



FINAL REPORT

DEVELOPMENT - RELATED  
ENGLISH LANGUAGE TRAINING  
NEEDS AND RESOURCES / EGYPT

SUBMITTED TO:  
USAID MISSION TO EGYPT  
CAIRO, EGYPT

CONTRACT AID/SOD/PDC-C-0205 W.O. 2  
(KELK)

APRIL 1980

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## SUMMARY OF RECOMMENDATIONS

### 1. Participant Training Programs

Group Seven recommends:

- a. that the Mission initiate a process of limited decentralization of English language training for participant programs; that USICA's English language program in Alexandria be used as soon as practicable for participant training.
- b. that the Mission develop English language program guidelines for decentralizing some of the participant programs.
- c. that most English language training for participants continue at the English Language Institute of the American University in Cairo until such time as further geographic decentralization of English language programs can be achieved.
- d. that the Mission and Office of International Training consider use and develop the capacity to conduct special English language tests as alternatives to the ALIGU tests for short-term participants.

### 2. Counterpart Training Programs

In this regard, we suggest:

- a. that the Mission develop the capacity to assist in-house and contract staff in the design of appropriate English language training programs for counterpart staff.
- b. that the Mission encourage the development of English language counterpart training programs (where necessary) in middle and upper Egypt.
- c. that each counterpart training program be analyzed to determine whether or not there are alternatives to providing English language training to counterparts.

### 3. Other Training Needs

Here, G7 recommends:

- a. that the Mission provide technical assistance to non-profit private and public-sector organizations in Egypt in developing or improving their English language training programs for their clientele; that the Mission stress the areas of teacher training, curriculum development, program planning, and other like areas rather than on capital-intensive programs such as those which supply language laboratories and other hardware.
- b. that the Mission contract with an appropriate organization to provide this technical assistance.
- c. that the activities of such a contract team include:
  - General workshops for coordinators of EFL programs in Egypt, including EFL methodology and techniques;
  - Ongoing seminars for coordinators in the areas of teacher training, curriculum development, use of audio-visual equipment and resources in EFL, and evaluation of training;
  - In-Service teacher training and curriculum development for specific programs.

### ACKNOWLEDGEMENTS

Group Seven wishes to acknowledge the consistent interest and assistance freely offered by all those who we encountered in the course of our study. Both Mission staff and other officials were unfailingly courteous in receiving us and patient in dealing with our sometimes long and tedious interviews. To say that this made our work lighter is an understatement; and to all those whom we met during the course of our work we extend our thanks.

Our thanks also to Joseph W. Kovach, who helped initiate the study and, although officially retired by the time of our arrival, gave us a full briefing before his departure; to Robert D. Brandt, Project Manager and our primary contact with the Mission; to Ahmed Tawfik, who was seconded to G7 through the Office of Training; and to the able support staff of the Office of Training.

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## INTRODUCTION

This study was carried out by Group Seven (G7)<sup>1/</sup> during March 1980, a period of considerable ferment in the English language teaching field in Egypt. The current prospects for English language teaching are both challenging and daunting. The demand for English language instruction appears to far exceed the ability of existing competent institutions to provide training. This demand comes from both individuals and institutions. The private sector - banks, airlines, and companies of various types - has either established English language programs or has sought outside help in training employees. The public sector - ministries and universities - has sought assistance in establishing or strengthening its programs or has sent employees elsewhere for English language training.

The Post-Peace Fellowship program has been especially effective in raising the consciousness of Egyptian educators regarding the quality of university-based programs of English as a Foreign Language (EFL). Other growing overseas scholarship programs have added to the EFL instructional surge.

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<sup>1/</sup> This is the third study carried out by G7 in the general area of participant training and its English language component. The first two produced reports entitled: "Evaluation Study of the Intensive English Language Training and Testing Services Provided to AID-Sponsored Students" (Contract AID/OTR-C-1387, W.O. 10, May 1978), and "Evaluation Study of Selection, Admission and Placement Assistance Provided for AID-Sponsored Students from Abroad" (Contract AID/OTR-C-1387, W.O. 9, February 1979).

In addition, individuals - who see, for example, secretaries competent in English reportedly earning twice as much as university professors - are flooding courses available to the public.

At the same time, with the exception of a few outstanding and well-known English language teaching programs, there are reported to be serious deficiencies in many public and private English teaching institutions. For example, in many university departments of English, the teaching of foreign language is still considered only a part of general training in literature. And there is a very serious lack of English language programs in upper Egypt.

This is the existing context in which the G7 Team undertook its limited study of English language training for USAID participants and counterparts. We could only, however, ignore this general context at our peril; indeed, we were reminded of it in every interview and discussion we held.

A second dimension could also not be overlooked - the historical perspective.

### English Language Instruction in Egypt: An Historical Glimpse

Until about 1955, education in Egypt was restricted to a small elite. The large number of British teachers in Egypt led to a strong English language program in the secondary schools and universities. Following this period there was a substantial decline in English-language teaching as a surge of nationalism led to increased calls to limit English in schools while massive increases in school enrollments began. Although the faculties of medicine, science, agriculture and engineering had formerly used English as the medium of instruction (as they do today), in the early 1960s there was a concerted effort by the Egyptian government to replace English with Arabic in these faculties as the medium of instruction. (Interestingly, during this period some of the translation of English textbooks into Arabic was supported by PL 480 funds.<sup>1/</sup>)

Following President Sadat's Open Door Policy statement, the demand for English language training rose dramatically. Today, as mentioned earlier, this demand is at very high levels in all sectors - public, universities and secondary schools. This increased demand has led to the straining of capacities at the traditionally high-quality centers of language instruction - such as the American University in Cairo and the British Council - and to the proliferation of small, private English language schools.

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<sup>1/</sup> See "Franklin Books Programs," in Bjorn H. Jernudd and Gary L. Garrison, Language Treatment in Egypt. (Cairo: Ford Foundation, n.d.).

Some of these programs, as well as those of the International Language Institute and the new English language program at the American Cultural Center in Alexandria, can and are providing quality English language instruction. However, they cannot by themselves meet the English language needs of Egypt. In addition, and most serious, is the almost complete lack of English language programs in upper and middle Egypt.

English language programs at Egyptian universities are currently encountering severe strains. To begin with, the sheer numbers of students requiring English language training is startling. According to the Director of the English Language Center at Cairo University, of the 75,000 students at Cairo University, 25,000 require training in the area of English language. Further, according to a ten-year old policy of the Supreme Council of the Universities, all English language instruction is under the jurisdiction of the Universities' English Departments. However, because of the English Departments' traditional emphasis on the teaching of literature, English language instruction, except as vehicle for understanding literature, has apparently been given low priority. Recent BA graduates with high marks are reportedly offered lighter loads in teaching literature at the demonstrator level; those with lower marks may apply to teach English language courses, often with twice the load of the literature instructors.

Another major problem is the lack of knowledge base for modern language teaching. Although both AUC and Ain Shams offer Master's degrees in English language teaching, there are apparently no Ph.D. programs in linguistics in Egypt, except in Arabic studies. Many of those Egyptians with doctorate degrees in linguistics earned outside Egypt (for example, through the Ford Foundation program funded during the early 1960s at Al-Azhar University, at what is now the Faculty of Languages and Translation) have subsequently left Egypt to teach in other Middle-Eastern universities. A study of "Linguistic Teaching in Egypt," written about five years ago, largely holds true today:

Our impression from interviewing professional linguists teaching in English Departments is that the task of implanting English proficiency in the student under overwhelming odds of overcrowded classrooms or insufficient student knowledge of English severely hinders the teaching of general linguistic theory and method.

As a matter of fact, our distinct impression is that linguistics is seen as an aid to English language teaching and not as an independent field of study applicable to any language at most universities in Egypt. With few exceptions most linguists obtained their advanced degrees abroad and returned to teach English.

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Except for the staff at the American University, salaries are low and workloads very high. Teachers of linguistics hold jobs at many schools to make ends meet, and appear to teach language courses, to supplement their income.<sup>1/</sup>

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<sup>1/</sup> Ibid., pp. 129-131.

However, there are now interesting signs of change in the historical approach of higher education to the teaching of English. The Chairman of the Supreme Council of Universities told G7 that it is a high priority of the Council to establish five modern language centers - at the Universities of: Assiut, Ain Shams, Alexandria, Cairo, and Tanta - with the highest priority given to Assiut. The Centers at Cairo, Alexandria, and Ain Shams, he said, were already operating in a limited capacity.<sup>1/</sup> The Cairo Center has been structured independently of the Department of English, under the administrative control of the Vice-Rector, although almost all of its teachers are assigned to it by the Department of English.

In brief, then, meeting the short-term English language instructional needs for Egyptians going abroad to study or in business or government will be difficult outside the already-established institutions. In the long-term, there are better prospects.

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<sup>1/</sup> As of March 1980.

## The Current Work Order

This study seeks to contribute to those prospects. It follows the Scope of Work and the Work Plan submitted to the Mission on 9 March 1980. The findings of this report are organized as follows:

1. USAID Mission Needs in English Language Training
2. Current Mission English Language Programs
3. Survey of Selected English Language Programs
4. Analysis of Potential of Selected English Language Programs to Meet Mission Needs

The G7 field team consisted of: Mssrs. Ahad Shahbaz and John Bing. The draft report was reviewed, edited, and elaborated by Dr. Alfred Fiks, President of Group Seven, Inc.

## FINDINGS

### I. USAID/EGYPT NEEDS IN ENGLISH LANGUAGE TRAINING

The USAID/EGYPT Mission's Needs in English Language Training can be divided into three categories, for the purpose of this report: Participant, Counterpart, and Other - the last category covering a relatively new and growing area of AID concern. Participant training in English is for those who have been selected by USAID and the Government of Egypt for study (long- or short-term; academic or non-academic) in the United States. Counterpart training in English is for those Egyptian personnel who are interacting with English-speaking staff in USAID, from US contract teams, or from short-term US training teams who carry out their instructional programs in English. Other English language training is for assisting organizations, both public and private, in upgrading their English language training capacities, or for training their staff in English language skills directly so that they can better carry out their own work.

Many of the USAID staff interviewed by G7 expressed their concern about the growing English language "problem". That problem took slightly different meanings depending upon the project or sector being discussed. But almost all of the Mission staff interviewed felt strongly that the English language programs which have been undertaken, will be, or

ought to be undertaken, need better coordination within the Mission. We suspect that part of the reason behind our positive reception was that staff were pleased that in our study there was a recognition that the English language "problem" exists, and that it may be dealt with - that it is amenable to improvement.

