

## **INALCO Diploma Program**

### **« Teaching Western Armenian in the Diaspora » (updated November 2017)**

**Audience:** This program is aimed at current and future teachers of Western Armenian in bilingual schools in France, elsewhere in Europe, and around the world (full-time schools exist in Europe (Bulgaria, Cyprus, Greece), in the Middle East (Lebanon, Syria, Jordan, Egypt, Turkey, Israel), the Americas (US, Canada, Argentina, Uruguay, Brazil), and in Australia). Only a high school diploma equivalent to the French Baccalaureate is required to register in the program (other proof of completion of secondary study may be accepted).

**Objectives:** Western Armenian has been recognized by UNESCO as an endangered language since 2010. Given that a critical mass of Armenian-educated speakers of the language exists (more than 20,000 worldwide, though distributed unevenly throughout the worldwide diaspora), it is possible to engage in language maintenance by using the existing mechanisms of transmission. These are most intact in the Middle East, where they are also most threatened currently. These mechanisms can be adapted to other global contexts, where a significant demand exists for the language, but where the traditional teaching methods of the Middle East are less well-received.

This program was founded on the basis of a self-evaluation effort within Armenian schools worldwide, initiated by the Calouste Gulbenkian Foundation in 2014 (Administered by Ani Garmiryan, INALCO Instructor, with Anaïd Donabédian, INALCO Professor, in an advisory role). The program is part of both the Armenian Studies Program at INALCO and the Western Armenian Language Support initiative of the Armenian Communities Department of the Calouste Gulbenkian Foundation.

The program's goal is to improve the training of current and future teachers of Armenian in the diaspora, such that they are fully competent in their field while also skilled in navigating the particular sensitivities of this subject, critically questioning pedagogical canon and actively pursuing their own continuous professional development. With the goal of improving the status of the professional Armenian teacher, the program is designed to offer European credits (ECTS) that are transferable to BA and MA programs in language teaching and in Armenian studies.

#### **Method of Delivery:**

- In-person class hours are delivered in residence during a 4-week intensive summer program. This is situated in an immersive, creative, youth summer camp environment, organized by the Gulbenkian Foundation in collaboration with *Association Mille et un Mondes*. In 2018, the dates of this camp will be July 15 to August 9. The camp provides a learning laboratory for observation of innovative language teaching methods. The distance component of the program lasts throughout the school year.
- There are 4 modes of study, totaling 103 hours. These include classes, seminars, workshops, and training in a novel foreign language. In addition to these hours, students engage in supervised observation of language acquisition through the summer camp, and participate actively in mentoring as they apply new techniques in their classroom throughout the year (practicum). These are validated through the submission of a thesis and/or oral exam, and videos of classroom implementation. Additional lectures may be provided depending on the availability of relevant lecturers.

- It is required that participants in this program be willing to engage actively with new pedagogies throughout an entire school year. The summer period of intensive training is intended to serve not only as a time to learn new methods, but also as a catalyst for critical reflections on instructional practices. It is therefore of crucial importance that participants be willing to invest in experimentation and personal reflection leading to transformative practice, if they are to succeed in the program. Participants should arrive with a laptop suitable for their individual use
- The language of instruction is Western Armenian, although some instructors teach in English with translation and live interpretation provided.
- The program capacity is limited to 15 participants.

#### **Calendar:**

- December 2017 - January 2018: Call for applications and selection of participants from the applicants
- February 2018: University application for registration at INALCO, and RSVP to summer camp.
- March 2018: Video conference with Instructors to begin preparatory assignments for the summer intensive session (readings and reflective exercises will be required before the start of the camp).
- July 15- August 9, 2018: Intensive summer session comprised of 103 hours of classes, observation hours, foreign language course and assignments. Participants should expect to work intensively during this period.
- September 15, 2018: Deadline to submit assignments from summer session (journal of foreign language learning, observational report, approval of projects to be implemented in home classroom). Credit for this work will be included with first semester grades, given in January 2019.
- October 1, 2018: Individual project planning and beginning of mentoring phase, including application of projects in home classroom. Each student will attend a minimum of 2 video meetings with their assigned mentor, and one collective video conference will be required.
- June 15, 2019: Deadline for submission of practicum report on the school year.
- July 1, 2019: Final grade report and awarding of diplomas. Students will receive their official grades during the month of July. The official diploma may take several months to arrive in the mail.

#### **Cost of Study:**

- INALCO tuition will be 265€ for the entirety of the program (Instructors, mentoring, evaluation of assignments). Participants must pay tuition before June 15, and receive their 2018-2019 student ID card during the camp.
- Room and board costs at the summer session, as well as costs of providing the training program, are partly covered by the Calouste Gulbenkian Foundation. The uncovered costs (approximately 1200€ depending on costs of travel from the participant's home country) are generally covered by teacher's employer or by a local program for ongoing professional development.

