number-systems used throughout the world?
- 5- What does the scientist collect when he tries to establish a scientific law?
- 6- What is 'pure science' concerned with?
- 7- Name two applications of radioactivity.

II- Read the following passage and then answer the questions:-

Over two thousand years ago, men discovered a method of raising water from one level to another by means of the vacuum pump. When this machine was used, it was not possible to raise water more than 25 feet. Then Torricelli found that a column of mercury which weighed about 14 times more than water would rise to only a fourteenth of the height of water.

Questions:-

- 1- When was the vacuum pump invented?
- 2- How high could water be raised in a building?
- 3- How heavy is mercury compared with water?
- 4- Complete using the right word: Air pressure is measured by a----- (thermometer - barometer - chronometer)
- 5- Give the opposite of: rise, possible

III- Fill in each space with a suitable word from the following list:

(improvement, tighten, adjustments, strengthen, equipment, lengthen, investigation, activity, adaptable, enable)

The main --- of the scientist is the --- of the world around us. To --- him to do this, he uses many different kinds of ---, and in order to make them more --- to his purposes, he frequently makes --- to them which lead to their ---. He may --- a part which is too weak, --- one which is too short and --- something which is too loose.

IV- 1) Find words in list 'A' which means the same as those in list 'B':-

- A : entire, usually, in the place of, finally, sort, simpler.  
B : type, easier, whole, frequently, instead of, lastly.

2) Put the verbs in brackets in their correct form :-

- a) You (accept) incomplete evidence?
- b) A scientist always (think) logically.

CENTER FOR DEVELOPING ENGLISH LANGUAGE TEACHING  
FACULTY OF EDUCATION  
AIN SHAMS UNIVERSITY  
CAIRO, EGYPT

FINAL REPORT ON LISTEN AND READ--STEPS TO ENGLISH

AN INTRODUCTORY SCIENTIFIC ENGLISH COURSE

PRELIMINARY VERSION \*--NOT FOR CITATION

by

Norman Gary and Judith O. Gary

1. Introduction.

This report describes the continuation of an experimental ESP curriculum development project conducted at the Faculty of Education, Ain Shams University, using a decoding (comprehension) based rationale and taught via cassette tape in conjunction with a class-room teacher. During the academic year 1977-78, a pilot set of materials was developed and taught to six sections of first year natural science education specialists. A pre-test and post-test were administered to these sections and were compared on a pre-test and post-test basis with first year mathematics and physics education specialists who were pursuing the traditional ESP course. An analysis of the pre-test and post-test results showed that the students using the experimental ESP materials overcame an initial deficit achievement level to the point of exceeding the traditional group on three of four sub-tests and in the total score. This is shown in Table 1 below, taken from last year's report (Gary and Gary, 1978).

\*This is a preliminary version because we have not yet received the computer analysis of a vast amount of coded data on several variables in the experiment. The final version will be forthcoming when this analysis is completed.

Table 1: Mean Gain from Pre-Test to Post-Test

(N: Experimental = 121; Traditional = 48)

Tests:	Group	Pre-test	Post-test	Mean	s.d.	t.
		Mean	Mean	Gain		
Listening Recall (LR) Total = 15	Exp	4.48	6.31	1.83	2.73	6.78*
	Trad	5.76	4.08	-1.58	3.44	
Listening Multiple Choice (LMC) Total = 10	Exp	2.68	2.70	.02	2.08	1.25
	Trad	3.31	2.90	-.42	2.01	
Reading Comprehension (RC) Total = 15	Exp	2.96	4.30	1.33	2.38	1.22
	Trad	3.19	3.98	.79	3.07	
Grammar (GR) Total = 15	Exp	4.32	5.34	1.07	2.51	-.321
	Trad	3.94	5.15	1.21	2.74	
TOTAL of all Sub-tests Total = 15	Exp	14.46	18.79	4.26	5.06	4.52*
	Trad	16.10	16.10	.04	6.39	

<sup>1</sup> (-) value indicates in favor of traditional group

\*  $p < .0005$ ; degrees of freedom: 167; 1 tailed  $t$  test

It could be argued that the students of the experimental group had a practice advantage over the control group in the Listening Recall (LR) sub-test, because a similar type of exercise is used as an instructional device in the experimental materials. However, even if that were true, it should be noted that if the contribution of the LR measure is factored out, i.e., if the Total Gain is calculated on the basis of only the 3 other sub-tests, the Total is still in favor of the experimental group, with a  $t$  value of 1.74 and  $p < .05$ . Thus, even if we do not count the LR measure, the experimental group fared significantly better <sup>in</sup> language proficiency.

Furthermore, the students using the experimental materials showed a more positive attitude both toward the instructional materials themselves and towards the study of English. This is revealed in Table 2, where students responded on a five point Likert scale with "1" for low evaluation and "5" for high evaluation,

**Table 2: Student Evaluation of English Instructional Materials**

(N: Experimental = 144; Control = 86)

	Means	s.d.	t
Exp. Unit 2 (Ecology)--Useful?	4.41	(.91)	5.83**
Traditional Reading--Useful?	3.65	(1.03)	
Exp. Unit 2--Interesting?	4.13	(1.10)	3.23*
Traditional Reading--Interesting?	3.74	(1.19)	
Exp. Unit (The Cell)--Useful?	4.41	(.97)	5.61**
Traditional Reading--Useful?	3.65	(1.03)	
Exp. Unit 3--Interesting?	4.10	(.99)	3.24*
Traditional Reading--Interesting?	3.74	(1.19)	

\*\*p < .0005;  
\*p < .005; degrees of freedom = 228; 1 tailed t test

and Table 3, where students were asked questions about their attitudes towards English instruction at the Faculty.

**Table 3: Student's Attitudes Towards English**

	Exp.	Traditional
A. Should science students at the Faculty of Education be required to study English?		
Yes:	74.8%	67.1%
No :	25.2%	32.9%
B. What is your opinion about the study of English at the Faculty?		
a) strong positive (Wish we'd had more)	17.4%	7.2%
b) modium positive (Liked it; glad we studied it)	36.2%	20.5%
c) modium (Liked it, but need time for other courses)	43.5%	65.1%
d) modium negative (We don't need it)	2.2%	1.2%
e) strong negative (Don't like it; don't need it)	.7%	6.0%

On the strength of this pilot program, the Faculty of Education has supported the further development of these materials to cover the English classes for both Years 1 and 2 of the scientific sections during the Academic Year 1978-79. This support consisted of providing eight demonstrators to work directly with two faculty members to revise and expand the curriculum; seven of the demonstrators received reduced teaching loads in order to allow them time for writing and editing the materials, as well as teaching them in a variety of experimental modes during the year. Three of these demonstrators used the curriculum project for data associated with their Masters' dissertations; two of these MA's were built directly into the research design of the overall experimental program. One of the MA's is completed (Fahmy, 1979) and will be referred to in this report. The other will not be completed until sometime next year (Shaker Rizk, forthcoming), but some of the preliminary findings from that research will be presented here.

The Experimental Program this year was taught to all science sections of Year 1 (natural science, physics & chemistry, mathematics), approximately 1100 students, and to the natural science and physics & chemistry sections of Year 2, approximately 700 students. The sections of Year 2 Mathematics used the traditional ESP program, and we used some of the mathematics sections for comparison purposes with the Year 2 experimental classes.

