

Agency for International Development

English Language Training
Damascus, Syrian Arab Republic

Contract: NE-C-1397 (Syria)

Contractor: Georgetown University
School of Languages and Linguistics
Washington, D.C. 20057

Seventh Semi-Annual Report
1 January 1981 to 30 June 1981
Incorporating Thirteenth and Fourteenth Quarterly Reports

Submitted by William E. Norris
Campus Coordinator, Georgetown University

Project English Language Training
Contract No. AID NE-C-1397 (Syria)
Project No. 276-11-090-002
Georgetown No. 3-151-930

English Language Training
AID Contract No. NE-C-1397 (Syria)
Project No. 276-11-690-002
Georgetown No. 3-151-930

Semi-Annual Report

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Seventh Semi-Annual Report

1 January 1981 to 30 June 1981

Incorporating Thirteenth and Fourteenth Quarterly Reports

1. Substantive Report

a. Status of the work at the end of the fourteenth quarter (30 June 1981).

(1) ELTC Staff

During the report period the full-time Georgetown University team continued at four persons: the Chief of Party (Dr. Jane Stevenson) and three teachers (Mr. Ragnole, Mr. Boeshaar, and Mr. Weir). Syrian staff consisted of the Director (Mr. Hussien) and four teachers at the Center. An additional four teachers were continuing their graduate education in the U.S. and one in Lebanon. They are scheduled to return to Damascus by September 1981. A locally hired typist is employed part-time.

(2) COP and Team Responsibilities

The three Georgetown teachers continued to carry full-time loads and, in addition, assisted the Chief of Party with the three main objectives of the fourth project year: curriculum development, test program development, and in-service training for the Syrian staff. The COP also served as principal advisor to the Syrian director in matters of instructional administration and planning, and provided liaison between the ELTC and the AID Mission.

(a) Curriculum Development

In line with the new goals of the Center, which emphasize reading and listening comprehension (see 12th Quarterly Report, 1/2/81), new texts were chosen which use a situational/notional approach. Careful schedules and lesson plans were worked out for each level and class for grammar and oral practice. Reading comprehension materials were revised and tried out for all levels. This new listening comprehension emphasis has resulted in a new lab program for the lower levels, D and C. Later the B and A level programs will be revised. Syrian counterpart teachers are taking an increasing role in curriculum development, a necessary part of the gradual shift to Syrian operation of the ELTC.

(b) Testing Program

The need for quality tests to supplement and eventually supplant the AIGU test battery was recognized early in the contract. An ELTC placement test was the first new test to be prepared. Now Syrian staff are preparing achievement tests and a listening comprehension test, under the close supervision of the COP.

(c) In-Service Teacher Training

Although all of the Syrian teaching staff have successfully completed graduate degrees at Georgetown there is a continuing need at the ELTC, as in any teaching program, for upgrading of instructional techniques and materials use. The upgrading process - under the rubric In-Service Training - is a delicate task in a situation involving teachers with long experience in very different teaching situations and different cultural expectations. The Syrian teachers are reluctant to spend additional time at the Center for training seminars since most have a second job elsewhere. Luncheon meetings for the staff, funded from non-contract sources, successfully encouraged greater interchange among the entire staff. A serious handicap, however, is the refusal of the Syrian Director to permit the COP to visit classrooms for observation or to give demonstration lessons. Although this policy may have cultural roots, it is very uncommon in educational institutions or systems elsewhere. Individual teachers, especially the weaker ones, may object to being observed, but to have observations and demonstrations ruled out as a policy is a totally unanticipated turn of events. Unless the policy is modified it will be difficult for the Georgetown team to meet its teacher training goals for this project.

(3) ELTC Enrollment

The twelfth term (Dec. 1980 to April 1981) began with 100 students at four levels of instruction (capacity at this time is 105 students). During the term, however, three ministries withdrew candidates and a few students dropped out so the final enrollment was 75 students. Of these, 20 were certified as having passed the entire ELTC program and received the new English-Arabic version of the Certificate of Achievement.