#### **Credits and Diploma:**

The diploma awarded to successful participants will consist of 32 credits ECTS (Master's level). Those graduates who have the necessary prerequisites (completion of BA) can apply these credits toward a Master's in Armenian Studies at INALCO. This will enable them to complete a Master's program in approximately 2 years in the French/European system.

## Program Elements

Module	Content	Class Hours	Practicum Hours	ECTS Credits
Armenian Language Pedagogy 1	<p><b>Second Language Acquisition: linguistics and sociolinguistics (in Armenian)</b></p> <ul style="list-style-type: none"> <li>Applied sociolinguistics for Armenian instruction</li> <li>Western Armenian: language typology and language contact. Consequences for the acquisition of Western Armenian as a second language or for acquisition of literacy in Western Armenian.</li> <li>Application to pedagogy: how to deal with “mistakes”</li> </ul> <p><b>Instructor:</b>  <b>Anaïd Donabedian-Demopoulos</b> (Full Professor, INALCO)</p> <p><b>Ongoing assessment:</b>            Preliminary readings, quizzes, participation and achievements during the training.</p>	26		6
	<p><b>Innovative techniques in the teaching of Armenian in the Diaspora (in English and Armenian)</b></p> <ul style="list-style-type: none"> <li>Problem-based, task-based and project-based approaches to language instruction</li> <li>Teaching critical thinking (Hagop Yacoubian)</li> </ul> <p><b>Instructor:</b>  <b>Anke al-Bataineh</b>, PhD INALCO, Professor at WGU (USA)            Guest Lecturer: <b>Hagop Yacoubian</b> (Haigazian University, Beirut)</p> <p><b>Ongoing assessment:</b>            Preliminary readings, quizzes, participation and achievements during the training.</p> <p><b>Personal work:</b> Each participant have to elaborate two plans for Project Based Learning applying the methods acquired during the training.</p>	26		6
Armenian Language Pedagogy 2	<p><b>Guided observation course in residence (in-situ at youth language camp) (in Armenian)</b></p> <p>Theoretical courses on language acquisition issues (9h), based on preliminary readings and aiming to allow comparing school context and camp context.</p> <p>Topics: Strategies for guided and unguided acquisition; The psycholinguistics and sociolinguistics of acquisition; Educational methods and approaches: types of teaching; Multiple Intelligences (Gardner) : differentiating instruction; The school as language vector and developmental resource; Resources for teaching Armenian; How to learn from non-educational situations?            Reflexive observation of situations and modality of language appropriation in the context of the camp. Small group meetings with the instructor to guide the observation (15h).</p> <p><b>Instructor :</b>  <b>Ani Garmiryan</b>, Senior Program Officer at the Gulbenkian Foundation, Former principal of Hovnanian School (New Jersey)</p> <p><b>Ongoing assessment:</b>            Theory: Preliminary readings, active participation during the sessions.            Practicum: Observation and completion of the observation sheets. Active participation in group sessions.</p>	9	30	6
	<p><b>Armenian Language Pedagogy: Observation of Practice</b></p>			

Workshop: Literature and Creative Writing	<b>Workshop : reading and creative writing (in English)</b>	24	3
	<p>With elements concerning the use of online resources</p> <p><b>Instructor :</b></p> <p><b>Amy Hughes</b>, teacher trainer, USA (Creative writing, curriculum creation, teaching processes)</p> <p><b>Ongoing assessment:</b> Achievements and participation during the training.</p>		
Practicum	<b>Practicum</b> (during the academic year following the training):	50	9
	<p>Implementation of innovative methods in home classroom throughout school year, based on projects developed in course 2 (PBL or other practices according to the agreement of the teacher)</p> <p>The goals of the practicum are fixed together by the participant and the instructor during the summer session, and the plan is submitted to the instructor of course 2 before the end of September ; the program is implemented between October and April in the classroom of the student, with a remote mentoring (email exchanges as needed, and at least two sessions through videoconferences).</p> <p><b>Ongoing assessment</b> during the mentoring phase of the project (videoconferences with the mentor, shared folder documenting the practicum: videos and documents from the class)</p> <p><b>Final assessment:</b> Remote interview (videoconference) or written report, allowing the student to reflect upon the way the training helped to improve the dynamics of the class, to identify any barriers and examine possible solutions.</p> <p><b>Jury :</b> A. al-Bataineh, A. Donabédian, A. Garmiryan, H. Yacoubian</p>		
Novel Foreign Language	<b>Learning of unfamiliar foreign language as an opportunity for reflection on language acquisition processes</b>	18	2
	<b>Assessment :</b> Daily reflexive workbook (analyzing the method of teaching, observation of the class, self-reflection on acquisition process and comparison with teaching methods of the student)		
<b>Total</b>		103h	32