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TWELFTH

QUARTERLY REPORT

September 2 - December 31, 1980

submitted by

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Chief of Party

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Project.....English Language Training
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The Eleventh term of classes at the English Language Center, which began on September 2, 1980, marked the beginning of the administration of the Center by its Syrian personnel. Ms. Lama'an Hussieni, as Director of the Center, has been working with the legally established governing board to implement the regulations set out by the law establishing the Center and approved by the ELTC Board. Progress has been made in establishing procedures for enrolling students into the ELTC program: ways of notifying government ministries and offices of testing and enrollment dates, guidelines for accepting applications, procedures for placement testing, rules covering attendance and absences, etc. The members of the professional staff have been formally transferred to the ELTC. A new term schedule has been inaugurated, providing for three terms each year, each term to be approximately 15 weeks and allowing for about 200 hours of instruction. For the current academic year the dates of the terms are: 1st term, September 2 to December 15, 1980; 2nd term, December 23, 1980 to April 7 1981; 3rd term, April 18 to July 31, 1981. There will be no classes at the Center for the month of August, and all staff members will take their annual leave at that time. It is expected that this schedule will be followed in the future, with minor adjustments of dates.

The 11th term, the first of the current academic year, began on September 2, 1980. There were 105 students, enrolled in seven classes: one A level and two each of levels B, C and D. (See attached schedule of classes.) The new students were selected from among those applicants who had been tested by US/AID, with 15 students in each section of each level. At the end of the term, 87 students took the final exams. Of the 14 students who completed level A, eight were given R: three from the Ministry of Higher Education, and one each from the Prime Minister's Office, and the Ministries of Transportation, Health, Industry and Agriculture.

The 12th term, the second of the current academic year, began on December 23, 1980. One hundred and fourteen new applicants were given the Placement Test during the months of November and December. From these and the pool of applicants from earlier testing periods, new students were chosen for one Level D section and one student was added to Level B. Now 104 students are again enrolled in seven sections: two sections each of Level A, B and C and one section of Level D.

CURRICULUM DEVELOPMENT

I arrived as the new Chief of the Georgetown Party on October 7. The new definition of duties of the C.O.P. emphasize curriculum and material development, in-service training for teachers, and advising the Syrian Director in other general matters relating to the administration of the Center. I taught two regularly scheduled hours during the whole term, in addition to substituting an additional seven hours each of the last two weeks of classes. Most of my time has been devoted to curriculum and materials development.

A definition of the goals and aims of ELTC have been agreed upon after lengthy discussions between the Director and the C.O.P. and discussions at two faculty meetings. This statement, with minor adjustments, was approved by the Curriculum Advisory Committee of the ELTC Board and then by the BOARD itself. (See attached statement.) The new statement represents a shift of emphasis from production skills to comprehension skills. A strong reading program will be developed, aimed at increasing the efficiency of the students in both comprehension and speed. Materials of the type they expect to read on their jobs or their training programs will be used. Aural comprehension will also receive increased attention. Writing skills will be developed in conjunction with reading, to assist the students to learn to write clear expository paragraphs. Oral production will be tied to the grammar lessons, and it is expected that the students will also develop some oral proficiency from the use of English as the language of instruction.

During the second session of this year special attention is being given to the program of Level D. New books have been chosen, and special materials for reading and aural comprehension are being developed. The members of the Georgetown Team will be teaching and testing these new materials and methods. The reading materials for the other levels have also been strengthened and efforts will be made to teach the writing of an expository paragraph at all levels. All students in a given level will use the same materials and will receive (as far as possible) the same instruction. It is hoped that a greater uniformity of materials and methods used in each level will strengthen and raise the standards of ELTC.

PLACEMENT TEST

The ELTC Placement Test was received in March 1980 and given to all the students enrolled in the 10th course during April 1980. An analysis of the test showed that 44 items were not discriminating among the testees. In July 1980 it was given to 36 more applicants for ELTC. It was then decided to eliminate these 44 items. The test is now scored by subtracting the number of student errors from 56 (the number of items retained in the test) multiplying by 100 and dividing the result by 56. New cut-off points have been established to account for the change in the test and to fit the experience of the testors. They are:

80+ = R
70 - 79 = A
55 - 69 = B
40 - 54 = C
25 - 39 = D

These are the cut-off points which were used in determining the levels of applicants for the 2nd term which began December 23, 1980. However, the test as it is is not very satisfactory. An effort will be made to write 44 satisfactory items to replace those which have been deleted.