#### A. Participant Training

According to Office of Training figures, 850 participants are scheduled for departure to the United States during 1980 alone. This is 41% (or 2/5) of the total number of all participants sent since the inception of the program in 1975, and indicates the magnitude of the growth of the participant training program. Moreover, according to projections, the program will continue to grow in 1981. For analytic purposes, participant programs will be examined under three headings: Academic, degree-related programs, The Post-Peace Scholarship Project, and Non-academic training.

##### 1. Academic, Degree-Related Programs

According to Mission study, out of the 850 there will be 134 (or 16%) long-term contract and noncontract participant trainees in 1980. (Some additional long-term training participants will come under the umbrella Technology Transfer and Manpower Development Project. However, very few of

latter are expected to be in academic, degree-earning programs.)

Of the various USAID staff interviewed by us, only those involved with the Rural Health Delivery Project mentioned academic participants as having difficulties in the English language area. This may be because there are so few participants in this category (16% this year), and the number of such participants is likely to remain proportionately small, and the selection process is keener.

The Rural Health Delivery Project's problems in the English language area are, however, instructive. They illustrate the perpetual problem of blanket rulings versus specific project or program needs. Over the five-year course of the project, 22 candidates have been or will be sent to the U.S. for Masters in Public Health degrees. Of the first 6 physicians who took the ALIGU test, none passed. Many of these doctors, who had received their medical training in faculties which use English as the medium of instruction, complained that the test was inappropriate and culture-bound.

The head of the program had established four criteria for selecting physician participant trainees. These were: on-the-job-performance, a written commitment by the nominee to work in rural health delivery upon his or her return,

recommendations from supervisors, and knowledge of English. Because the English proficiency test is the primary screening device which prevents a nominated candidate from becoming a participant, the result has been, over the course of the program, that commitment and medical training are perceived to be of importance only in the selection of candidates, not in the selection of actual participants. Consequently, program goals were seen as frustrated.

The same director then developed an alternative test for participant candidates which consisted of a lecture in English and a report in English from a chapter on public health. On the basis of this test, waivers were initially given by the OIT in Washington. However, according to the Office of Health and Population of the Mission, these waivers are not now available for future participants. Indeed, although the head of the program was able to provide for a special English language program for the participants at a medical school in the United States, participants had no access to such a program until they reached minimum proficiency on the ALIGU test. This was perceived as a "Catch-22" situation.

From the point of view of policy-makers in AID's Office of International Training in Washington, the issue is clear (as expressed to G7 prior to the team's departure for Cairo and as analyzed in detail in a prior G7 Report referenced in the Introduction): Participant programs are

expensive, and sending participants with inadequate English language skills means that even more money must be spent in expensive English language training programs in the States. From the perspective of project heads, the outcome is that otherwise less-qualified participants are selected, or that project timetables are disrupted. Perhaps there is another way to approach this dilemma and we return to this issue in the Recommendations.

2. The Post-Peace Scholarship Project

According to the Office of Training, the Post-Peace Scholarship program is not strictly a participant program, since participant programs are "intended to assist Egyptian organizations and institutions with their manpower development efforts, ... the training is designed to meet organizational needs, rather than individual ones."<sup>1/</sup>

Mission Order No. 10-1 notes that "the implementation of this project is under the general supervision of the Missions Abroad Department of the Ministry of Education."<sup>2/</sup> Hence, this project does not fully fall within the scope of this study, and only a few comments will be made regarding the English language training for Post-Peace candidates.

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<sup>1/</sup> Internal USAID/Cairo Memorandum, March 19, 1980.

<sup>2/</sup> Participant Training Mission Order No. 10-1, p. 4.

Under the Peace Fellowship Agreement, the Government of Egypt is responsible for the preparation of the Peace Scholarship candidates for study in the United States, and this includes their English language training. Since most US colleges and universities require the TOEFL examination of foreign student applicants, with a cut-off score of 500 or 550 for admission, a tough screen is created. According to the Supreme Council of Universities, the high cost of training at the English Language Institute of the American University precludes the attendance of Peace Scholarship candidates at this institution (although other U.S.- bound participants do receive English language training there under a USAID Grant Agreement.)

The candidates are, therefore, sent to a variety of institutions, including the British Council and a number of university programs. The Survey Team observed some of these programs while conducting this study. They ranged from an adjunct program at Alexandria University, to Cairo University's new English Language Center, to a special program organized at Minia University. The quality of these programs varied widely and some candidates do not attain the minimum qualifying TOEFL score.

Nevertheless, the Peace Fellowship program, perhaps more than any other single event, has highlighted the deficiencies in academic modern language programs in Egypt.

Since the program will call upon English language resources in Egypt over the next three years, it is to be hoped that there will be continuing incentives to improving English language programs within universities over this period. One observer described the scholarship program as creating a sense of urgency about modern language teaching, but doubted that a watershed had been reached. It has also focussed indirect attention on the high cost of English language training at the American University's English Language Institute, which apparently only USAID can afford. (Because of space limitations, it is unlikely that all the Peace Scholarship candidates could have been trained at AUC in any event.)

### 3. Nonacademic Training

There are numerous subcategories of both short- and long-term nonacademic participant training. Long-term candidates generally study in nondegree programs in academic or training organizations in the United States. All of the participants needing English language training before departure will have attended the English Language Institute at AUC.

There is apparently a major need to rethink English language training and testing for short-term participants. Many Mission staff involved in sending short-term participants are concerned with the blanket testing regulations contained in AID Handbook 10 which require minimum ALIGU test

scores (which differ slightly for academic and non-academic participants). Egyptian officials who are aware of the testing procedures are also critical of the methodology, terming it culture-bound.

Increasingly, non-academic, short-term participants are being drawn from rural areas and from mid-level management positions. The English language skills of such candidates are lower than those of higher-level urban officials and academically inclined students; hence, the language criteria issue is likely to grow. Issues of equity, cost-effectiveness and training value are involved. For example, should an urban-based candidate have an advantage over a technically skilled and highly motivated candidate from upper Egypt simply because of a differential in English language skills? And is it cost-effective for AID to spend up to \$3,000 for English language training to prepare a participant for a six-week U.S. participant training program? Is any objective being served if the participant goes through his U.S. training with inadequate English?

A re-evaluation of English language training for short-term participants should be put into the context of the changing nature of USAID's training role in Egypt. For example, in considering English language training for USAID participants, alternatives such as in-country

training in English, in-country technical training in Arabic, and third-country training must be considered. There are two criteria which need to be applied. What type of training is both more effective and more efficient for the trainees, and which is most cost-effective from a programmatic viewpoint? Many individual project managers are using such criteria already; and it might be useful to apply them on a Mission-wide basis (not in the sense of blanket regulations, but rather as issues to be considered in the development of Project Papers and in discussions with Egyptian officials).

In all such cases, the objectives of the specific training programs, as well as the characteristics of the participants, their English skills upon entering, and the available resources, must guide the methods, content, medium of instruction, and location of training. Each separate training program might be examined in this way. Similarly, when English language participant training is necessary, the objectives of such training (and consequently the testing of the attainment of these objectives) should relate to the objectives of the overall training program. That is also what is missing in the blanket ALIGU testing concept.

One example of a new approach to such training may be instructive. The Project Manager of the Rural Development Decentralization Project determined that for trainees from village-level programs to reach an English proficiency level suitable either for in-country or participant training, up to six months of ESL training might be necessary. All the prospective trainees would have to leave their homes and jobs to go to Cairo for the entire training period. Such a program would be expensive in time and money for both AID and the trainees. The alternative arrived at was to bring an Arabic-speaking trainer from the United States to develop a specific training program in Egypt. There are other kinds of solutions that also might be available in the event that a scarce resource such as a U.S.-based Arabic-speaking trainer is unavailable.

The various USAID Mission projects in Health, Public Administration, Commodity Imports, Agriculture, and other sectors have varying training needs, and consequently various English language training requirements. As of this time, however, because of the relative lack of variety of English language programs available and utilized by participant trainees, and because of the blanket testing regulation, all short- and long-term nonacademic trainees, regardless of the objectives of their training, their backgrounds, and their length of stay and type of training in the United States, attend the same courses and must obtain the same minimum score on the ALIGU test.

It should be noted that, in many of the programs, each trainee is placed in a class section according to his language proficiency and the quality of the instruction is quite high. It should be noted further that at elementary levels, and in some cases at the intermediate level, it is desirable and necessary to develop a core English language skill base, and a general introduction to English is therefor required. However, specific types of English language training (often called English for Special Purposes) keyed to overall training objectives is often a cost-effective type of language teaching at the intermediate and advanced levels.<sup>1/</sup> Diversification of English language training and testing to meet a variety of training objectives is a desirable goal.

#### B. Counterpart Training

There appear to be two models for counterpart training currently being used by Mission and contract staff. The first, used in the Management Training Program with the General Organization for Industrialization (GOFI), under the Ministry of Industries, uses the program of the English Language Institute at AUC for English language training.

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<sup>1/</sup> This holds not only for specific types of vocabulary, for example, but pertains also to what G7 calls Skill Training Symmetry (STS): e.g., if a U.S. training program is going to be wholly lecture based, then the training must stress aural comprehension (i.e., listening) skills rather than speaking, reading, or writing, and so on.

English language training has been used to raise the trainee's language capability so that they will be able to take English language management training courses. Classes in conversational English are also given to upper-level GOFI officials.

A second model was developed under the Agricultural Sector Management Development Project. Over the past two years, five or six combined English language and management training sessions have been conducted. The first two weeks of each four week session are devoted to teaching management terms in English; the second two weeks to management training in English. This training project was designed and implemented by the Management Development Staff itself, using local English-speaking staff. The project also produced an English-Arabic dictionary in management terminology.

This project is a good example of fitting training methods, resources, and content to specific project objectives and trainee levels. There may be a number of such varieties of counterpart English language projects "waiting to happen".

### C. Other English Language Training

Recently both public and private organizations have reportedly been turning to the Mission for assistance in developing or improving their English language instructional programs. These organizations range from the English Language Center at Cairo University to the Training Department of the National Bank of

Egypt to the Investment Authority to the Ministry of Agriculture. In fact, there are a wide variety of institutions with a pressing interest in improving their personnel's English language capabilities. USAID can and should be able to assist these organizations, for such assistance would be a highly cost-effective way of improving English language instruction in Egypt.

A somewhat different approach to meeting English language needs of interested organizations has been through the Council of State's legal advisors English language training program. This program has been provided by USAID for lawyers involved in working with and translating contracts and other legal documents in English. English language training for these legal advisors occurs under the Mission's grant agreement with the English Language Center at AUC.

With appropriate English language expertise, the Mission could offer further valuable assistance to the private and public sectors in establishing or improving English language programs in a wide variety of settings.