The rationale for the methodology underlying these materials is described at length in last year's report and will not be discussed here in such depth. The basic hypothesis underlying the methodology is that the decoding skills of listening and reading should receive the major emphasis in the instructional program. These skills are the ones most directly relevant to the student body which the materials are aimed at. However, this is not the main reason that the materials in the project are designed with a decoding emphasis. This is actually only a fortuitous coincidence. Rather the decoding emphasis of the materials arises from a theoretical and

pedagogical conviction that decoding-based language instruction is the most efficient way to teach language--even the encoding skills of speaking and writing. Anyone interested in the arguments for this hypothesis should consult Cary and Gary (1978) and J. Gary (1978).

Furthermore, both the decoding modalities of listening and reading are combined in this program under the hypothesis that two modalities reinforce each other in the learning process. Thus, even if we were not interested in improving the students' listening comprehension--though we are--the listening would still be included because of the transfer to and reinforcement of reading comprehension. This hypothesis was specifically tested this year (Fahmy, 1979) and the results are reported below.

This program is also concerned with analyzing the effectiveness of teaching English via a cassette tape recorder with an accompanying classroom teacher versus the classroom teacher teaching the same material viva voce without the accompanying native speaker taped voice. Our interest in this question arises out of the particular problems facing English teaching in Egyptian schools, viz., the large numbers of preparatory and secondary school English classes which are taught by non-specialists, many of whom have little if any competence in oral English. While this is not a specific problem at the University level-- all of the Faculty demonstrators who teach English are highly fluent--if it can be shown that the tape recorder can be used successfully with large classes, then this builds a base on which further experimentation can be carried out in the lower schools to see if a similar methodology will work there as well as at the university level. If it can be shown that students taught via the cassette program learn at least as well as those taught by a fluent live teacher, then this would strongly suggest that such a program might be used effectively with a non-fluent teacher using the cassette program. Some preliminary findings

concerning this hypothesis will be presented, although a full analysis must await the completion of S. Rizk (forthcoming).

## 2. Description of the Experimental Materials

The experimental materials are written in a standardized format so that the lessons are very similar from one lesson to another, although various changes are made in both presentation and content as the lessons progress. Each lesson has a Homework assignment which is supposed to be completed before the students come to the class. Typically, this homework prepares them for the work to be done in class, including giving them vocabulary to look up, vocabulary exercises to be completed, and a narrative passage of scientific content to read and answer questions about; this narrative passage is related to the narrative passage that they will listen to and read in the class itself.

Below is an outline of the format for Year 1 lessons. A sample lesson and its homework are given in Year 1, Lesson 12 in Appendix A.

### Year 1. Format:

- Step 1: Oral Review of Homework: This is an oral test of the homework, with the teacher calling on students at random to answer all of the questions and exercises given in the homework. This Step is limited to 2 minutes of class time, although the teacher may take longer if necessary.
- Step 2. Review of Grammatical Structures: In this step, the most basic of the syntactic structures of English are presented in a listening mode, including: following commands and answering various types of questions with a variety of structures by responding on a student worksheet provided for the lesson. Although the students may have studied the various grammatical patterns before, it is our experience that they cannot cope with them aurally; this is why this step is called a review.
- Step 3. Listening Comprehension Questions in Preparation for the Listening Passage: In this step the students read and listen to the questions which they will try to answer in the next step. In some of the lessons, the grammatical structures reviewed in Step 2 may be left blank in the questions in ..

order to call the students' attention to the grammatical pattern previously reviewed. For example, if the grammatical review had reviewed who questions, the students might be presented with the questions in a form like this:

X. \_\_\_\_\_ invented the microscope?

They would be asked to write in the appropriate missing word and give the correct answer.

The rationale behind giving the students the questions ahead of the listening passage is to allow them to narrow their attention to what they will be listening for; this provides them with a general semantic field to work with.

There is a maximum of 10 questions. Students' responses will be either multiple choice or completion types, with sequencing of more completion types as the lessons progress.

**Step 4. Listening to Comprehension Passage and Answering Questions:**

Students listen to the narrative passage 3 times: 1st time--whole passage, at normal speed; 2nd time--part-by-part, at normal speed with students cued as to which questions to answer; 3rd time--the whole passage, at normal speed with time for students to review their answers. Then they are given the correct answers, and allowed time to ask questions as to why any given answer was chosen rather than another. The content of the narrative passage is scientifically oriented.

**Step 5. Listen and Recall:** The students are given a written version of the narrative passage they have listened to and answered questions over in the previous step; this written version has selected content words deleted and a list of the deleted words is provided above the passage, along with additional distractor words. The students are given a short time to read the passage silently and try to put the missing words in the blanks. Then the passage is read aloud to them at normal speed and they are given time to fill in the missing words, and then finally they listen to the passage being read again and they check their answers.

**Step 6. Self-Evaluation Test:** This is a lesson quiz covering the homework and the work in class; it includes two parts:

- a) either written or oral questions over the homework or the classwork,
- b) dictation with students writing down 2 sentences similar to sentences in the homework or classwork

This test is checked by the students themselves by answers provided for them.

The lesson format for Year 2 lessons is very much like this format, except that the Year 2 lessons do not have Step 2, the review of grammatical structures. In Year 2, the listening and reading passages are longer and the questions are more difficult. A Sample Year 2 lesson is given in Appendix

A, p.

For both Year 1 and Year 2, there is a Review Test given over every 3 lessons. Thus at the beginning of Lesson 4, there is a test over the first three lessons. This Test is collected and marked by the teacher and returned the following week. In the lessons where there is a review test given, Step 6. Self-Evaluation Test is deleted because of the added time of the Review Test.

This year both Year 1 and Year 2 completed 12 lessons of their respective lesson sets and took both a Pre-test and a Post-test. We had originally projected from 15 to 20 lessons for each year, but a variety of factors prevented this. Therefore the results given in the section of this report dealing with language proficiency reflect only 12 hours of instruction, plus the homework done for the 12 lessons.

The actual lessons can be taught in either of two ways: with a cassette tape and a teacher or with the teacher teaching vive voce. The lessons are written with Teacher's Manual which gives an exact script of what the narrator says on the tape. Thus, if the materials are to be taught vive voce, the teacher only has to follow this script, making a few minor changes in instructions to the students. We used both methods in the experiment this year in order to compare the effectiveness of the cassette tape versus the live teacher. A sample Teacher's Manual is provided for Year 1, Lesson 12 in Appendix A.

### 3.0. Evaluation Instruments.

#### 3.1. Proficiency.

Students' language proficiency was measured through a test which consisted of four sub-tests:

- a) Listening Recall (RC)--This consisted of a written passage of about 70 words with 13 words deleted and blanks left in the deletion places. The deleted words were content words and could not be easily retrieved from the passage itself, although an understanding of the written passage would narrow the possible choices down. The students were given time to read the passage silently, then they heard the passage read two times and were told to fill in as many blanks as they could, any synonymous answer was counted as correct, since we were interested in comprehension. Spelling was not marked against unless the spelling made it impossible to understand the answer or it created another incorrect answer.
- b) Listening Multiple Choice (LMC)--This consisted of 10 cue sentences which the students heard read aloud by a native speaker 2 times each, and then chose an appropriate multiple choice answer or response to the cue sentence.
- c) Reading Comprehension (RC)--This consisted of 22 questions of three different types: (i) written commands or questions requiring the student to complete a paper and pencil task, e.g. Which boy is too short to touch the line? Put an X by his letter. (ii) reading a short dialog between two people and then answering multiple choice questions about what they said to each other, (iii) reading two short passages and answering multiple choice questions over them.
- d) Grammar (Gr)--This consisted of 10 items concerning grammatical usage. A sentence was given with a blank in it and 4 multiple choice items were given for the students to choose from. The items ranged from choice of appropriate tense forms to appropriate case forms.