ELTC TESTING PROGRAM

The ELTC Test was given to all the students of the Center during the exam period. (It was gratifying to see a close relationship between the scores of many students on the ELTC test and the Usage section of the ALIGU test.) This test has now been given to enough students to make it possible to do a thorough statistical analysis of it. In the budget money has been allocated for the purchase of a calculator which will enable those working on testing to further "test" the ELTC test. All items show a good discrimination. A split-halves analysis will be done to determine the reliability, the mean and standard deviation will be found, and the standard error of measure estimated.

A preliminary listening comprehension test is ready for testing, and will be given to the students of the Center within the first two weeks of the term. With a larger calculator available, good information should be available on that test during the present term.

Reading tests will be developed for the different levels, with the ultimate objective of a final reading test to measure the exiting competence of ELTC students. Two of the staff members are still being given released time from teaching to continue their work on this important aspect of the Center's academic activities. There is interest in integrative tests, rather than the discrete item tests which are being used. Experimentation with cloze tests, for example, will be part of the reading test program.

THE LANGUAGE LAB

The introduction of some new texts has necessitated recording new materials for the lab. In the planning of laboratory time, time spent on rote pattern practice will be reduced and more emphasis placed on techniques for developing aural comprehension.

TEACHER PARTICIPATION IN CURRICULUM DEVELOPMENT

All the members of the teaching staff have shown an interest in the development of the curriculum of the Center. Staff meetings have been held every two weeks. These meetings were first devoted to discussions of the goals and aims of the Center. Recent meetings have considered new materials to be used in the 2nd term and methods for teaching them. Each staff member has assumed a primary responsibility in working on methods for particular levels and particular skills. The C.O.P. has a standing appointment each week to work with each teacher, both on general planning and particular problems. The greatest emphasis this term will be on reading, and some type of seminar or workshop managed by the staff themselves is in the planning stage.

REPORTS

As the present schedule of ELTC divides the year into three terms, it would seem more logical to submit three reports each year, with the report submitted at the end of the summer session to serve as an annual report, in which some of the year's work can be recapitulated.

Best Available Document

TEACHING SCHEDULE 2nd TERM, January 1981

	TOPIC	LEVEL	SATUR- DAY	SUNDAY	MONDAY	TUES- DAY	WEDNES- DAY	THURS- DAY
8-9	4	A1	Hussien		Bagnole		Bagnole	
	3	A2		Selo		Selo		Selo
	1	B1	Haddad		Boeshaar		Boeshaar	
	1	B2		Bagnole		Bagnole		Bagnole
	4	C1	Mardini		Weir		Weir	
	1	C2		Darwaza		Darwaza		Haddad
	1	D		Boeshaar		Boeshaar		Boeshaar
9-10	5	A1	Hussien		Bagnole		Bagnole	
	1	A2		Weir		Weir		Weir
	2	B1	Haddad		Boeshaar		Boeshaar	
	2	B2		Bagnole		Bagnole		Bagnole
	5	C1	Mardini		Weir		Weir	
	3	C2		Selo		Selo		Selo
	2	D		Boeshaar		Boeshaar		Boeshaar
10-11	1	A1	Haddad		Haddad		Haddad	
	2	A2		Weir		Weir		Weir
	3	B1	Selo		Bagnole		Bagnole	
	4	B2		Mardini		Mardini		Selo
	1	C1	Darwaza		Darwaza		Darwaza	
	2	C2		Darwaza		Darwaza		Haddad
	3	D		Bagnole		Bagnole		Bagnole
11-12	3	A1	Selo		Boeshaar		Selo	
	4	A2		Boeshaar		Boeshaar		Boeshaar
	4	B1	Mardini		Mardini		Mardini	
	5	B2		Mardini		Mardini		Selo
	2	C1	Darwaza		Darwaza		Darwaza	
	4	C2		Weir		Weir		Weir
	4	D		Stevenson		Stevenson		Stevenson
12-1	2	A1	Haddad		Haddad		Haddad	
	5	A2		Boeshaar		Boeshaar		Boeshaar
	5	B1	Mardini		Mardini		Mardini	Selo
	3	B2		Mardini		Mardini		Haddad
	3	C1	Selo		Bagnole		Selo	
	5	C2		Weir		Weir		Weir
	5	D		Stevenson		Stevenson		Stevenson

1- Grammar
2- Pattern Practice
3- Lab

4- Reading
5- Writing

BEST AVAILABLE DOCUMENT

FORM 11 (REV. 1-19-60)

