

7/7/94

An Overview of the Summer EFL Curriculum and Prognostications for the Autumn Program:

This report is written for Russ Campbell and Atken Armenian, but it shall be cced to other decision makers whose plans can make it viable or not.

There are certain assumptions that need to be factored in because I am concentrating on a worst case scenario using the naked figures given me.

- a. There may be considerable losses of students between now and September 25th; especially if the political and economic situation here do not improve.
- b. Many of the students who are in the high 90's and 80's can be excluded from the first part of the English program and included in the winter writing and computer components alone.
- c. We need a new test and you have Patricia's and my recommendations on how best to do that. If there is going to be a test specialist here, are they going to teach an EFL course and also teach in the Autumn Program?
- d. The Autumn Program as designed below has to have a schedule that coordinates the pre-lecture classes and the post-lecture classes with the lecture. There must be consideration of the English Program as a program, not as an unimportant put-the-classes-whenever-we-can part of the scheduling process. There are almost 300 students to be served and I hope that the plans outlined below are taken seriously, for they are an attempt to give the best educational opportunities to the most students.
- e. There will be no lunch program for any English Program student. This is going to increase our difficulties, for five hours of classes without a meal break will be a challenge for the students. The normal prices of meals in the cafeteria for non-students and faculty will be well beyond the budgets of our students.

1. **The Numbers of Students:** The numbers given me by Theony Condos are going to be difficult to deal with: Business 142, Political Science 71, Combined Engineering & Public Health 81.

Our EFL teacher preparation group itself has two people who will need to be among the 167 people who will be in the Intensive Summer Course if our cut off is at the present 57.

2. **The Summer Course:** This curriculum was designed last year and has been enthusiastically approved by the majority of our local staff. The topic is the American educational system and our focus is on the improvement of the students listening and speaking skills, with special emphasis on will following this year American college Bill Moyers' interviews, partial outlines, clozes, scripts, etc. With a good deal of emphasis on listening and responding. There are 167 students in 9 groups of approx. 18 students.

Two groups will begin on the 11th and 7 groups on the 25th of July. The Autumn course will begin on the 25th of Sept. and continue for 10 wks.

The summer course will meet 3 days a week for 4 academic hours per day: for 12 academic hours per week over 8 weeks. That means we have a morning and afternoon MWF schedule and a morning and afternoon TThSat schedule.

The Summer Course will be meticulously monitored for attendance; those who do not attend regularly without excuse should be dropped from the University and the 3 rooms to do the summer course, but the Autumn will be much more difficult.

3. **The Autumn Course:** I hope that Atken can arrange the rooms when he arrives in August. I want to continue the curriculum we improved this year, so we will have four lectures: 1. **Science** (which I will do) with 81 students and 3 groups; 2. **Political Science** (which Mhaer can do) with 71 students and 3 groups; 3. **upper level Business** (? because Patricia does not want to do a lecture, but there may be a business person in Peace Corps who would like to do it) with 71 students and 3 groups; 4. **lower level Business** (which Atken might do) with 71 students and 3 groups. This means that we need 12 local teachers and 4 lecturers; we also need to have all teachers continue our very successful oral skills group projects.

This means that three groups each in a room of its own will all go into one lecture hall and then go back to their smaller groups. We will need a minimum of 3 small rooms and one large lecture hall (if it cannot be one of the rooms) per day if we work on Sat. and extend our daily times into the evening; this is a possible schedule that recognizes that on MTWTh the classrooms will not be free until after 1:00 p.m. and that things are much freer on FSat. (Please note that there will be conflicts with extension using this schedule and that I believe that the English Program must necessarily take priority.)

I. Science: MW 1:00 p.m. to 5:30 p.m. 3 classrooms/1 lecture hall.

II. Political Science: TTh 1:00 p.m. to 5:30 p.m. 3 classrooms/1 lecture hall

- III. Business A: FSat 9:00 a.m. to 1:30 p.m. 3 classrooms/1 lecture hall
- IV. Business B: FSat 1:30 p.m. to 6:00 p.m. 3 classrooms/1 lecture hall
- V. EFL Course A: MW 11:00 a.m. to 12:30 p.m. Room 20
- VI. EFL Course B: TTh 11:00 a.m. to 12:30 p.m. Room 20
- VII. Oral Skills Groups: 1 through 16 (everyone will have one) 3 hrs. a wk. at times and venues available.
- VIII. Videos: MTWTh 9:00 a.m. to 11:00 a.m./5:30 p.m. to 8:00 p.m. Room 20 or in the hoped for **language lab, which would provide a richer schedule.**

No one will be pleased with this schedule; no student will be given lunch; I am happy that I needn't defend it before the-powers-that-be.

4. **The Instructors Needed:** I have 10 teachers now and 11 if we hire our substitute full time. Atken will have to hire another teacher and I am leaving the CVs with the secretary.

Will I be able to speak to him before he leaves if I get to the States by the last week of July?

5. **The Autumn Curriculum:** The curriculum we have has two academic hours of preparation in small groups before the twice-weekly lecture; two also for the lecture; and two again for group work after. Giving 12 academic hours for each student per week. They would also have three more hours of oral activities and some three hours of video viewing.

The oral skills component should not be scanted: last year it yielded surprising results with groups creating hour long skits, videos and reports.

Where are we going to find the rooms? **We in the EFL department are going to have to fit 19 people into 2 rooms in order to keep Room 20 free and this is asking a great deal from professionals who have to teach huge classes with immense amounts of preparatory and correctional work expected of them. Also few of our native staff will have light or heat at home.** Is there any word at all on the long-promised language lab?

6. **The Books Needed for the Autumn:** I am including the present count of texts from the library; obviously we will need to have at least **a.** 81 copies of Burke's book, and 71 copies each of the two advanced business texts (Reich) which Doctor Shahgaldian agreed could be used for the PS group also, bringing the number needed to **b.** 142 of each, and finally the 71 in the lower business group could use the Case Studies in

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International Business book and the International Banking so we need to have c. 71 of both of these.

We also need dictionaries and grammar texts (*How English Works*) sufficient to fulfill our student count.

If these books are acceptable to Mhaer, Atken and Patricia, then we need to add to the books we have so that they equal the numbers above.

We also need the books I asked Patricia to let you know about for the TEFL courses.

Even with this there will be an enormous amount of xeroxing and students will be in need of paper, etc. This will not be an easy program to administer.

This is the picture from here and it is not very easy to see this kind of growth proceeding within the space we have now.

Virgil Strohmeyer

cc Russ Campbell
Atken Armenian
Mihran Agbabian
Michael Kouchakdjian
Michael Conrad

Russ - send a copy to Atken

AMERICAN UNIVERSITY OF ARMENIA
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