The total number of items in the proficiency test was 55.

### 3.2. Affect.

Students' attitudes towards English and towards their specific instructional programs was assessed by a questionnaire which asked them a wide variety of questions. They were also asked questions concerning their perceived needs for English. A copy of the questionnaire is provided in Appendix B.

### 4.0. Preliminary Analysis of Data

#### 4.1. Comparison of 1977-78 Experimental Group on 1978-79 Pre-Test Results

As we noted earlier, the natural science students were instructed with

the experimental materials in the 1977-78 and as shown by Table 1, they overcame an initial deficit when compared against the physics & chemistry and math students to the point of surpassing them on the post-test.

Table 4 shows the relative positions on the pre-test means.

Table 4. Comparison of Pre-test Means

Test:	Group	Pre-test Mean	s.d.	t.
Listening Recall	Exp	4.48	(2.61)	-2.52 <sup>1**</sup>
	Trad	5.76	(3.73)	
Listening Multiple Choice	Exp	2.68	(1.50)	-1.85 <sup>1*</sup>
	Trad	3.31	(1.40)	
Reading.Comp.	Exp	2.96	(1.86)	- .71 <sup>1</sup>
	Trad	3.19	(1.99)	
Grammar	Exp	4.32	(2.16)	1.05
	Trad	3.94	(1.98)	
Total	Exp	14.46	(4.81)	-1.82 <sup>1*</sup>
	Trad	16.10	(6.29)	

<sup>1</sup>(-) Value indicates in favor of Traditional group

\*\*p<.01; \*p<.05; 1 tailed  $\frac{1}{2}$  test

When we examine the pre-test results of this year, we find the natural science students in the 2nd year retaining their lead in the Listening Recall measure and Total and staying even in the other sub-tests. This is shown in the comparison given in Table 5:

Table 5: Comparison of Year 2 Pre-Test Means, 1978-79 on form Sub-Tests and Total

Tests:	LR (13)	LMC (10)	RC (22)	Gr (10)	Total (55)
<b>Specialization:</b>					
Natural Science 6 sections 121 students	6.58	2.42	11.28	3.32	23.44
Physics 8 sections 211 students	5.21	2.47	11.80	3.61	23.14
Mathematics 3 sections 81 students	3.28	2.61	9.75	3.22	18.87
ANOVA F Value	4.03*	.53	3.37	.43	5.45*
*p < .05 ANOVA; df Numerator = 2; df denominator = 15					

This kind of comparison of performance on the proficiency measures of the two years cannot be taken as definitive because the two tests were different and the students represented in the sample of physics and mathematics groups are potentially different. However, it is some indication that the natural science group, which used the experimental materials in 1977-78, profited from the program and retained the lead which they had attained in the Listening Recall measure over the intervening summer.

#### 4.20. Proficiency Measures

#### 4.21. Proficiency of Year 1 Students.

All of the sections of all of the science classes of Year 1 used the experimental materials. They were taught in a variety of experimental modes with the materials: cassette tape with classroom teacher; classroom teacher using the same materials vive voce. They were taught by 6 different teachers. The mathematics sections were all taught by one teacher, but the other science groups were taught by the remaining 5

teachers. The following analysis reflects only the mean gain score from pre-test to post-test divided by specializations. Further analysis by experimental mode (tape vs. vive voce) and teacher must await the computer analysis. Table 6 shows this mean gain score.

Table 6: Mean Gain Scores of Year 1 Science Classes by Specialization

Specialization:	Tests: Possible Points	LR (13)	LMC (10)	RC (22)	Gr (10)	Total (55)
Natural Science 8 sections 178 students		3.41	.68	3.63	.70	8.35
Physics & Chem. 10 sections 270 students		3.69	.92	4.47	.98	9.87
Mathematics 7 sections 149 students		2.82	.68	4.26	1.40	8.83
F Value df= 2/22		1.02	.32	.61	1.18	.49

Basically what the Table reveals is that all three specializations showed gains in all sub-tests with the Physics & Chemistry students doing slightly better on 3 of the 4 sub-tests and in the total. This may reflect initial entrance requirements by that department, although we will not be able to say for sure until we have done an analysis of pre-test scores. However, an analysis of variance (ANOVA) of these different means shows no statistically significant differences with respect to variation in their performances by specialization. We can say that students from all three specializations showed equal progress in English proficiency over the instructional period. A similar analysis will be done by teacher and by experimental mode in the Final version of this report.

4.22. Proficiency of Year 2 Students.

As mentioned earlier, the Natural Science classes and the Physics & Chemistry classes used the experimental materials. The Mathematics classes used the traditional materials, mostly consisting of studying reading passages of a scientific nature, translating them into Arabic, and doing a variety of exercises with vocabulary, Cloze type passages, grammar, etc.

Three of the Physics & Chemistry classes used a special version of the experimental materials. The experimental materials, as explained in Section of this report, utilize a combination of listening comprehension with reading comprehension. 3 of the Physics & Chemistry sections used the exact same content and sequence of instruction and homework, but were taught without the listening comprehension modality. All exercises in the Listen and Read (L&R) materials which involved listening, were changed to reading (or writing) exercises. These 3 sections will be referred to as the Read Only group (RO).

The following table shows the mean gain scores of Year 2 students on the four sub-tests and total. The Read Only sections in P&C are not included. They will be discussed later.

**Table 7: Mean Gain Scores of Year 2 Science Classes by Specialization.**

Specialization:	Tests:	LR (13)	INC (10)	RC (22)	Gr (10)	Total (555)
Natural Science 6 sections 100 students		1.92	.43	1.87	.85	5.39
Physics & Chem. 5 sections 119 students		3.01	.63	3.17	.51	7.32
Mathematics 3 sections 77 students		.97	.20	1.23	.44	2.88
F Value between 3 specializ. df = 2/11		1.39	.79	2.62	.54	5.87**
F Value between Experimental <u>vs.</u> Traditional df = 1/11		1.46	1.51	4.80*	.18	7.64**
*p < .125; **p < .05						

This table shows the classes which used the experimental L & R materials exceeding the classes using the traditional materials on all sub-tests, although at not statistically significant levels of confidence. However, the Total scores show the classes using the experimental materials showing mean gains which are significant at the .05 level of confidence level.

Further statistical analysis will have to await more information. However, we can say with just this much data that the students using the experimental materials seem to have shown greater gains in English proficiency than the students using traditional materials.

#### 4.23. Results of Listen and Read versus Read Only.

As described above Fahmy (1979) explored the effects of the two modalities of Listening with Reading versus the Reading only modality. The following table shows the results of Fahmy's experiment comparing 3 sections

of P&C students using the L&R methodology versus the RO methodology. L&R is the experimental group and RO is the control group.