	TOPIC	LEVEL	SATUR. A.	SUNDAY	MONDAY	TUESDAY	WEDNES.	THURSDAY
	4	A	WEIR		WEIR		WEIR	
	5	B1	HADDAD		DARWAZA		DARWAZA	
	4	B2		WEIR		WEIR		RUSSETT
	4	B1	BAGNOLE		BAGNOLE		BAGNOLE	
	3	C2		SELO		SELO		DARWAZA
10-10	3	D1	SELO		SELO		SELO	
	5	B2		BOESHAAR		BOESHAAR		HADDAD
	5	A	WEIR		WEIR		WEIR	
	5	B1			BOESHAAR		BOESHAAR	
	5	B2		BOESHAAR		BOESHAAR		BOESHAAR
10-11	5	C1	HADDAD		BAGNOLE		BAGNOLE	
	4	C2		BOESHAAR		BOESHAAR		DARWAZA
	5	D1	MARDIEN		MARDIEN		MARDIEN	
	3	D2		SELO		SELO		MARDIEN
	3	A	SELO		SELO		SELO	
11-12	2	B1	BOESHAAR		BOESHAAR		BOESHAAR	
	2	B1		BAGNOLE		BAGNOLE		BAGNOLE
	1	C1			WEIR		WEIR	
	5	C2		MARDIEN		MARDIEN		WEIR
	4	B1			MARDIEN		MARDIEN	
12-1	4	A		WEIR		WEIR		HADDAD
	1	A	HADDAD		HADDAD		HADDAD	
	3	A	SELO		SELO		SELO	
	5	B2		MARDIEN		MARDIEN		MARDIEN
	2	C1			WEIR		WEIR	
12-1	1	C2		BAGNOLE		BAGNOLE		BAGNOLE
	1	D1	BOESHAAR		BOESHAAR		BOESHAAR	
	1	D2		DARWAZA		DARWAZA		DARWAZA
	3	A			HADDAD		HADDAD	
	4	B1	MARDIEN		MARDIEN		MARDIEN	
12-1	3	B2		MARDIEN		MARDIEN		SELO
	3	C1	SELO		SELO		SELO	
	2	C2		BAGNOLE		BAGNOLE		BAGNOLE
	2	D1	BOESHAAR		BOESHAAR		BOESHAAR	
	2	D1		DARWAZA		DARWAZA		DARWAZA

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|--|---------------------------|
| 1. -GRAMMAR | 4. -READING/COMPREHENSION |
| 2. -ORAL SKILLS/PARTICIPATION PRACTICE | 5. -WRITING/COMPOSITION |
| 3. -LAB | |

ENGLISH LANGUAGE TRAINING CENTER

Statement of Aims and Goals

The students who apply to the English Language Training Center for instruction in English have special language needs. These students, most of whom have completed some higher education in which they may have studied English or another foreign language, are employed in the various ministries of the Government of Syria. They need English for one or more of the following special purposes:

AIMS

1. They need to read technical and scientific materials in their special fields of expertise and interest.
2. They need to understand spoken English on subjects related to their fields. This need may include the ability to understand an extended lecture in English.
3. In addition to understanding spoken English, they may also need to take part by speaking in discussions, meetings and seminars.
4. They need to write short reports on their reading, their work, or the meetings they have attended. They may need to conduct correspondence in English relating to their work.
5. Students who may be sent abroad on missions will also need some conversational English as well as some survival language for travelling and living abroad.

GOALS

To attain these aims, students will follow a program of instruction in which the language skills are interrelated and integrated to help

them reach the following goals:

1. READING. The students will develop the linguistic and lexical skills and knowledge necessary for comprehension of materials and texts representative of the type they will later encounter. They will be given intensive and extensive practice reading such materials.
2. LISTENING COMPREHENSION. In addition to developing linguistic and lexical skills, the students will develop a familiarity with the English sound system in order to understand spoken English, both lectures and conversation, on subjects related to their fields. Practice in speaking will be a part of the instructional strategy.
3. WRITING. The students will develop the ability to write expository paragraphs which express information, points of view and opinions clearly and concisely.
4. SPEAKING. Students will have practice speaking English as part of the instructional strategy in all of their classes. They will have practice in discussions and oral presentations. Those who are going abroad will be given additional conversation practice and survival skills.

SPECIFIC COURSE OBJECTIVES

To help students achieve these goals, they will be given instruction and practice in four courses:

Syntax (Grammar) and oral practice

Reading comprehension

Listening comprehension

Writing.

The language laboratory will be used to give additional practice in all these skills.

Each course will be divided into four levels, designated D, C, B, and A, ranging from intermediate-beginning to advanced-intermediate. Objectives will be set for each course based on the desired level of achievement for each skill.

The level of achievement for each student will be measured by his ability to perform specific tasks in reading comprehension, listening comprehension, and writing. Scores on ELTC developed tests and external tests may also be a part of the evaluation.