## II. CURRENT USAID ENGLISH LANGUAGE PROGRAM

Group Seven's Scope of Work provides for a review and analysis of the Mission's current English language program "based upon the experience gained by the Mission to date." The program in question is that offered by the American University in Cairo through its English Language Institute (AUC/ELI). This section of the report should thus be prefaced by the admonition that we have not conducted a rigorous evaluation of this program. Such an evaluation, like the one recently conducted at the Ain Shams Center for Developing English Language Teaching, would require a more elaborate study of its own. The G7 team instead gathered the same data at AUC/ELI that it did at the other English language facilities. This is described in Section III of the Findings. The analysis presented in this section is based on that same information plus a "consumer's report" of Mission staff experience with the program.

Several Mission staff mentioned the "special relationship" which exists between the Mission and AUC; the Grant Agreement with AUC both confirms that special relationship and provides for a specific role for the English Language Institute in providing sole source English language training for USAID participants in Egypt. Almost all Mission staff praised the quality of English language training available to participants through ELI. And ELI benefits through employment opportunities

made available to its staff and graduates, as well as from the indirect benefits of a sizable grant.

There are four areas in which some Mission staff raised questions about the program, or at least about the consequences of the program. The first is the issue of cost. Granting the benefits, is it worth a price three or four times that of other programs? Second, there was a concern that the requirement that all participant candidates be resident in Cairo to take an English language course here made it especially difficult for non-Cairo based candidates. Third, the time of day in which most of the classes are offered is said to be inconvenient for some students. Cairo-based students would prefer more classes during the afternoon or evening hours. And fourth, the program at ELI was said to be sometimes inflexible in providing "special" English language courses for specific USAID needs.

The cost of ELI participant English language programs is quite high (See Table 1, Section III for details); it would be considered at the high range for language programs operating in the United States itself. The question is whether the benefits for the Mission and trainees are commensurately high. This is in part a policy question, in part an economic one, and in part a measurement issue. Is it the policy of the Mission to maintain a special relationship with AUC through its Grant Agreement? How much is superior ELS training worth?

How much better on the average are AUC graduates than those of other schools?

AUC in fact provides a type of English language training which has heretofore been unavailable in Egypt. High-intensity language training directed toward the specific objective of reaching a set score on the ALIGU or TOEFL examinations is a sort of specialized training. The fact that such training is not found elsewhere may be due to the fact that when a traditional relationship grows up between two institutions, other potential competitors are discouraged from developing the requisite capabilities. Only when a competitor is given the opportunity to provide similar services will a comparative cost analysis be possible.

The second area of concern is with geographical location of participant training. It would be of considerable benefit to all involved if English language training could take place closer to the participants' homes. Both expenses and the dislocation for participants would be reduced. There is thus a very defensible case for developing English language teaching facilities outside Cairo. At present, the opportunity for such decentralization exists, although in a very limited way. G7 could locate no programs in upper and middle Egypt which would be adequate to supply this type of intensive training, however. The issue of geographical decentralization of participant and counterpart English language training programs is

addressed further in Section IV of the Findings and in the Recommendations.

Regarding the hours during which AUC/ELI offers intensive programs, it can be argued that the morning hours are more appropriate for an intensive program of this type. In fact, however, a combination of work and intensive language study does not typically lead to satisfactory results. With respect to special language courses for counterpart and other trainees, AUC faces the problem of any successful institution: How to maintain balance between preserving quality of the existing program while expanding into new program areas. In such a situation, AUC/ELI cannot be faulted for choosing to preserve the quality of its committed programs rather than expanding rapidly; and perhaps there are other institutions more appropriate for the development of less-intensive programs, offering classes at other times.

In summary, Mission personnel perceive the intensive English language program at AUC to be a high-quality English language school for participants. Questions regarding the appropriateness of using a single institution for all participant training have been raised, and of the cost of such training. It is generally agreed that it would be desirable to decentralize some of this training, especially to outside Cairo.

### III. SURVEY OF SELECTED ENGLISH LANGUAGE PROGRAMS

Various English language programs in Cairo, Alexandria, and Minia were visited by the G7 Survey Team. In an attempt to determine various characteristics of these language schools, the Survey Team visited university programs, private profit-making and non-profit schools, foreign mission programs, and one privately operated program not open to the public. The intent of the survey was to gather quantitative information on specific aspects of the programs visited. Due to time limitation, the Survey Team was not able to visit the various profit-making language schools which have appeared in response to the public demand for English language programs. The G7 Team did not attempt to visit any schools in upper Egypt (except at Minia) due to the unanimous belief of knowledgeable observers that there are currently no publicly-offered language programs in upper Egypt that would meet the needs of AID participant training programs.

From our survey, it became apparent that the university programs are tailored to the particular needs of their students, demonstrators, junior faculty members, and scholarship grantees going abroad for study purposes. It is our view that with the exception of the American University in Cairo, no Egyptian university at this time offers quality English language training

that may be of use to AID participants or to the public in general.

Some private schools and colleges offer English to the public on a limited basis. At these institutions too, facilities are inadequate, and shortages of space and lack of professional staff deter effective programming and sound instruction.

The foreign missions' programs such as the USICA program in Alexandria, and the various branches of the British Council and the International Language Institute are among the few programs that do offer quality instruction to their clients. However, due to the high demand, they cannot accommodate the needs of all their applicants.

There are many profit-making schools that are located throughout Cairo and Alexandria which offer English language instruction. A study carried out by the British Council in Alexandria, showed the ICA program in Alexandria and the International Language Institute programs as the only competitors of quality and expressed doubt about other language programs recently organized in Alexandria.<sup>1/</sup>

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<sup>1/</sup> Private language schools operating in Alexandria are: ELI opening in May, 1980, Manchester Center, Oxford Center Victoria College Evening Institute; in Cairo, they are: Stanton, Morris School, Hopkins School, Conversational English Center, Berlitz, Polyglot Language School, and ICI.

Some private programs offer English language instruction, but only to their own employees, such as the Training Department of the National Bank of Egypt. English language skills are needed in many of the Bank's departments, but lack of facilities and trained professional staff are again impediments.

Information gathered by the G7 Team consists of data for cross-program analysis and for determining the appropriateness of programs in meeting USAID's English language training needs. In itself, the data is only suggestive; however, it may be useful in determining a starting point for further investigation, or more practically, as a base for improving the Mission's ESL training function.

English Language Program, ICA  
American Cultural Center, Alexandria

The English Language Program at the American Cultural Center in Alexandria offers courses for improving language skills and broadening the cultural awareness of its participants. With the exception of sponsored groups and students in intensive courses, all applicants to, and participants in the language program must have completed 2 years of college.

As a matter of policy, all instructors are native Americans. The instructional staff receive pre-service and continued in-service training, and are appointed to the program on the basis of their successful performance during the in-service training. All instructors are required to have a BA degree and/or suitable training background in Teaching English as a Foreign Language.

Students attending the program come from a variety of backgrounds. Some are studying to go to the United States; others are professors or students at universities who wish to improve their English for job and study purposes.

The instructional program is communication-oriented, emphasizing all 4 skills: listening, speaking, reading and writing. Several different courses are offered at the center:

Regular:

Classes meet 2 hours each day, 10 hours per week, for 6 weeks. This course is intended for improving conversational as well as reading and writing skills. It has 12 different levels, each of 6 weeks duration.

English for Special Purposes (ESP):

As part of the Continuing Education segment of the program, English for special purposes is taught as a separate unit. This term, a TOEFL preparation course is being offered, with the emphasis on exam procedure, basic test making techniques, and a review of elements and contents of the TOEFL exam. Courses on contemporary American culture are also offered.

Intensive:

In anticipation of providing instruction for special groups, ICA has designed a 5 hour per day intensive course, lasting a total of 60 hours per term. The main goal of the course is to prepare students for academic studies in the United States. The course is divided into 5 different levels, each covering the following:

Grammar	1	Hour	per	day
Composition	1½	"	"	"
Reading and Study Skills	1½	"	"	"
Communication Activities	1	"	"	"

Due to the nature of intensive programs and the special attention needed by individual students, the maximum number of students per class is limited to 12.

ICA provides a variety of audio-visual facilities for instructional use. Tape-recorders, special tapes developed by the Agency or purchased commercially, videotape recorders, films as well as the American Cultural Center's special programs, and exhibits provide a stimulating learning environment for the students.

English Language Program, ICA  
American Cultural Center, Alexandria

Date of Inception	1980	
Number of Levels *	12	
Length of Instructional Unit (Weeks)	6	
Number of Instructional Hours per Week	10	
Number of Instructional Days per Week	5	
Max. Number of Students per Class	20	
Present Enrollment	135	
Maximum Capacity per Term	840	
Number of Instructors	6	
Cost per Hour in L.E. **	.83	1.50
Student Admission Criteria	Yes	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	Yes	

\* See narrative for further details.

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mr. Richard Boyum

The British Council

Cairo

The British Council program at Agouza, Cairo, provides English language courses to the public as well as to private and governmental organizations. Up to 60% of the British Council's clientele is from the public sector. The British Council has provided language training to employees of the World Bank and to technicians and engineers of the Sanitation Department; the engineers of the Sanitation Department received preparatory training for going to the United Kingdom and the United States. Also, a number of consultants, instructors, and senior lecturers are provided to the Egyptian universities and Ministry of Education by the British Council.

The present instructional staff consists of 7 London-appointed and 33 locally-hired instructors. The London-appointed instructors have a minimum of four years experience in teaching English as a Foreign Language to adults, and possess master's degrees in Applied Linguistics or Teaching English as a Foreign Language. Of the thirty-three locally-hired instructors, nine are Egyptians who teach elementary English. To upgrade the teaching skills of its staff, the British Council sends its instructors for further training to the Royal Society of Arts.

The regular program of English consists of three courses: Elementary, Intermediate, and Upper-Intermediate; the Elementary and Upper-Intermediate courses each have four levels while the Intermediate has 6 different levels. The English for Special Purposes unit provides training in a variety of specialized areas. Doctors going to Britain for medical studies have also received instruction in medical English form from the British Council.

A number of universities have requested the British Council's aid in preparing students in test-taking. The University of Helwan, the University of Suez Canal, and the University of Menoufia have sent students to the British Council to prepare for the TOEFL exam, and improve their listening and reading comprehension. For this particular course, equal time was spent on teaching and testing practice.

### Commentary

The British Council is well-respected throughout Egypt and has a well-deserved reputation. It is continuing to expand its programs. Those programs offered in regular or conversational English are of high quality, as well as courses for those who will be studying in the United Kingdom. It should be noted, however, that courses for the TOEFL exam, if not oriented toward the American dialect and culture, may put students at a disadvantage in the exam process. This is a

regrettable consequence of the intra-English dialectic variation and the culture-bound nature of most national examination tools.