Table 8: Means, Standard Deviations and t-Values for Experimental and Control Groups in Pre-test and Post-test Conditions on the Language Proficiency Test (N = 68 Experimental Group; 68 Control Group)

Subtest	Pretest		Posttest		Gain				t-value
	L&R	RO	L&R	RO	L&R		RO		
	M.	M.	M.	M.	M.	S.	M.	S.	
Listen and Recall	4.19	5.96	7.04	5.22	2.97	5.53	-0.71	3.09	6.479**
Listen Mult. Choice	2.43	2.21	3.37	2.43	1.04	1.96	0.28	1.79	2.360*
Reading Comprehension	9.47	10.35	13.79	11.88	4.43	3.16	1.68	3.09	5.131**
Total	16.09	18.51	24.21	19.53	8.50	4.84	1.25	5.30	8.343**

\*p < .01; \*\*p < .0005; one-tailed d.f. = 134

--Taken from Fahmy (1979).

This table reveals that the experimental group did better on all sub-tests and Total than the control group. The results on the two Listening tests (LR) and (LMC) are of course predictable since the control group did not get any listening practice. However, the significant figures are found in the Reading Comprehension sub-test, where the experimental classes using the two modalities actually showed higher mean gain scores in reading than the control group which did reading only; this gain was attained with a very high degree of statistical confidence after only 12 hours of instruction. This experiment bears out completely the hypothesis that students learning to read will learn better with the accompanying aural input in addition to the visual input of the written word. There are a number of factors which might figure in why this is so, but those will be discussed in more detail in the final version of this report.

#### 4.30. Student Attitudes Towards Their English Programs.

All of the classes which took the post-test also filled out a questionnaire which asked them a number of questions concerning their attitudes towards both their English classes and towards the study of English in general. The questionnaires were administered anonymously; students did not write their names on the questionnaires. A copy of the questionnaire is given in Appendix C.

Taken together, the answers to the questions about the general study of English will tend to reveal the students' attitudes to their instructional programs. If they like a program, they will generally indicate a positive attitude toward the study of English, and vice versa.

#### 4.31. Year 1.

Table 9 below shows the responses of Year 1 students to some of the questions on the questionnaire. The numbers given here do not correspond to the numbers on the questionnaire itself. Some of the responses are given in percentages, and some are given as the means of a 5 point Likert scale, with 1 representing a low evaluation and 5 a high evaluation; 3.00 and above would indicate a positive attitude. The means given represent weighted means, i.e. it is the mean of the sum of the class means multiplied by the number of students in the class and divided by the total number of respondents. Therefore a class with fewer students would be given less weight than a class with a greater number of students.

**Table 9: First Year Student Evaluations of English by Specializations.**

Approx. number of students:	Nat. Science (205)	P/C (235)	Math (237)	Mean Total (727)
<b>Q 1. Should science students be required to study English?</b>				
Yes:	94.5%	89.5%	93%	92%
No:	5.5%	10.5%	7%	8%
<b>Q 2. Would you recommend this course to a student next year?</b>				
Yes:	80.0%	72.0%	74.0%	75%
No:	20.0%	28.0%	26.0%	25%
<b>Q 3. Are you glad you studied English?</b>	4.43	4.08	3.91	4.12
<b>Q 4. Would you take more English if you could?</b>	4.14	3.32	3.18	3.50
<b>Q 5. Were the English classes interesting?</b>	4.10	3.73	3.83	3.86
<b>Q 6. Were the English classes useful?</b>	4.02	3.79	3.97	3.91
<b>Q 7. Was the reading interesting?</b>	3.62	3.43	3.72	3.57
<b>Q 8. Was the reading useful?</b>	3.90	3.51	3.84	3.72

All of these responses indicate a very positive attitude towards English study in general and towards their specific English programs in general. There is one interesting observation here. The Natural science students in general give a more positive response to all of the questions than either of the two specializations. If we look back at the proficiency tests we can see that the physics/chemistry students generally did better in the proficiency measure than the natural science students.

4.32. Second Year.

Table 10 shows the responses of the Year 2 students. Recall that the Mathematics classes were using the traditional materials and the natural science and physics/chemistry students were using the experimental materials.

Table 10: Second Year Student Evaluations of English by Specializations.

	Nat. Science (122)	P/C (178)	Math (77)	Mean Total (378)
<hr/>				
Q 1. Should science students be required to study English?				
Yes:	93%	90%	81%	89%
No:	7%	10%	19%	11%
Q 2. Would you recommend this course to a student next year?				
Yes:	88%	88%	36%	77%
No:	12%	12%	64%	64%
<hr/>				
Q 3. Are you glad you studied English?	4.18	4.13	2.75	3.86
Q 4. Would you take more English if you could?	3.33	3.47	1.99	3.12
Q 5. Were the English classes interesting?	4.03	4.08	2.08	3.55
Q 6. Were the English classes useful?	4.04	3.96	2.32	3.64
Q 7. Was the reading interesting?	3.90	3.62	2.43	3.46
Q 8. Was the reading useful?	3.99	3.85	2.28	3.46
<hr/>				

These responses indicate that the students using the experimental materials had a much more positive attitude than the mathematics students, who used the traditional materials. In all of these questions the students using the experimental materials show very positive responses and those using the traditional materials show consistently more negative attitudes.

These tables reveal attitudes of the students broken down by specialization. In the final version of this report, we will look further at attitudes by experimental mode and by teacher.

#### 5.0. Preliminary conclusion.

This preliminary analysis of both proficiency and affect indicate that the experimental materials are completely fulfilling the promise of the pilot year experimentation of 1977-78. Students using the materials show consistent language growth of all sub-tests of the proficiency measure, and in the second year, where we had a chance to compare the experimental program with the traditional program, we saw superior proficiency results in all sub-tests and total.

Furthermore, students using the experimental materials, both Year 1 and Year 2, show very positive attitudes towards both the program and the study of English. The Year 2 students who used the traditional materials showed a much more negative attitude towards both their materials and the study of English.

The research hypothesis about combining listening with reading for teaching reading has been fully borne out by the work cited from Fahmy (1,79). A further analysis of other factors involved in the research will appear in the final version of this report.

# APPENDIX TO DOCUMENT D

Faculty of Education, Ain Shams University

Department of English Language Teaching, Faculty of Education, Ain Shams University, Heliopolis, Cairo, U.A.R.

## Background

1. The materials for this program have been developed by a team in the Center for Developing Methods of Language Teaching, Faculty of Education, Ain Shams University, under the general supervision of Professor Mohamed Salem, Chairman of the Board of Foreign Languages. This team included 10 graduate students who helped with, edit, check, and evaluate the materials, including 2 who have prepared the theoretical basis for the program.
2. The purpose is to develop and evaluate materials to teach English to students in these classes with materials which could be used by relatively untrained, non-fluent teachers, by using a limited technology—namely a cassette tape player—combined with carefully structured student materials, and a highly simplified Teacher's Manual.

The materials consist of:

- a) a cassette tape for each lesson
- b) preparatory materials for students which could be used either as homework or in class preparatory instruction
- c) in class Student Worksheet materials requiring active non-oral responses to each one of them (material)
- d) Teacher's Manual for each lesson which includes a transcript of the material and a cassette
- e) periodic tests over material taught

## 3. Project Development and Research

Year One (1977-78): an experimental pilot study involving 13 1st year science sections (7 using experimental materials and 6 using a more traditional commercial scientific English book, taught emphasizing reading).

Year Two (1978-79): a large scale research and development project in which 38 sections of 1st and 2nd year science students used the experimental materials (8 1800 students) and 10 sections of Year 2 students used the more traditional scientific English materials (8 400 students). A number of variables were examined of various configurations of the two sets of materials and the 2 years.

Year Three (1979-80): all 1st and 2nd year science students (50 sections, 8 2500 students) are using a revised version of the experimental materials. As other faculties have expressed interest in the materials, the materials are undergoing a further revision and expansion for use at the Fac of Ed. and other institutions; this will provide a complete replicable package of materials which could be used by any teacher who could read English and was committed to teaching.

4. Notes on Rationale for the Materials
5. Sample demonstration of sample lesson

B Results of 1977-78 Pilot Study

- a. (Experimental Group: 8 Sections of Natural Science 1st Year, using Listen and Read  
 b. (Control (called Traditional here): 6 sections of Math (plus some other science students) 1st Year, using Ewer and Latorre, A Course in Basic Scientific English

- Proficiency Measures:
- a. Listening Recall (LR)--A written passage with selected content words deleted. Students read it, then listen to it read aloud to them 2 times and they fill in as many of the deleted words as possible.
  - b. Listening Multiple Choice (LMC)--A sentence is read aloud 2 times; students choose from 4 multiple choice answers
  - c. Reading Comprehension (RC)--Students read written passages and answer multiple choice answers about the passages
  - d. Grammar (GR)--Multiple choice answers of various usage items

Table 1: 1977-78 Mean Gain from Pre- to Post-test  
 (N: Exp. = 121; Trad. = 48)

Test:	Group	Pre- $\bar{X}$	Post- $\bar{X}$	Gain $\bar{X}$	sd	t value
LR (15 possible)	Exp	4.48	6.31	1.03	2.73	6.78 *
	Trad	5.76	4.08	1.53	3.44	
LMC (10 possible)	Exp	2.68	2.70	.02	2.07	1.25
	Trad	3.31	2.99	.42	2.01	
RC (15 possible)	Exp	2.96	4.30	1.33	2.38	1.22
	Trad	3.19	3.98	.79	3.07	
GR (15 possible)	Exp	4.32	5.34	1.07	2.51	.32 <sup>1</sup>
	Trad	3.94	5.15	1.21	2.74	
TOTAL (55 possible)	Exp	14.46	18.79	4.26	5.06	4.52 *
	Trad	16.10	16.14	.04	6.39	

<sup>1</sup> (-) . value indicates in favor of traditional group

\*  $p < .0005$ ; df: 167; 1 tailed t test

NOTE: TOTAL Score calculated without the contribution of the LR measure, i.e., LMC + RC + GR, was also in favor of the Experimental group with a t value of 1.74 and  $p < .05$ .

Results of Pilot Study (continued)

Affect

Table 2: Student Evaluation of English Instructional Materials  
(N: Exp = 144; Trad = 86)  
Responses to a Likert 5 point scale with "1" for low evaluation and "5" for high evaluations.

	$\bar{X}$	sd	t value
a) Exp. unit on ecology--Useful? Trad. reading materials--Useful?	4.41 3.65	.91 1.03	5.03 **
b) Exp. unit on ecology-- Interesting? Trad. reading materials--Interesting?	4.13 3.74	1.10 1.19	2.52 **

\* p < .01  
\*\* p < .0005      df: 228; 1 tailed t test

Table 3: Student's attitudes Towards English  
(N: Exp = 144; Trad = 86)

	Exp. %	Trad. %
Q. A. Should science students at the Fac. of Ed. be required to study English?		
Yes:	74.8	67.1
No:	25.2	32.9
Q. B. What is your opinion about the study of English at the Faculty?		
a) strong positive (wish we had more)	17.4	7.2
b) medium positive (liked it; glad we studied it)	36.2	20.5
c) medium (liked it, but need time for other courses)	43.2	65.1
d) medium negative (we don't need it)	2.2	1.2
e) strong negative (don't like it; don't need it)	.7	6.0

53.6 }  
27.7 }  
2.9 }  
7.2 }

C Preliminary Results of 1970-79 Results (final analysis of several variables dependent on unfinished computer analysis of all proficiency data)

Groups to be analysed: a) 1st Year: natural science, physical science, math  
All using Listen and Read, the experimental materials

b) 2nd Year: natural science and physical science using experimental materials  
math using traditional materials (Ewer and Latorre)

C. (continued)

- c) Listen and Read versus Read Only, Year 2  
physical science, 3 sections in each mode  
(Hermine Fahmy, 1979)
- d) taped native speaker voice in conjunction with  
teacher versus teacher only, Year 1 and Year 2  
(Shaker Rizk, forthcoming)

PROFICIENCY YEAR 1

Table 4: Analysis of Variance of Gain Scores for Year 1 Science Classes by Specialization. All classes used experimental materials.

Specialization:	Tests: points possible :	LR (13)	LHC (10)	RC (22)	GR (10)	TOTAL (55)
natural science 8 sections N = 170	mean gain:	3.52	.63	3.47	.62	8.10
physical science 10 sections N = 270	mean gain	3.59	.73	3.72	.86	8.57
math 7 sections N = 149	mean gain	2.77	.57	4.18	1.21	8.29
df = 2/22	F value	.68	.11	.39	1.07	.04
	F value needed for $p < .05 = 3.44$					

Table 5: Year 1 Mean Gain in terms of standard deviations (mean gain divided by pre-test standard deviation)

	Tests:	LR	LHC	RC	GR	TOTAL
natural science		1.28	.45	1.06	.38	1.12
physical science		1.84	.53	1.17	.49	1.43
math		1.20	.51	1.26	.67	1.41

C (continued)

PROFIC. PNEY--Year 2

Table 6. Analysis of Variance of Gain Scores for Year 2 Science Classes by Specialization. (Natural Science and Physical Science used experimental materials; Math used Ewer and Latorre (traditional)).