The British Council  
Cairo

Date of Inception	1977	
Number of Levels *	14	
Length of Instructional Unit (Weeks)	6	
Number of Instructional Hours per Week	6	
Number of Instructional Days per Week	3	
Max. Number of Students per Class	20	
Present Enrollment	1300	
Maximum Capacity per Term	2300	
Number of Instructors	41	
Cost per Hour in L.E. **	.83	?
Student Admission Criteria	No	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	Yes	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mr. James Hardman

The British Council Teaching Centre  
Alexandria

The goal of the British Council Centre in Alexandria is to provide English courses for the public and act as an examination center for a number of "internationally accepted examination boards." For the general public, it provides regular courses from beginning to advanced levels; it also offers courses to doctors, secretaries, and other groups with special needs. Since its inception in 1977, the Centre has offered courses to meet the particular language needs of a variety of different groups, such as university students, employees of government and private firms, engineers and technicians, school teachers, and members of the medical and legal professions.

The Centre has seventeen instructional staff members, three team leaders who supervise course development and oversee matters related to testing, and one director and one associate director. The instructional staff members are required to have a university degree in English or a foreign language, and minimum of one year experience in teaching English as a foreign language.

In addition to the 10 regular levels, the Centre offers advanced courses and English for Special Purposes (ESP). Advanced courses have been taken by senior managers, and the ESP courses have been taken by medical doctors, preparing for TRAB, an exam testing English and medical knowledge of non-English speakers.

### Commentary

Due to great demand for learning the English language on the part of the public, the Centre is faced with space problems and is in the process of expanding its facilities. The Centre is willing to extend its services and offer courses to special sponsored groups inside and outside the Centre.

## The British Council Teaching Centre

## Alexandria

Date of Inception	1977	
Number of Levels	10	
Length of Instructional Unit (Weeks)	6	
Number of Instructional Hours per Week	6	
Number of Instructional Days per Week	3	
Max. Number of Students per Class	20	
Present Enrollment	1200	
Maximum Capacity per Term	1400	
Number of Instructors	17	
Cost per Hour in L.E. **	.78	.97
Student Admission Criteria	No	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	Yes	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mr. David Fieller

International Language Institute

Madinet El Sahafeyeen, Cairo

The International Language Institute and its branches in Heliopolis, Ismailia, Damietta, and the branch to be opened in Alexandria in May, 1980, offers English language instruction to the general public and to government and private institutions. As a registered member of the Royal Society of Arts, it is authorized to provide a two hundred hour in-service teacher training program, and award diplomas to those who have successfully completed the teacher training course. ILI also offers training for the General Certificate of Education and Literature, which is recognized by the Ministry of Education.

In the past, ILI has provided language training to groups from the Sheraton Hotel, Chase Manhattan, Agriculture Bank, and Ministry of Education's Mission Department for overseas study purposes.

The instructional staff is restricted to native speakers of English with previous teaching experience and/or training in teaching of English as a foreign language. The International Teacher Training Institute of London trains most of the instructional staff. ILI also gives 100 hours of training in Egypt for potential prospective instructors with previous practical

teaching experience in other fields; following the 100 hour training program, the trainees (potential prospective instructors) are hired on a conditional and limited basis, teaching elementary levels only while being supervised until they achieve the satisfactory performance level. Of the thirty staff members in Cairo, twenty-eight are British and two are American. There are a total of 100 ILI British staff members in the country.

In addition to the 11 level regular course, ILI's English for Special Purposes unit offers courses in Business, secretarial sciences, technical English, and test preparation. ILI has provided special language training to: The Arab Organization for Industrialization, teaching the machine workers English for communication with their English supervisors; and preparing technical materials for pilots from the Suez Canal Zone.

A 'Real Beginner's Course' and a 'Skill Development Course' also constitute part of the curriculum. The 'Beginner's Course' is designed for students with no previous background in English and is to be taken prior to level one of the regular course; the 'Skill Development Course' is an advanced course for exam preparation, general need accommodation, and "confidence building".

### Commentary

International Language Institute is perhaps the largest language center in operation in the entire country, teaching more than 4,000 students in its different locations in Cairo, Heliopolis, Ismailia, and Damietta. Its center in Damietta provides language and teacher training for Egyptian teachers and other adults interested in teaching English as a foreign language. It also provides teacher training for the British Council.

It seems to be a well-organized school with adequate facilities such as classrooms, recording room, duplicating machines, and overhead projectors. It can provide a five-hour-per-day intensive program upon request.

ILI is part of English International which is a non-profit organization, controlled by a board of trustees, including representatives from the British Council, ARELS, and the BBC.

International Language Center  
Cairo

Date of Inception	1975	
Number of Levels	11	
Length of Instructional Unit (Weeks)	10	
Number of Instructional Hours per Week	4	
Number of Instructional Days per Week	2	
Max. Number of Students per Class	20	
Present Enrollment	2000	
Maximum Capacity per Term	2200	
Number of Instructors *	30	
Cost per Hour in L.E. **	.75	.80
Student Admission Criteria	No	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	Yes	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mr. Collins Roger

English Language Institute  
The American University in Cairo

The program at the English Language Institute of the American University in Cairo is designed to provide intensive (25 hours per week) language training for academic preparation for the undergraduate and graduate students admitted to the University. The Institute also provides language training for AID participants and AID-sponsored recipients. Except for AID participants, admission to the Institute is currently limited to the undergraduate and graduate students of the University.

The Institute accepts only those AUC students whose scores on the Michigan Test of English Language Proficiency fall in the range of sixty to eighty-one. The American University in Cairo accepts only those students whose scores are on the Michigan test 82 or above. Seventy-five percent of the students at the Institute reach the desired level after one semester of intensive training. AID-sponsored participants and recipients must have ALIGU test scores ranging between 50 and 70 for the upper level and between 30 and 50 for the lower level in order to be accepted for language training at the Institute. The average increase on the Michigan test for university students has been 10 points each semester, from 60 to 70, and from 71 to 81; gain on the ALIGU test for AID

participants has been 21 points during an 8 week session.

The instructional program varies according to the specific needs of the students. The university-bound students' curriculum emphasizes academic preparation and all language skills: listening, speaking, reading, and writing. For AID-sponsored students, listening and speaking skills are stressed initially, followed by reading. The English for Special Purposes unit of ELI has been utilized by trainees in upper level management programs, by the Legal Program for the State Council, GOFI participants studying for seminar preparation whose involvement has been in an economic feasibility study for joint ventures, and for test preparation for those who need to take the ALIGU test.

The Institute presently has 29 full-time instructors and 17 fellows with one and one-half hours per day of instructional responsibility. All full-time instructors have Master's degrees in Teaching English as a Foreign Language. The Institute plans to increase its full-time instructional staff and reduce the number of fellows to twelve in the future.

### Commentary

The ELI was established in 1965 with the aid of the Ford Foundation. Later, with the assistance of UCLA, the Institute established an MA program in Teaching English as a

Foreign Language. Its long history of preparing students in English as a foreign language, its qualified staff and modern facilities have made it a program of quality, albeit very high cost, for AID participant trainees.

English Language Institute \*  
The American University in Cairo

Date of Inception	1965
Number of Levels **	2
Length of Instructional Unit (Weeks)	8
Number of Instructional Hours per Week	25
Number of Instructional Days per Week	5
Max. Number of Students per Class	15
Present Enrollment	180
Maximum Capacity per Term	240
Number of Instructors	29
Cost per Hour in L.E. **	3.54 - 5.32
Student Admission Criteria	Yes
English for Special Purposes Unit	Yes
Capability for Intensive Program	Yes

\* \* See commentary for further details

\* The above information pertains to AID participants only.

Contact Person(s): Mrs. Mary Anne Malacky

Department of Public Services at AUC

at

Tanta University

Tanta University, with the assistance of the Department of Public Services of AUC/Cairo, has set up an English program to provide English language instruction for its students and the general public.

Instructional staff members are provided by AUC. There are three American instructors from AUC with Teaching in English as a Foreign Language background and teaching experience; two additional instructors are presently enrolled in the degree program in TEFL at AUC making a total of six instructors.

The curriculum is designed to upgrade all skills: listening, speaking, reading, and writing; the Inter-Com series is used as part of the instructional materials to achieve this goal.

Commentary

According to what was told us at AUC, the Department of Public Services of AUC at Tanta can provide instruction in English to a large number of students. The facilities of Tanta University as well as the language lab of the Department of Education of the University are available to the students.

## Department of Public Services/AUC

at

Tanta University

Date of Inception	1979	
Number of Levels *	5	
Length of Instructional Unit (Weeks)	12	
Number of Instructional Hours per Week	15	
Number of Instructional Days per Week	3	
Max. Number of Students per Class	27	
Present Enrollment	180	
Maximum Capacity per Term	*	
Number of Instructors	5	
Cost per Hour in L.E. **	.46	--
Student Admission Criteria	No	
English for Special Purposes Unit	No	
Capability for Intensive Program	Yes	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Dr. Mohammed Rashidi, AUC

English Language Center

Cairo University

The objective of the English Language Center at Cairo University is to provide language training in order to upgrade the English language skills of the graduate population of the University (Peace Fellowship candidates, junior faculty members, scholarship grantees, instructors who are writing their dissertations). The English Language Center also encourages the undergraduate students to take summer courses in English to overcome their language handicap.

Almost all the instructional staff members are seconded from the English Department of Cairo University. With the exception of one British Council member, the remainder teach at the Center on a part-time basis. AUC has also provided two-to-three instructors when requested.

The number of levels has been between two and three, depending on whether the course is given for test-taking or upgrading of language skills; test preparation is usually in two levels; the course for junior faculty members is in three. The Center has also attempted to provide TOEFL preparation, technical and scientific English; however, it has been on a limited basis due to inadequate staffing and facilities.

Commentary

Although the establishment of the Center has aided some students with their English, the number of students at the university in need of English is much greater than what the Center can offer. Too many part-time instructors, a lack of adequate facilities, and an insufficient number of instructors in the field of English as a Foreign Language are among problems encountered by the Center.

English Language Center  
Cairo University

Date of Inception	1979	
Number of Levels *	3	
Length of Instructional Unit (Weeks)	12	
Number of Instructional Hours per Week	24	
Number of Instructional Days per Week	6	
Max. Number of Students per Class	20	
Present Enrollment	160	
Maximum Capacity per Term	180	
Number of Instructors	19	
Cost per Hour in L.E. **	.70	--
Student Admission Criteria	Yes	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	Yes	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Dr. Saad Gamal

Community Development Center

Minia University

The Community Development Center at Minia University was established to meet the needs of the community and to establish better communications between the university and the community. English is offered as part of its Continuing Education section. The Center has provided language instruction to University students, students going overseas, Peace Fellows, police officers, and other members of the community.