		Tests: points :	LR (13)	LMC (10)	RC (22)	GR (10)	TOTAL (55)
<u>Specializations:</u>							
Exp	natural science 6 sections; N = 100		1.92	.43	1.01	.85	5.39
	physical science 5 sections; N = 119		3.01	.63	3.17	.51	7.32
Trad	math 3 sections; N = 43		.97	.20	1.23	.44	2.88
F value between 3 specializations df = 2/11 (F needed for p < .05 = 3.90)			1.39	.79	2.62	.54	5.87 *
F value between experimental vs traditional df = 1/11 (F needed for p < .05 = 4.84)			1.46	1.51	4.80	.18	7.64 *
* p < .05							

Table 7. Year 2 Mean Gain in terms of standard deviation (mean gain divided by pre-test standard deviation)

		Tests:	LR	LMC	RC	GR	TOTAL
Exp	natural science		.75	.33	.61	.39	.91
	physical science		1.25	.47	.99	.27	1.26
Trad.	math		.43	.13	.39	.23	.60

C (continued)

AFFECT: YEAR 1

Table 8. Year 1 Science Students Evaluations of English by Specializations.  
All classes using experimental materials.  
 Specializations: nat. sci. physical sci. math.  
 Approximate Ns (205) (285) (237)

Q. 1	Should science students be required to study English?	Yes:			
		Yes: 95 %	90%	93 %	
		No: 5	10	7	
Q. 2	Would you recommend this course to a student next year	Yes: 80 %	72 %	74 %	
		No: 20	28	26	
Likert scale responses: 1 to 5 with 1 low and 5 high					
Q. 3	Are you glad you studied English	4.43	4.08	3.91	
Q. 4	Were the English classes interesting?	4.10	3.73	3.83	
Q. 5	Were the English classes useful?	4.02	3.79	3.97	

AFFECT: YEAR 2

Table 9. Year 2 Evaluations

Approximate Ns:	Exp		Trad (77)
	(122)	(178)	
Q. 1. Should science students be required to study English	Yes: 93 % No: 7	90 % 10	81 % 19
Q. 2. Would you recommend...?	Yes: 88 % No: 12	88% 12	36 % 64
Likert scale responses			
Q. 3. Are you glad...?	4.18	4.13	2.75
Q. 4. Classes interesting...?	4.03	4.08	2.08
Q. 5. Classes useful...?	4.04	3.96	2.32

C. (continued)

Results of Listen and Read versus Read Only (Hermine Fahmy, 1979, AUC MA Thesis)

Table 10. Pre-test, Post-test and Mean Gains for experimental (Listen and Read) and control (Read Only) groups.  
(N = Listen and Read: 60; Read Only: 60)

Sub-test:	group:	pre- $\bar{X}$	post- $\bar{X}$	Gain $\bar{X}$	sd	t value
No. (10)	Listen and Read	4.19	7.04	2.87	(5.53)	6.48**
	Read Only	5.96	6.22	-.77	(3.09)	
LHC (10)	Listen and Read	2.43	3.37	1.04	(1.96)	2.36 *
	Read Only	2.21	2.43	0.20	(1.79)	
Reading C. (22)	Listen and Read	9.47	13.79	4.43	(3.16)	5.13 **
	Read Only	10.35	11.88	1.68	(3.09)	
TOTAL (45)	Listen and Read	16.09	24.21	8.50	(4.84)	8.34 **
	Read Only	18.51	19.53	1.25	(5.37)	

\*  $p < .01$ ; \*\*  $p < .0005$ ; 1 tailed  $t$  test;  $df = 134$

D. Some Possible Implications of this Research

E. References related to the research:

- Gary, Judith O. 1975. Delayed oral practice in initial stages of second language learning. In Marina K Durt and Heidi C. Dulay, eds., *New Directions in Second Language Teaching, Learning and Bilingual Education*. Washington, DC: TESOL Assoc.
- \_\_\_\_\_. 1973. Why speak if you don't have to? The case for a listening approach to beginning foreign language learning. In William C Ritchie, ed., *Second Language Acquisition Research*. New York: Academic Press
- Gary, Herman and Judith O. Gary. 1978. A report on a pilot experimental curriculum research and development project for English for special purposes. Cairo: CIELT, Faculty of Education, Ain Shams University. A shortened version of this report was given as "Stop, Look and Listen. A Pilot Experimental ESP Program with a De-coding-Based Methodology Taught Via the Use of a Cassette Tape Player" Paper read at Second Annual Los Angeles 2nd Language Research Forum, October 1978, Univ. of Southern California. Also a shortened version of this report appeared in CIELT Occasional Papers Number 1, 1979.
- \_\_\_\_\_. 1980, forthcoming. Comprehension-intensive 2nd language teaching. IIRAL.
- Hermine Fahmy. 1979. The effects of Listening comprehension on reading comprehension. Cairo: AUC, MA Thesis.
- Fostovsky, Valerian. 1975. The priority of aural comprehension in the language acquisition process. AILA World Congress, Stuttgart, 1975.

## ABBASSIA PROJECT: Activities During 1979

The Abbassia Project Committee was established at a Dean's Meeting (October 3rd, 1979) in response to a letter of the same date addressed to the Dean as Director of CDELTA (Center for Developing English Language Teaching) from Dr. Ahmed Gaber, Director of the Department of Medical Equipment Technology in Abbassia. Dr. Gaber requested assistance in developing their English language program.

The Committee consists of five members: Chairman--Dr. J. E. Strain, UCLA--Dr. R. Schreck and Dr. J. Gary, British Council--Mr. J. Pett and Ms. J. Lewkowicz.

Following a visit to the Department of Medical Equipment Technology, meetings with the British Council advisors (Abbassia), and committee discussions, a report (Report on the Teaching of English...) was prepared and submitted to Dr. Gaber. The report provided an analysis of the English Language needs at the Abbassia facility, outlined procedures and aims for their Course of Instruction, suggested various options and their requirements for the Course, and concluded with a statement of possible involvement by CDELTA staff. The report was delivered at the end of November.

Abbassia replied to the report on December 10th indicating their preference of the Course options suggested and requesting a projected budget.

The budget projections (Projected Budget: Abbassia English Language Project) were delivered to Abbassia on January 6th, along with an official cover letter from Dean Abdel-Salam Abdel-Ghaffar summarizing the costing breakdown. The Dean's letter further specified that commencement of CDELTA involvement would be dependent upon receipt of half of the 1980 Spring Semester Budget. A bill for services rendered to date was also included.

Reluctance exists on the part of Center Staff to take on new projects at this time due to commitments to current projects--Curriculum Revision, ESP, Testing, Graduate Programs, even though there is a great deal of interest in the Abbassia Project. For this reason, the report and budget projections cited above reflect a balance between minimum involvement, on the one hand, and the desire to obtain funds for Center improvement, on the other.

**REPORT ON THE TEACHING OF ENGLISH PREPARED BY THE  
CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING,  
FACULTY OF EDUCATION, AIN SHAMS UNIVERSITY**

**for**

**DR. AHMED H. GABER, DIRECTOR  
DEPARTMENT OF MEDICAL EQUIPMENT TECHNOLOGY, ABBASSIA**

**Dr. Jeris E. Strain, Chairman  
Dr. Judy Gary  
Ms. Josephine Lewkowicz  
Mr. Jim Pett  
Dr. Richard Schreck**

**November 1979**

This report analyzes the English language needs of the Medical Equipment Technology Department at Abbassia and outlines procedures and aims for such a course of instruction. It makes specific suggestions for the teaching of English to Medical Equipment technicians and sets forth various course options. It further details the requirements connected with the option selected by the Department. The report concludes with a statement of possible future involvement by the Centre for Developing English Language Teaching.

## 1. STUDENT NEEDS (TERMINAL BEHAVIOUR)

At the end of the two-year Course of Instruction in Technical English, the Student-Technician of the Department of Medical Equipment Technology must:

- a. Be able to perform minimally in the four Basic English Skills (listening, speaking, reading, writing) within a framework of basic grammatical concepts and a minimum of general vocabulary.
- b. Be able to decode Technical English language materials such as those found in equipment panels, operation and repair manuals, and printed instructions.
- c. Be able to transform printed Technical English language discourse into appropriate action.

## II. PROCEDURE

### Phase 1. Introductory English language training in four basic skills: listening, speaking, reading, writing.

- Aims:
- a. To provide a foundation in basic English suitable for instruction in Technical English.
  - b. To orient students to study discipline required in the overall Course of Study (English): initial training in developing study habits, attitudes toward study, and self-confidence in task accomplishment.
  - c. To direct existing student motivation into suitable channels.

### Phase 2. Training in Reading Skills

#### a. General and Specific Mechanics of Reading

Aims: a.1 To develop eye movement patterns for effective reading in English.

a.2 To develop skills in relating printed material to diagrams, tables, equipment, etc.

#### b. Recognition of grammatical units (Structure), lexical associations (vocabulary), vocabulary skills (Texts)

Aims: b.1 Familiarization with and mastery of grammatical units common to Technical English (Medical Equipment Technology).

b.2 Familiarization with and mastery of technical vocabulary items plus high frequency grammar-vocabulary associations.

b.3 Familiarization with affixation, word formation, collocations, etc.

**Phase 3. Training in Cognitive Skills (Processes)**

**a. Specific Reading Processes**

Aim: To develop those cognitive processes which are different in Arabic and English; e.g., "linear" vs. "circular" thought processes.

**b. Sequencing Points of Information**

Aim: To develop step-by-step procedures, cumulative associations, and feedback appraisal.

**c. Mentally Transforming Printed Messages to Image and/or Action**

Aim: To form points of information as mental images and action strategies.

**d. Comparison of Points of Information**

Aim: To develop the ability to both contrast and compare points of information.

**e. Deduction/Induction of Points of Information**

Aim: To develop the ability to comprehend information suggested but not stated in printed material.

### III. METHODOLOGY

#### A. Introductory English Course

a. Options: We suggest that you consider the following three options for the Introductory English Course in basic language skills:

1. Ideal: 25 hours of instruction per week (5 hours per day, 5 days per week) for 8 weeks, a total of 200 hours of training in foundation language skills.

2. Satisfactory: 12-18 hours of instruction for 4 (or 8) weeks (2-3 hours per day, 6 days per week), a total of 48-72 (or 96-144) hours of training in basic language skills.

3. Minimal: 10 hours of instruction per week in English.

b. Method: A "basic skills" course; for example, English Sentence Structure (Lado-Fries, University of Michigan Press, 1962 --- adapted for speakers of Arabic) and Vocabulary in Context (Franklin, et.al., University of Michigan Press, 1965); or Practice and Progress (L. G. Alexander, Longman's, 1967), or The Crescent Series, Oxford University Press, 1978).

c. Curriculum: Progressive coverage of English grammar and basic vocabulary.

## B. Technical English Course: Years One and Two

a. Options: The options we suggest for your Technical English Course for Medical Equipment Technology technicians are the following:

1. Ideal: 2 fifty-minute hours of instruction 5 days per week for the duration of the school year with teaching materials coordinated with concurrent instruction in equipment and medical technology subject matter and tailored to the Technical English needs of the overall curriculum.
2. Satisfactory: Same class hours as Option 1 above (2 50-minute hours of instruction 5 days per week) with a Technical English textbook or textbooks currently available on the market.
3. Less Satisfactory: 1 two-hour period of instruction 5 days per week with selections from various textbooks chosen at the discretion of the teacher.
4. Minimal: 3 one-hour periods of instruction per week with technical manuals.

b. Method: Primarily a reading-comprehension course of instruction with emphasis on the development of reading skills and cognitive skills (processes), as outlined in Section II above.

c. Curriculum: Commencement with training in the General and Specific Mechanics of reading, followed by progressive coverage of grammatical units, lexical associations, and vocabulary skills concurrent with progressive development of reading processes, sequencing information, transforming information into mental images and action strategies, comparison, and deduction/induction.

#### IV. REQUIREMENTS

A. If the Satisfactory Options (A.a.2 and B.a.2) are adopted, you will need the following:

1. Assistance in selecting adequate textbooks for the Introductory and Technical English Courses.
2. The training, evaluation, and on-going assessment of the English teacher(s) [hired by the Medical Equipment Technology Department] in teaching procedures appropriate for the textbooks selected.
3. Assistance in developing testing instruments for student selection and achievement assessment.

B. If you adopt the Ideal Option (B.a.1) for the Technical English Course (Years One and Two), you will need the following:

1. Development of the curriculum for a Medical Equipment Technology English Course.
2. Design of a syllabus for the Course.
3. Preparation of teaching materials to meet the special needs of Medical Equipment technicians.

## V. INVOLVEMENT OF THE CENTER FOR DEVELOPING ENGLISH LANGUAGE TEACHING

The Center for Developing English Language Teaching has the expertise to provide all the requirements stated above.

Due to the current commitments on staff time, we are able to offer our assistance for textbook selection, teacher training, and evaluation for instruction beginning after the mid-year holiday.

If suitable arrangements can be made, we are interested in participating in curriculum development, syllabus design, and materials preparation for the Technical English Course (IV.B requirements) for the academic year 1980-81.

CENTRE FOR DEVELOPING ENGLISH LANGUAGE TEACHING

Manchiet El Bakri  
Heliopolis

Faculty of Education  
Ain Shams University

January 6, 1980

Dr. Ahmed Gabar, Director  
Department of Medical Equipment Technology  
Ministry of Public Health  
Abbassia, Cairo

Dear Dr. Gaber:

Continuing our efforts to develop a mutually satisfactory and fruitful association between the Faculty of Education, Ain Shams University and the Department of Medical Equipment Technology, I am pleased to enclose a projected budget for your English Language Project.

This budget would enable staff members of our Centre for Developing English Language Teaching to participate in the development of a Technical English Course of Instruction for medical equipment technology students.

In addition, we hope to be able to provide teachers for the projected course.

The budget is divided into two parts: (a) costing for teacher advising and course development during the 1980 Spring Semester: LE 3587.00 and (b) costing for the 1980-1981 Academic Year: LE 14,611.00, a grand total of LE 18,198.00. (For details see enclosures.)

The Centre will be able to commence work activities upon receipt of half of the Spring Semester amount: (LE 1793.50) and an understanding that the remainder of the budget will be forthcoming.

Enclosed also is a bill for the sum of LE 810.00 covering consultancy fees to date for study and analysis of the ELT requirements of the Department of Medical Equipment Technology and preparation of the work and budget reports.

I hope the enclosed cost projections will enable you to budget for the proposed Intensive Course and First Year Course.

I would be grateful if you would address future communications regarding the courses to Dr. Jaris Strain, Chairman of our Abbassia Project Committee.

Hoping this will further enhance the developing relationship between our two institutions, I am,

Yours sincerely,

*A.S. Abdel-Ghaffar*  
Dr. Abdel-Salam Abdel-Ghaffar  
Director, Centre for Developing ELT  
Dean, Faculty of Education

**PROJECTED BUDGET**  
**ABBASSIA ENGLISH LANGUAGE PROJECT**

**Summary:**

With the present level of staffing at the Centre for Developing ELT, Faculty of Education, Ain Shams University, and

With four demonstrators involved 12 hours per week, each teaching 6 hours per week and preparing materials 6 hours per week, and

With one demonstrator coordinating the course of instruction 6 hours per week and preparing materials 6 hours per week,

The budget needed to enable Centre staff:

To design and prepare Technical ELT materials for approximately 30 weeks of instruction (including revision and evaluation instruments),

To program a 100 hour intensive English course, and

To provide advice and guidance for the teaching staff,

Would be £E 18,198.00.