The English Department of Minia University has been providing instructional staff to the Center. There are also some members of the Education Department and of the community who are involved in teaching. In addition to the regular classes, the Center offered a special TOEFL preparation course this semester, meeting 8 hours per week, for 10 weeks. The course emphasized listening and reading comprehension, structure and oral production.

Commentary

The course, although limited to 3 levels and 2 class sessions, are not closely coordinated. The head of the English section of the Center is presently studying in the States; the acting person in charge was unavailable for comments the day the

team visited the University. Our interviewee was very much in favor of having professionals in the field of language instruction visit Minia to share ideas and provide training for the staff of the Center.

The TOEFL preparation course was developed by the Education Department. Initially 20 students enrolled in the course; a few weeks later, the number of students dropped to 14, and only 3 students continued until the end. The TOEFL scores of the students are not yet known.

Community Development Center  
Minia University

Date of Inception	1977
Number of Levels *	3
Length of Instructional Unit (Weeks)	13
Number of Instructional Hours per Week	4
Number of Instructional Days per Week	2
Max. Number of Students per Class	25
Present Enrollment	150
Maximum Capacity per Term	200
Number of Instructors	5
Cost per Hour in L.E. **	.08   --
Student Admission Criteria	No
English for Special Purposes Unit	Yes
Capability for Intensive Program	No

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Dr. A. Shawki

English Girls College

Alexandria

The English Girls College in Alexandria offers evening courses in English to the public. This evening division was created in response to the general public's demand for English. The students attending the language classes are employees in Egyptian and Foreign companies, students, housewives, and people from different walks of life.

Instructors in the English Department of the College comprise most of the teaching staff of the evening division. The total number of instructors teaching the English courses in the evening division is ten, seven holding Bachelor's degrees and the rest high school diplomas from English schools. The only qualification requirement for teachers in the evening division is to have attended an English school.

There are five basic levels, each lasting 8 months to coincide with the school term, which begins in October and runs through the third week in May. The course is in conversational English.

Commentary

Although the English Girls College did have part-time instructional staff members who taught for the English Department, they left the school to accept higher paying positions with

foreign companies and the British Council. The school neither has the capabilities nor the desire to conduct an intensive language program.

English Girls College  
Alexandria

Date of Inception	1960's	
Number of Levels *	5	
Length of Instructional Unit (Weeks)	32	
Number of Instructional Hours per Week	2	
Number of Instructional Days per Week	2	
Max. Number of Students per Class	20	
Present Enrollment	400	
Maximum Capacity per Term	800	
Number of Instructors	10	
Cost per Hour in L.E. **	.41	.39
Student Admission Criteria	No	
English for Special Purposes Unit	No	
Capability for Intensive Program	No	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mrs. El-Defrawy

Experimental Development Project

English Language Program

YMCA/Cairo

The YMCA in Cairo offers English courses to its members to improve their communication skills in English. The courses are open to anyone from the general public, and in the past, doctors, secretaries, students, government employees have taken these courses.

The present instructional staff consists of three members, one American and two Egyptians. The Cairo YMCA intends to utilize its World Service Worker (WSW) program to obtain native speakers as teachers of English. Presently, there is one World Service Worker teaching in the English program. YMCA is considering providing in-service training in Teaching English as a Foreign Language to its future World Service Workers.

Commentary

The YMCA in Egypt has thirteen centers, located in upper and lower Egypt. The central administration in Cairo hopes to improve and increase the number of classrooms and facilitate and establish English language programs in its other locations.

At the Cairo center, the number of classes offered and the number of students attending the English courses have varied each year. In 1978, the number of students attending English language classes rose to one hundred and ninety-four. The levels, as well, have fluctuated between six and ten. (For further details, see Appendix).

## English Language Program

YMCA/Cairo

Date of Inception	1975
Number of Levels *	6
Length of Instructional Unit (Weeks)	12
Number of Instructional Hours per Week	2
Number of Instructional Days per Week	2
Max. Number of Students per Class	20
Present Enrollment	150
Maximum Capacity per Term	150
Number of Instructors *	3
Cost per Hour in L.E. **	.37   --
Student Admission Criteria	No
English for Special Purposes Unit	No
Capability for Intensive Program	No

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Dr. Malek Rushdi or Mr. G. Iskandar

Ramsis Girls College

Cairo

The English Language Institute at Ramsis Girls College serves two purposes: To provide secretarial studies during the day and English language instruction in the evening.

The evening program was established in 1977 in response to English language community needs. Doctors, businessmen, housewives, and people with varied backgrounds have taken courses in the English program.

The teaching staff consists of English instructors from the day school and outside part-time instructors such as senior masters in the secondary schools, people with English backgrounds, and former inspectors of English at the Ministry of Education. The Evangelical Church also provides volunteers to teach in the language program.

The instructional program is divided into 4 stages: basic, beginning, intermediate, and advanced. Each basic and beginning stage has 4 levels, and intermediate and advanced stages have three levels each. Special courses have also been offered to accountants, office workers, airline ticketing agents, and others. (A British Airways' agent conducted a course in ticketing for one term.)

### Commentary

The language program has 10 classrooms available for its use in the evening; however, other facilities and instructional materials are limited; e.g., no duplicating machines, and only 4 small cassette players to be shared with other classes. There is no one person hired on a full-time basis either to coordinate or teach in the program. Although a particular person serves as a consultant to the program, and the school provides a two-week in-service training for the instructors, programs of this size need at least one full-time director or administrator, and some professionals in the field of teaching English as a Foreign Language to coordinate different aspects of the program.

Ramsis Girls College  
Cairo

Date of Inception	1977	
Number of Levels *	12	
Length of Instructional Unit (Weeks)	12	
Number of Instructional Hours per Week	3	
Number of Instructional Days per Week	2	
Max. Number of Students per Class	20	
Present Enrollment	1500	
Maximum Capacity per Term	2000	
Number of Instructors	30	
Cost per Hour in L.E. **	.30	.38
Student Admission Criteria	No	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	No	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mrs. Reda Salama or Dr. Hannah Morcos

National Bank of Egypt

Training Department

Cairo

The Training Department at the National Bank of Egypt offers English courses to its employees only. The courses in English are intended to improve basic skills in English necessary for communication with foreign customers; for reading, interpreting, and writing telexes, and for carrying out research. English language proficiency is a factor in the promotion of bank employees.

The present instructional staff members come from varied backgrounds. Some are lecturers and senior teachers at local universities or secondary schools, and others are employees of the TV and Radio broadcasting networks.

Commentary

The National Bank of Egypt, and many other institutions like it, need English as a medium of communication and a tool for facilitating the day-to-day operations of its international divisions. The Bank is interested in improving the English language skills of its employees. They can use assistance in the area of teaching staff, and language materials.

The persons whom G7 spoke to hope that AID would offer help in this area.

## National Bank of Egypt

## Cairo

Date of Inception	1977	
Number of Levels	4	
Length of Instructional Unit (Weeks)	12	
Number of Instructional Hours per Week	4	
Number of Instructional Days per Week	2	
Max. Number of Students per Class	20	
Present Enrollment	140	
Maximum Capacity per Term	200	
Number of Instructors *	5	
Cost per Hour in L.E. **	.41	NA
Student Admission Criteria *	Yes	
English for Special Purposes Unit	No	
Capability for Intensive Program	No	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Mrs. Sawsan El-Derwy

Department of Public Services  
The American University in Cairo

The Department of Public Services offers English courses to its students and the general public. Although the department has been trying to meet the language needs of community members, it has become apparent that the demand is far greater than the number of courses that can be provided by any one institution. This year, the DPS division enrolled more students than planned; the division is considering reducing the total number to 5,000 students.

The courses offered are in Basic, Pre-Intermediate, Intermediate, and Advanced English, divided into eleven different levels. In addition to the above, a conversation course is also offered. Effective this fall, the course will become more communication-oriented, using the Inter-Com series as the basic textbooks.

The DPS division will offer academic writing and English through drama this fall. Other courses in English for Special Purposes are arranged through the Department of Commercial and Industrial Training (CIT). In the past, CIT has offered specialized courses in banking, medicine, tourism, and for hotel personnel.

Commentary

The Department of Public Services and the Commercial and Industrial Training Department at the American University in Cairo coordinate programs closely.

Arrangements for intensive language training or English for Special Purposes can be made through the director of the Commercial and Industrial Training Department.

The available facilities include tape-recorders, tapes, films, and the language lab.<sup>1/</sup>

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<sup>1/</sup> See Appendix for further details.

Department of Public Services  
The American University in Cairo

Date of Inception	1945	
Number of Levels *	11	
Length of Instructional Unit (Weeks)	12	
Number of Instructional Hours per Week	3	
Number of Instructional Days per Week	2	
Max. Number of Students per Class *	22 Regular 19 Converstn	
Present Enrollment *	5980	
Maximum Capacity per Term	5000	
Number of Instructors	102	
Cost per Hour in L.E. **	.42	*
Student Admission Criteria	No	
English for Special Purposes Unit	Yes	
Capability for Intensive Program	Yes	

\* See commentary for further details

\*\* First number reflects regular fees; the second number fees for students receiving intensive or specialized instruction.

Contact Person(s): Dr. Rose Mary Dreussi

Table 1 SUMMARY OF INFORMATION ON 13 ENGLISH LANGUAGE PROGRAMS IN EGYPT

Name of Institution	Date of Inception	No. of levels	Length/Inst.Un (weeks)	No. of Inst'l Hrs/Wk	No. of Inst'l Dys/Wk	Max.No. of Stds/Class	Present Enrollment	Max.Capacity/Term	No. of Instructors	Cost <sup>1/</sup> per Hr in L.E.**	Stdnt Admiss. Criteria	ESP Unit	Intensive Program Capabil.
American Culture Center/Alexandria	80	12	6	10	5	20*	135	840	6	.83 1.5	yes	yes*	yes
British Council Cairo	77	14	6	6	3	20	1300	2300	41	.83 *	no	yes	yes
British Council Alexandria	77	10	6	6	3	20	1200	1400	17	.78 .97	no	yes*	yes
International Language Inst.	75	11	10	4	2	20	2000	2200	30	.75 .80	no	yes	yes
English Language Institute/AUC***	65	2	8	25	5	15	180	240	29	3.54-5.32 ****	yes	yes	yes
DPS Division/AUC at Tanta Univ.	79	5	12	15	3	27	180	?	5	.46 -	no	no	*
English Language Center, Cairo Un.	79	3	12	24	6	20	160	180	19	.70 -	yes	yes	yes
Community Devel. Center, Minia Un.	77	3	13	4	2	25	150	200	5	.08 -	no	yes*	no
English Girls College/Alex.	60's	5	12	2	2	20	400	800	10	.41 .39	no	no	no
Ramsis Girls College/Cairo	77	12	12	3	2	20	1500	2000	19	.30 .38	no	yes*	no
English Language Program, YMCA	75	6	12	2	2	20	150	150	3	.37 -	no	no	no
National Bank of Egypt/Cairo	77	4	12	4	2	20	140	200	5	.41 -	yes	no	no
DPS Division American Un./Cairo	45	11	12	3	2	* 22 Reg. 19 Conv.	5980*	5000*	102	.42 -	no	yes	yes

\* See section on each school for further details

\*\* First number in the column reflects regular fee; the second number is for students receiving intensive or special instruction

\*\*\* Student related information in all columns pertains to AID participants

\*\*\*\* Cost varies according to number of AID participants per class

NOTE: ESP=English for Special Purposes; DPS=Department of Public Services

<sup>1/</sup> The range of costs is L.E. .08 to 5.32 per student-hour; the median = .70.  
Converting at L.E. 1 = \$1.40, makes the range \$0.11 to \$7.45 per student-hour;  
the median = \$0.98.