This budget, detailed in the following pages, consists of the following costing:

a. 1980 Spring Semester

CDELTA.....£E 3587.00  
DMETA..... ----

b. 1980-1981 Academic Year

CDELTA.....£E 12,111.00  
DMETA..... . 2,500.00\*

(\*500.00 for cassette recorders recommended, but not essential)

PROJECTED BUDGET  
ABBASSIA ENGLISH LANGUAGE PROJECT

1. Costing: Spring Semester 1980 -- preparing materials for course plus teacher advising.

A. Management/Administrative Costs

One Project Chairman (8 hours per week)...£E 1,320.00

Three Project Assistants  
(4 hours per week each)..... 1,500.00

Total      £E 2,820.00

B. Tuition Costs

None

C. Total Management/Administrative Costs

£E 2,820.00

10% Development..... 282.00  
3,102.00

10% Contingencies..... 310.00  
(inc. inflation)      £E 3,412.00

D. Software

Paper, photocopying, etc.....£E 175.00

E. Hardware

None

F. Total costing for 1980 Spring Semester

Total Man/Admin Costs.....£E 3,412.00  
Software..... 175.00

£E 3,587.00

PROJECTED BUDGET  
ABBASSIA ENGLISH LANGUAGE PROJECT

**III. Total Costing**

**a. 1980 Spring Semester**

Man/Admin Costs.....	YE 3,412.00
Tuition Costs.....	-----
Software Costs.....	175.00
Hardware Costs.....	----
	<hr/>
	YE 3,587.00

**b. 1980-1981 Academic Year**

Man/Admin Costs.....	YE 6,824.00
Tuition Costs.....	4,937.00
Software Costs.....	2,350.00
Hardware Costs.....	500.00
	<hr/>
	YE 14,611.00

**c. Combined Totals**

Man/Admin/Tuition.....	YE 3,412.00
	6,824.00
	4,937.00
Software.....	175.00
	2,350.00
Hardware.....	500.00
	<hr/>
	YE 18,198.00

**CONSULTANCY FEES**

**Abbassia English Language Project  
October-January (1980)**

**I. Costing**

- a. 7 meetings - 3 hours each = 21 hours  
Course outline = 2 hours  
Consultants = 5  
  
23 X 5 = 115 hours
- b. 2 budget meetings - 2 hrs ea= 4 hours  
Consultants = 4  
  
4 X 4 = 16 hours
- c. Report typing, preparation = 4 hours      4 hours  
  
Total hours: 135 hours
- d. 135 hours at YE 6.00 per hour = YE 810.00

**II. Payment**

Kindly make payment to the order of:

Dr. Abdel-Salam Abdel-Ghaffar, Director  
Center for Developing English Language Teaching  
(Faculty of Education, Ain Shams University)  
(Roxy, Heliopolis, Cairo, ARE)

The Center  
for Developing English Language Teaching  
at Ain Shams University

By-Laws

**Part I. Organization of work.**

**Item 1. The Center functions through the following bodies:**

- a. The Board of Governors;
- b. The Director of the Center;
- c. The Executive Committee.

**Item II. The Board of Governors.**

The Board of Governors regulates and determines the policy of the Center.

Members of the Governing Board are:

1. The Vice President of Ain Shams University for Graduate Studies and Research (Chairman);
2. The Director of the Center;
3. Dean of the Faculty of Education;
4. Dean of the Women's College;
5. Vice-Dean for Undergraduate Studies (Faculty of Education);
6. Vice-Dean for Graduate Studies (Faculty of Education);
7. Head of the Department of English (Faculty of Education);
8. Head of the Department of English (Faculty of Arts);
9. Head of the Department of English (Faculty of Languages);
10. Head of the Department of English (Women's College)
11. Head of the Department of Curricula (Faculty of Education);
12. Professor of English Methodology (Faculty of Education);
13. Professor of English Methodology (Women's College);
14. Director of the National Center for Educational Research);
15. Director of the In-service Training Center at Manshiet Al-Bakry;
16. Two specialists named by the University Council;
17. English Language Counselor in the Ministry of Education.

The Board of Governors meets once every two months. In the absence of the Chairman, the Director of the Center would preside.

**Item III. The Director of the Center.**

The Director of the Center is nominated and appointed by the Council of the University.

**Item IV. The Executive Committee.**

The Board of Governors selects an Executive Committee, to which it delegates some of its functions.

**Part II. Objectives and functions of the Center.**

**Item V. The Center assumes the following responsibilities:**

1. Promoting English language teaching in the University at large;
2. Cooperating with various Faculties of Education in their efforts to improve English language instruction;
3. Participating with both the Faculties of Education and the Ministry of Education in programs for training in-service teachers, leaders, and supervisors;
4. Revising curricula and textbooks according to language needs of the different educational levels;
5. Disseminating information on current developments in English language teaching;
6. Initiating and building a documentation center for Faculties of Education and the Ministry of Education;
7. Assisting in Adult English Programs in cooperation with public service corporations;
8. Sponsoring and encouraging research projects and guiding research.

**Part III. Administration of the Center.**

**Item VI. The Governing Board assumes certain functions:**

1. Planning the faculty employment policy;
2. Issuing regulations and making decisions in matters pertinent to the activities of the Center;
3. Investigating and assessing work and reports of the technical committees;
4. Nominating Egyptian and American experts;
5. Establishing regulations for salaries and stipends for personnel of the Center;
6. Making decisions with respect to financial contributions offered by private and government corporations;
7. Setting regulations for charges of admission and enrollment in in-service training programs;

8. Examining and approving the budget;
9. Preparing the final report to be submitted to the University Council;
10. Making recommendations for recruiting new personnel.

**Item VII. The Director of the Center.**

The Director is responsible for:

1. Administration of the Center in accordance with policy and regulations set by the Board of Governors;
2. Preparation of the annual budget at least three months before the beginning of the fiscal year;
3. Preparation of the accounts, costs and expenditures, at least two months before the termination of the fiscal year;
4. Supervision of the personnel of the Center;
5. Representing the Center at different occasions.

**Item VIII. The Executive Committee.**

This committee is appointed by the Board of Governors and is comprised of a number of specialists in English language teaching. The Executive Committee plans the program of the Center.

**Part IV. The Budget of the Center.**

**Item IX.** The Center has a regular annual budget depending on the following sources:

1. University financial aid;
2. Income of different activities of the Center;
3. Contributions and financial support by private foundations.

Costs and expenses include the following:

1. Salaries and stipends;
2. Current expenses;
3. Investment services.

**Item X.** The income of the Center is to be deposited in a bank assigned by the Board of Governors.

- Item XI. Financial dealings and bookkeeping will conform to terms set by the Governing Board.
- Item XII. The Director of the Center practices his rights with regard to financial matters in the same way as does an Under-Secretary of State.
- Item XIII. The Chairman of the Board of Governors practices the rights of a Minister.