#### IV. ANALYSIS OF POTENTIAL OF SELECTED ENGLISH LANGUAGE SCHOOLS TO MEET USAID NEEDS

Information gathered by the G7 Survey Team in visits to English language teaching institutions indicates that there are few quality language schools operating at this time which meet the needs of the Mission in the area of English language training. With the exception of the English Language Institute and the Department of Public Services at the American University in Cairo, the English language program at the American Cultural Center in Alexandria, the International Language Institute, and the British Council, almost all the English language schools visited face problems of inadequate classroom space and facilities, shortage of qualified administrative and instructional staff, and overcrowded classrooms.

For the purposes of English language training for USAID participant candidates, both the English Language Institute (AUC) and the English language program at the USICA Center in Alexandria are uniquely qualified to provide the requisite instruction. Both programs emphasize an introduction to American culture as a part of their curriculum, and hence are particularly appropriate for participants who will be staying in the United States under long-term participant training programs.

One major concern we have about the English Language Institute (AUC) is its cost. Table 1 indicates that its inordinately high figure (L.E. 5.32) is in a ratio to the lowest rate (Community Development Center, Minia University, L.E. 08) as 67:1! It is related to the median cost (L.E. .70) as 7.6:1, that is almost eight times the average cost. The ELI/AUC figures when converted to dollars (\$4.96 - \$7.45) are even considerably higher than US figures shown in Table 2.<sup>1/</sup>

For short-term participant trainees, the British Council and the International Language Institute are alternative possibilities. Both offer quality language programs. However, because at this time all participants, whether short- or long-term, must pass a standardized test of American English usage (the ALIGU test), participant trainees studying British English at these schools may confront testing obstacles which would unfairly penalize them. The situation in this regard is even more acute for those who must achieve high scores on the TOEFL exam to gain admission to degree programs in the United States.

In the area of English language training for USAID counterparts, a less-intensive language program is generally designed, primarily because counterpart trainees often work at their normal jobs during part of the day, and receive English

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<sup>1/</sup> From a previously referenced 1978 G7 report.

language training during the afternoon or evening. The Department of Public Services (DPS) of AUC offers English language programs in Cairo and at the University of Tanta. In addition, there is a possibility that the DPS may open a program under the auspices of the University of Assiut in Aswan. AUC's Commercial and Industrial Training Department also offers specialized language training, and works closely with the Department of Public Services in this regard. The British Council in Cairo and Alexandria, as well as the International Language Institute in three locations (Heliopolis, Damietta, and Ismailia) are other suitable options.

In upper Egypt, the situation is different. Although the University of Minia has an extension program in which English is taught, it has not been able to provide coordinated English language training and is in an early stage of development. (Of course, Minia University as well as other Egyptian universities has a Department of English where English language courses are taught; however, for a variety of reasons, these are not suitable for USAID participant or counterpart trainees.) As mentioned above, Assiut may have an English program in the future which would bear investigation as a possibility for counterpart training. And the YMCA has plans to inaugurate English language programs in all thirteen of its locations around Egypt, using native-speaking World Service Volunteers.

With respect to other Mission training needs, specifically, technical assistance to the public and private sectors in developing or strengthening English as a Foreign Language program, there are a number of Cairo-based educational institutions which may be called upon to provide such assistance. Among these are: the Center for the Developing of English Language Teaching at Ain Shams University; the various English language programs at the American University; and the Fulbright Commission.

It is not recommended that the Mission attempt to upgrade English language institutions specifically for the purpose of increasing the number of facilities available for participant and counterpart trainees. Recommendations for ways in which the Mission can provide technical assistance for the general improvement of English language training programs in Egypt are included in the next section of this report.

Table 2 UNIT INSTRUCTIONAL COSTS  
OF FIVE ESL INSTITUTIONS IN WASHINGTON,  
D.C., MARCH, 1978

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<u>INSTITUTION</u>	<u>COST PER STUDENT- HOUR OF INSTRUCTION</u>	<u>INFLATION ADJUSTED TO MARCH 1980 (+20%) 1/</u>
American Language Institute, Georgetown University	\$2.31/2.40	2.77/2.88
George Washington University	3.06	3.67
American Language Academy, Catholic University	2.94	3.53
American University	2.60	3.12
English Language Services	2.33	2.80

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1/ Estimated

### RECOMMENDATIONS

There has been a rapid growth of participant and counterpart training programs under the auspices of the USAID/Egypt Mission over the past two years; according to Mission forecasts, the growth will continue. English language training is a significant component of most of these programs; the recommendations of Group Seven therefore relate to need for support of and coordination among these programs.

In addition, there is a growing need among existing Egyptian educational institutions, other public sector organizations, and within the private sector, for assistance in improving or developing English language programs for students, staff, and employees.

Our recommendations are grouped under the three categories used to describe the Mission's needs in English language training in Section I of the Findings: Participant Training; Counterpart Training; and Other Training Needs.

## 1. Participant Training Programs

Group Seven recommends:

- a. that the Mission initiate a process of decentralization of English language training for participant programs; that USICA's English Language Program in Alexandria be used as soon as it can be arranged for the training of participants. Those participants who are candidates for academic and other long-term programs are most suitable for placement at the Alexandria Center because the Center's curriculum is focused on American life and culture, woven into the language program. The Center also prefers to accept students with at least two years of university training. However, consideration should be given to placing in this program all participant trainees from the Alexandria area who require English language training to initiate regional decentralization of the English language participant training program.
  
- b. that the Mission develop English language training program guidelines for decentralizing some of the participant programs. Although we believe that the USICA English language program in Alexandria is now fully qualified to train participants, further decentralization should await development of such guidelines.

When guidelines are developed, consideration should be given to such programs as the International Language Training Programs in the Delta Region, and the British Council. (It should however be noted that training participants in other-than-American dialects of English may cause participants special problems when taking language examinations with American cultural and linguistic characteristics.)

- c. that most English language training for participants continue at the English Language Institute of the American University in Cairo until such a time as further geographic decentralization of English language programs can be achieved. AUC should continue to train Cairo-based participants throughout the long-term, provided that cost factors can be controlled to render them more reasonable and competitive.
  
- d. that the Mission and Office of International Training/ Washington consider use and develop the capacity to administer special English language tests as alternative to ALIGU for short-term participants. The USAID Mission in Egypt has the largest U.S. participant training program in the world, and it might therefore be reasonable for it to conduct an experimental program

to improve English language testing for short-term nonacademic participants. Such a testing program would provide more sophisticated approaches as an alternative to the ALIGU test in determining the readiness of candidates to begin participant training in the United States. Such tests would provide for a more precise measurement of candidates' language competence as it relates to specific participant training program objectives, duration, and curriculum. This would not require a lowering of standards but rather an increase in the appropriateness and validity of the results. Such an experimental program could be reviewed after a set period to compare its effectiveness with the ALIGU tool. G7 believes that such research would help the participant training effort.

## 2. Counterpart Training Programs

In this regard, we suggest:

- a. that the Mission develop the capacity to assist in-house and contract staff in the design of effective English language training programs for counterpart staff. Such programs will most probably continue to grow over the next few years, and assistance in the coordination, design, and implementation of these programs will be essential. Certain English language programs for counterparts may be assigned to already existing institutions (See Section IV of the Findings for details).

- b. that the Mission encourage the development of English language counterpart training programs (where necessary) in middle and upper Egypt. With appropriate technical assistance, EFL for counterpart training, less demanding than EFL training for participants, may be developed in these regions.
  - c. that each counterpart training program be studied to determine whether or not there are alternatives to providing English language training to counterpart. Some options to consider are third-country training; training using the medium of the Arabic language; and especially designed training programs which use the linguistic resources of the participants themselves. English language programs are, of course, not ends in themselves, but should serve larger training objectives which are in turn directed towards development goals. When better alternatives to English language training are available to meet these goals, they should be utilized.
3. Other Training Needs
- Here, G7 recommends:
- a. that USAID provide technical assistance to non-profit private and public-sector organizations in Egypt in developing or improving their English language training

programs for their clients; that in supplying such assistance, the Mission concentrate on the areas of teacher training, curriculum development, program planning, and other like areas rather than on capital-intensive programs such as those which supply language laboratories and other hardware. Much more important to a sound instructional program are well-trained teachers, relevant curricula, and program coordination. There are language laboratories already in Egypt. Some lie unused or inoperative. Making use of these existing ones would have a higher priority.

- b. that the Mission contract with a university or other appropriate organization to provide such technical assistance. Options should include contracting with organizations already operating in Egypt who could more quickly provide such technical assistance. Alternatively, the vehicles might be the Education IQC for outside experts. Organizations that such a contract team could assist include the five prospective English Language Centers within the Egyptian university system; the Ministry of Education and other Ministries such as Agriculture with specific English language needs and which already have operational training centers; not-for-profit banks and other

financial organizations with English language training centers; organizations with counterpart relationships with AID contract teams. As a high priority, such a team should concentrate on assisting English language training programs in upper Egypt.

that the activities of such a contract team include:

- General workshops for coordinators of EFL programs in Egypt, including EFL methodology and techniques;
- Ongoing seminars for coordinators in the areas of teacher training, curriculum development, use of audio-visual equipment and resources in EFL, and evaluation of training;
- In-service teacher training and curriculum development for specific programs.

Ideally, in order to coordinate these activities, the Mission should appoint an English language specialist. Such a person might have the following kinds of responsibilities:

1. Developing guidelines for decentralizing participant and counterpart English language programs, and for their assignment to specific language training institutions;
2. Overseeing the development of the contract program to provide technical assistance in EFL to Egyptian organizations;

3. Contracting for the development and administration of a new English language testing procedure for short-term participants.
  
4. In general, coordinating English language developmental activities for the USAID Mission.

Since the ideal is seldom attained, thought should be given to parcelling out these responsibilities to the various Training Officers.

A P P E N D I X

## UNIVERSITY OF CAIRO

### THE ENGLISH LANGUAGE CENTER

#### ITS OBJECTIVES, STRUCTURE AND FUTURE DEVELOPMENT PLANS

- I. **Historical Note:** The English Language Center (ELC) is a fairly recent addition in the development plans of Cairo University. Its premises were opened for use in September 1979. However, some of the functions of the Center described below, such as inservice training sessions for junior faculty were conducted previously under various roofs and through ad hoc arrangements. Starting September 1979 such functions have become, properly speaking, ELC concerns.
- II. **Description of the Premises:** Located in the basement of the central administration building the Center consists of medium size (20-25 places) classrooms and two larger (50-50 places) classrooms. Equipment such as cassette players, tape recorders and printed materials are stored in a small room (used to be ballerina's dressing room in more artistic days). Textbooks are kept in cupboards in the administration room in the main building. The language lab in the Faculty of Arts building is used for ELC courses by agreement with the Faculty of Arts administration. Thus, there is a lot to be desired in terms of physical facilities. Still for a beginning the present facilities are adequate. The wall panel and moquette flooring have helped dispel, partially, the basement feeling necessarily generated by the location.
- III. **Administration:** The ELC has a board (chaired by Prof. M. Fawzy Hussein, vice President of the University for Graduate Studies and Research), a director of studies (Prof. Saad M. Gamal, Professor of Linguistics and Chairman of the English Dept.), clerical duties and administrative assistance are provided by the personnel of the Department of Administration against extra remuneration.
- IV. **Objectives of the ELC:** (spelt out in various documents in Arabic)
  1. **Short term objectives:**
    - a. To meet the need for upgrading English language skills in segments of the graduate population of the University (such as the Peace Fellowship candidates, instructors in the process of dissertation writing) and scholarship grantees.
    - b. To encourage undergraduates to take summer courses in English, so that by the time they graduate the language handicap is largely overcome. (In 1979 the ELC has organized intensive courses (24 hours per week) for 70 Peace Fellowship candidates, and semi-intensive courses to 160 instructors in 2 sessions, also intensive courses for 60 undergraduates from the faculty of Economics and Political science).

The short term objectives seem to be recurrent features at least for the next few years; thus taking up a sizeable portion of the efforts of the ELC.
  2. **Long term objectives:**

To review the English language teaching-learning situation in the various faculties and institutes in Cairo University with the view of upgrading the degree of language mastery required in the various levels in each faculty/institute.

In pursuance of the general objective stated above the Institute shall:

- b. Conduct studies of the present status and conditions of the English language teaching-learning situation in individual faculties. Such studies may include: a) objectives; b) number of hours per week, c) teaching materials; d) methodology and testing; e) instructors qualifications and training.

c. Conduct research in areas related to foreign language teaching (such as error analysis, psychological factors in foreign language acquisition, methodology, testing, materials writing, etc.) with focus on the local situation and with the specific purpose of remedying whatever weakness may be revealed.

3. Exchange experiences in the same field with universities in Egypt engaged in similar activities (such as the English Language Institute at AUC and the English language Center at the Faculty of Education, Ein Shams University) as well as with British and American universities.

#### Suggested Stages:

It is obvious from I that the objectives and functions envisaged are of considerable magnitude and are of a self-perpetuating nature. For this reason and also for reasons relating to possible limitations on finance and manpower, the following stages of work progress are suggested.

Stage I: The Center works on selected areas on both the graduate and undergraduate levels:

a) The Center for training of university faculty. The <sup>Center</sup> Institute could possibly study such issues as: i. Language skills to be acquired. ii. Materials and methods leading to (ii). iii. evaluation and motivation two factors which are related to the overall planning of the Center). iv. cyclic training and retraining.

b) Graduate students (MA and PhD candidates) in specified disciplines.

c) A segment of undergraduates (faculty or faculties to be specified) where a pilot project may be launched possibly but not necessarily along lines similar to those of the pilot project carried out for the preparatory year of the Faculty of Engineering in 1974/75. (The Department of English is planning for such a pilot project for the first year Faculty of Science for 1979/80). Conceivably the 74/75 engineering project could be further pursued in the engineering faculty.

d) English in public service classes: This is a particularly difficult area, because of its (Potential) vastness and diversity. Initial work should proceed on a limited and experimental basis. However, efforts in this area may well turn out to be more than worthwhile in terms of finances (the AUC Division of Public Service is a case in point).

Stage 2. Should witness stabilization in some areas in stage 1, improvement of facilities and techniques and expansion to include areas left out in stage 1.

Stage 3: Further validation and stabilization. Further improvements in teaching tactics and materials. Conceivably other languages such as German and French would be included and the ~~Institute~~ could possibly be renamed.

It is understood that the stages envisaged above are not tightly compartmentalized and that planning for Stage II may start while Stage I is ongoing, etc. It is also clear that the scheduling of stages is dependent on a variety of factors: materials, facilities, manpower, finance, etc.

V2 Faculty and Instructors: The ELC has only one full time member (Mr. Donald Benson, MA in Applied Linguistics, Lancaster) The major burden, technical and organizational, falls on the shoulders of the Faculty of the English Department, who contribute various services on a per piece basis. The English Department faculty at present has one professor in linguistics, two assistant professors in applied linguistics, and 5 instructors with MA's in applied linguistics or TEFL, other members from the various ranks of the academic hierarchy in the field of literature also carry a sizeable portion of the teaching burden. In peak season some 80-100 hours of teaching per week are contributed by the English Department faculty. Assistance is also

sought and (co)ly given by 2-3 members from the English Dept. and/or English Language Institute of AUC. Out of the 100 hours of teaching per week only 14 are given by native speakers of English.

VI. Plans for 80/81.

1. Two In-service Training sessions on the lines described in the accompanying document (Résumé of Two memos)
2. A 20 week intensive training session for peace fellowship candidates
3. A pilot project for science undergraduates (starting Sept. 80)
4. Start work on long term objectives.

vII. Needs for 80-82

1. Expansion of materials and equipment acquisition
2. Faculty development - negotiations with the British Council are underway to add another member with at least an MA in TEFL. Even with this addition there is still dire need for the following categories
  - a. High caliber scholars in the field of surveying and language planning.
  - b. Testing and materials development experts
  - c. Teachers with academic TEFL qualifications and professional experience.

Cairo University is keen on seeing the Center fulfil its functions and is ready to contribute its share in financé.

Resumé of Two Memos (in Arabic)  
(Dated 20 May and 2 June 1979)

To: Prof. I. Badran, President of Cairo University

Subject: A Tentative Plan for a Language Unit (Institute)  
to be Attached to Cairo University

I. Status of the Language Unit within the University frame.

1. The Language Unit could be envisaged as a technically autonomous entity within a larger administrative entity (such as the Education Center)
2. The Language Unit may develop at a later stage as an Institute which is technically and administratively autonomous. Such development is expected to take a number of years (3 to 4) given the initial facilities, personnel recruitment and over-all impetus.

II. Functions of the Language Unit

To upgrade language teaching in the faculties of the University and on all levels according to a list of priorities to be drawn by the personnel of the Institute (Unit).

This broad function of the Language Unit shall proceed according to principles and practices followed in similar areas in other universities. These will include:

- a. The identification of the students' language needs in the various faculties and levels through questionnaires and opinionnaires addressed to faculties, students as well as major business concerns in the community.
- b. The selection/development/writing of materials to meet the needs as identified in (a)
- c. Selection and experimentation with the latest methods in language teaching and testing within the present (79-80) facilities in equipment and manpower.
- d. To review language teaching policy and to offer consultative assistance in the area of foreign language teaching to the various faculties.
- e. To conduct research in methodology and testing especially in areas which have possibilities of wide scale application (error analysis, study habits, etc.)
- f. To establish graduate programs in (applied) linguistics. This may come at a later stage and in coordination with the language departments of the University.

III. Administration and Faculty:

The Unit shall have its full time administrators and faculty. This, however, may be an objective that might take a number of years; meanwhile the burden must necessarily be carried by the faculties of the language departments. With a stretch of efforts the English Department could carry a sizeable portion of the burden, but this should be regarded as temporary measure until the unit develops to a full-fledged Institute.

- IV. Location. Even at the early stage (79-80) the Unit shall need 4 classrooms, a room for library and equipment and a room for faculty. A small room for the secretariat is also necessary.

## Tentative Plan for 1979-80

### I. Inservice Teacher Training.

The present concept of 6 weeks (8 hours per week) is patently inadequate. The following plan is submitted for 79-80.

The English Language Unit shall offer two 15-16 week sessions (mid October to mid February and March - June) 8 hours per week divided into 4 meetings (the current practice). However candidates shall volunteer instead of being recruited. The program shall include common core (or special) English as well as Academic English. The program shall be offered during morning hours and afternoon hours so that the candidate may choose the hours and that would not conflict with his/her work. Initially two levels shall be made available. A candidate is placed in the proper level following testing. Candidates who complete the first session successfully may join a higher level in the following session (Mid Feb.). Those who don't may opt for a help-yourself system (reading packages and assignments to be monitored by faculty members). This scheme will mean that 4 sections are offered in the morning and 4 in the afternoon during two days of the week. This does not in any way interfere with the rest of the pedagogy preparation - if it is going to follow the same pattern it has been following.

- V. Library and Equipment. A library of textbooks and references as well as basic equipment is attached as a first instalment.
- VI. Secretariat: a secretariat which is modest in number <sup>of high efficiency</sup> (especially in English typing) shall be required.
- VII. A system of remuneration for faculty and researchers ~~workers~~ should be designed to attract good elements among the university faculty and outside instructors.

THE AMERICAN UNIVERSITY IN CAIRO  
DIVISION OF PUBLIC SERVICE  
REGISTRAR OFFICE

Monday, February 18, 1980

TO : ALL CONCERNED

FROM : M. EL RASHIDI, ASSOCIATE DIRECTOR

SUBJECT : ENROLLMENT STATISTICS FOR DPS COURSES, SPRING TERM 1979-80

- TOTAL NUMBER OF STUDENTS PAYING TUITION .....9792
  - Number of Withdrawals .....387
  - Number of Students failing to collect their schedules..... 54
  
- CURRENT NET ENROLLMENT .....9351  
(see page 2)
  
- STATUS
  - Private ..... 6789
  - Organizations ..... 2210  
(see item #1 page 3)
  - Scholarships ..... 352  
(see item #2 page 3)
  
- INSTRUCTORS & PROFESSORS ..... 181
  
- NUMBER OF CLASSES TAUGHT ..... 457
  
- NUMBER OF COURSES OFFERED ..... 75
  
- NUMBER OF CANCELLED COURSES DUE TO LACK OF STUDENTS ..... 6

STUDENTS DISTRIBUTION BY PROGRAMS

P R O G R A M	S P R I N G T E R M 1 9 7 9 - 1 9 8 0					Spring Term 1978 1979				
	S T A T U S			DPS ASSOCIATION		T O T A L	NUMBER CLASSES	AVERAGE CLASS SIZE	NET ENROLL- MENT	NUMBER OF CLASSES
	Private	Organization	Schol- arship	Con't	New					
1. <u>ENGLISH</u>						5982	287	21	4497	199
a. Regular English	3234	1835	238	2944	2363	5307	251	21	3808	162
b. Conversation	456	190	29	616	59	675	36	19	689	37
2. TRANSLATION	338	20	6	192	222	414	20	21	367	18
3. ARABIC LANGUAGE	178	--	19	93	104	197	12	16	212	12
4. COMPUTER SCIENCE	538	10	11	228	331	559	24	23	498	26
5. TECHNICAL COURSES	551	--	11	--	562	562	43	13	--	--
6. <u>SECRETARIAL STUDIES</u>						1637	71	23	1639	75
a. Gen.Sec.Certificate	247	--	3	157	93	250	11	23	380	17
b. Self-Improvement	419	21	16	130	326	456	20	23	456	22
c. Business Education	778	19	19	289	527	816	34	24	719	31
d. Special Classes	--	115	--	40	75	115	6	19	84	5
CURRENT NET ENROLLMENT	6789	2210	352	4689	4662	9351	457	20	7213	730

TOTAL NUMBER OF STUDENTS : Net Enrollment 351 + Withdrawals 587 + No Show 54 = 9792

ORGANIZATIONS & SCHOLARSHIPS

ITEM # 1

ORGANIZATIONS

- Number of Students.....2210
- Number of Organizations ..... 146
- Fees to be Collected .....L.E.36,460.000

ITEM # 2

SCHOLARSHIPS

A. INTERNAL

- AUC Staff ..... 71 ... L.E.1,179.000
  - Immediate Family ..... 81 ... L.E.1,371.000
  - Faculty, Fellows, Staff  
Students, taking Arabic  
Courses..... 19 ... L.E.1,330.000
- 
- L.E.3,880.000

B. EXTERNAL

- Legal Office ..... 6 ... L.E. 99.000
  - Traffic Office ..... 3 ... L.E. 45.000
  - Telephone Authority ..... 4 ... L.E. 60.000
  - Accounts Office ..... 7 ... L.E. 116.000
  - Passports, Custom Import  
& Export, Cairo Airport .....102 ... L.E.1,556.000
  - D.P.S. .... 7 ... L.E. 105.000
  - Abdin Police Station ..... 1 ... L.E. 15.000
  - Ministry of Interior ..... 20 ... L.E. 300.000
  - Security Office ..... 17 ... L.E. 262.000
  - Arab Contractors ..... 14 ... L.E. 242.000
- 
- L.E.2,800.000

TOTAL (UNCOLLECTED REVENUE, REPRESENTED BY SCHOLARSHIPS)..... L.E. 6,680.000

STUDENTS DISTRIBUTION BY COURSES

C O U R S E S	STUDENTS DISTRIBUTION ACCORDING TO ENROLLMENT			TOTAL NUMBER OF STUDENTS	NUMBER OF CLASSES	AVERAGE CLASS SIZE
	Organ ization	Private	Schol arship			
<b>1. ENGLISH</b>						
<b>a. Regular English</b>						
English 1	100	211	40	351	17	21
English 2	149	418	28	595	28	21
English 3	285	644	45	974	46	21
English 4	298	597	33	928	43	21
English 11	190	367	16	573	27	21
English 12	227	401	27	655	30	22
English 15	184	222	22	428	20	21
English 14	158	139	7	304	14	22
English 21	51	62	7	120	6	20
English 22	50	43	5	98	5	20
English 23	43	32	5	80	4	20
English 31	25	17	-	42	2	21
English 32	19	18	1	38	2	19
English 33	9	10	-	19	1	19
English 34	16	21	1	38	2	19
English 35	17	18	1	36	2	18
English GP	14	14	-	28	2	14
	1835	3234	238	5307	251	21
<b>b. Conversation</b>						
Level 1	20	104	7	131	7	19
2	50	95	7	152	8	19
3	33	76	3	112	6	19
4	37	69	5	111	6	18
5	16	42	3	61	3	20
6	18	37	2	57	3	19
7	16	33	2	51	3	17
	190	456	29	675	36	19

EXPERIMENTAL DEVELOPMENT PROJECT:  
ENGLISH LANGUAGE PROGRAM  
CAIRO YMCA

The economic and social changes that have been occurring in Egypt in the past few decades have been phenomenal, representing a degree and rate of growth that has been unparalleled in our nation's long history. In the two decades immediately following the 1952 revolution, the government moved to restore Egyptian identity and control to the nation's essential institutions by virtually eliminating foreign economic and cultural influence. Then President Sadat entered the scene initiating new and radically different social and economic policies. While being keen to maintain the cultural and political sovereignty over government institutions gained during previous years, Sadat has once again opened the Egyptian economy to foreign investment and assistance. Although this is undoubtedly one of the key elements in the appreciable growth and development of Egypt in recent years, it is also the source of strain and challenge through the demands that it has placed on the nation's workforce. Indeed, the individual success of our young professionals in a new and highly competitive job market, as well as the future of our nation as a whole, is largely dependent upon the ability of our people to meet this new challenge.

The Cairo YMCA, recognizing its obligation as an internationally conscious community service organization, has shown a sincere concern in this situation and has posed itself with the question of what kind of service can it offer that might help to meet the challenge before us. Recognizing that communication skills are among the most important, yet all too often deficit, abilities being demanded by international agencies and corporations, the Y took upon itself the task of developing an experimental English program.

Thus, in January, 1975, the Cairo Y opened its first English language classes as a pilot program offering English shorthand, followed in the next semester by the first courses in English conversation. By year's end, 144 people had been enrolled in the shorthand and conversational English classes, the latter of which was offered at three levels.

In the following year, 1976, the program was expanded to include an additional semester. Enrollment was increased slightly over the previous year to include 109 in the English conversation classes and 49 in shorthand, for a total of 158.

By 1977, class sizes were limited in number and two more levels were added. Total enrollment raised to 165, including 148 in conversational classes and 17 in shorthand.

1978 saw exceptional growth in the number of students that we were able to take in and expansion of the program to include a sixth level. 220 students participated that year, 26 of whom were in the shorthand classes and 194 of whom studied English conversation.

Last year, an additional two levels of English conversation were offered, English shorthand was dropped and two specialized English courses were offered for doctors and secretaries. The specialty courses remained small and were offered only in the last semester. 6 doctors and 15 secretaries participated in addition to the 198 people who enrolled in the eight levels of English conversation.

From the very beginning, the intention of the program has been to offer a quality educational service to our community at a reasonable price. The standard of teachers employed has remained high, the facility improved upon, yet the cost of the courses has remained a small fraction of the cost of similar programs offered by other institutions, both private and public. The syllabus for the program has been constantly reviewed and updated. Last year, a considerable investment was made in a more flexible seating system, an overhead projector system and audio aides. An additional class room was added last year also so that a maximum of flexibility can be maintained over scheduling.

In the past year the Cairo Y began utilizing its World Service Worker in a teaching capacity in the program. This has given the program the unique aspect of having a native-speaker as a teacher and has proven to be quite successful. The Y has thus been considering requesting teaching qualifications from its future WSWs, and including extra training in teaching English as a foreign language as part of the in-service professional development of the worker.

Currently, it appears that the potential of the program is virtually unlimited. Hopefully, in future years, the facility can be expanded to include a fully equipped language lab and other audio-visual equipment. This would enable the program to expand both qualitatively and quantitatively in the service that is offered. With interest increasing yearly, the only serious problem blocking the expansion of the facility is that of finances. Although the program is presently self-sufficient, there is concern that if the cost of the courses was raised to the amount necessary to cover further development, it would become prohibitive to our clientel.

## THE AMERICAN CULTURAL CENTER



3, PHARANA STREET, ALEXANDRIA

English Teaching at The American Cultural Center, Alexandria

An English teaching program has been established at the American Cultural Center in Alexandria. USICA's English Teaching Division has supervised the development of three courses of study to meet the varying needs of the Alexandria community.

The Regular Course which began January 8 is a basic program, two hours per day Monday through Friday in six week terms, for those who wish to develop oral communication skills in English. Some emphasis is placed on reading and writing skill development as well. A Continuing Education segment of the program offers advanced courses in varied subjects including Contemporary American Literature, TOEFL Preparation, English through the Medium of Drama, Writing and Composition, American Civilization, and Study Skills. Two Continuing Education courses will be taught during the February 25 - April 4 term: Twentieth Century American Short Stories and TOEFL Preparation.

The third aspect of the program is an Intensive Course which has been designed to prepare students for university-level study in the United States. At present the course is divided into five levels of six weeks each. Classes will be taught five hours a day, Monday through Friday, a total of 150 hours per level. The course focuses on the development of listening, speaking, reading, writing, and general study skills. It also provides an orientation to both American culture and the university community.

The Intensive Course class schedule will run from 8:00 to 12:50 daily in two 80-minute and two 50-minute segments. At least two teachers will be assigned per level thereby increasing student exposure to a variety of native speech forms. Video tapes will be used to provide additional exposure to American English and to present various aspects of contemporary American life.

Admission to the various courses is open to those who have completed a minimum of two years of university study. A placement exam ensures that each applicant is assigned to an appropriate course level. Provision has been made for the development of additional levels of the Intensive Course should the placement exam results indicate that they are needed. Students who complete Level 1 Intensive should be able to meet at least minimum ALIGU score requirements for study in the United States regardless of the level at which they entered the Intensive Course. Note that Level 1 is the highest of the five levels.

COURSE SCHEDULE - ALEXANDRIA 1980

TERM 1 January 7 - February 15

TERM 2 February 25 - April 4

TERM 3 April 14 - May 23

TERM 4 June 2 - July 11

TERM 5 July 21 - August 29

TERM 6 September 8 - October 17

TERM 7 October 27 - December 5

6 week term

1 week break between each term