After measures were taken to control potential withdrawals and dropouts, the thirteenth term (April to July 1981) opened with 106 students and experienced a much lower dropout rate.

The general demand for places in the Center remains high and assures continuing capacity enrollments for the next year or two, at least. For example, for the April course 256 persons were nominated by their ministries and 179 were given the placement test for 43 available spaces in the course.

The attached Quarterly Reports supplement this summary substantive report.

2. Administrative Report

a. Expenditures:

As of 30 June 1981 the budget status was as follows:

	<u>Contract Budget</u>	<u>Appropriations</u>	<u>Expenditures To Date</u>
1. Salaries			
Field staff	640,880	518,543	516,402
Short term	14,967	10,262	3,233
Local hire	27,767	-0-	4,788
Campus	<u>71,601</u>	<u>51,013</u>	<u>55,982</u>
Sub Total	755,215	579,818	575,618
2. Allowances	123,776	76,468	76,942
3. Travel & Transportation	157,855	126,599	117,115
4. Instructional equipment, materials & supplies	53,207	52,303	44,123
5. Other direct costs	56,272	38,400	47,470
6. Overhead	333,994	281,821	248,675
7. Housing	450,441	368,945	280,863
8. Fringe Benefits	<u>182,655</u>	<u>130,796</u>	<u>127,505</u>
TOTAL	2,113,415	1,655,150	1,518,310

b. Personnel Employed

The project staff employed by Georgetown University as of June 30 1981 was as follows:

Field Staff

Chief of Party and Advisor to the ELTC Director
Jane L. Stevenson, Ed.D., Visiting Associate Professor

Teachers of EFL

William T. Weir, M.A., Assistant Professor
John W. Bagnole, M.A.T., Instructor
Stephen C. Boeshaar, M.A., Instructor

Typist (P-T)

Adele Pardee

Campus Staff

Campus Coordinator

William E. Norris, Assistant Professor

Campus Secretary

Josette Selim, Secretary III

Attachments:

Thirteenth Quarterly Report (January 1, 1981 - March 31, 1981)

Fourteenth Quarterly Report (April 1, 1981 - June 30, 1981)

* Pedagogical materials omitted.

THIRTEENTH
QUARTERLY REPORT

January 1 - March 31, 1981

submitted by

Jane L. Stevenson, Ed.D.
Georgetown University
Chief of Party

April 1, 1981

Project.....English Language Training
Contract No.AID NE-C-1397 (Syria)
Project No.276-11-690-002

The twelfth term, the second one of the 1980/1981 academic year of the English Language Training Center, began on December 23, 1980. The final enrollment was as follows:

Section D -	15 students
Section C1-	15 students
Section C2-	14 students
Section B1-	15 students
Section B2-	14 students
Section A1-	14 students
Section A2-	13 students

Total 100 students

(A copy of the teaching schedule for the term is attached.)

During the term the Ministry of Education withdrew its candidates following a Presidential Decree to open 50 new technical schools. The Ministry of Foreign Affairs withdrew several of its candidates for foreign assignments. Three candidates were sent to Saudi Arabia for training in meteorology by the Civil Aviation Authority; some of their candidates also dropped out with no explanation. At the end of the term the enrollment was as follows:

Section D -	10 students
Section C1-	12 students
Section C2-	11 students
Section B1-	8 students
Section B2-	12 students
Section A1-	11 students
Section A2-	11 students

Total 75 students

These students will be given their last examinations between March 23 and April 5.

Concerned about the number of dropouts, the Director has attempted to strengthen entrance requirements by stricter application forms requiring approval in the Ministries, careful screening of the applicants proposed, and rigid enforcements of rules concerning the entrance/place-ment examination. The nomination of 236 persons was accepted from the ministries and these were invited to take the examination for placement. The examination was actually given to 179 applicants, who scored as follows:

R Level -	2
A Level -	4
B Level -	23
C Level -	54
D Level -	70
E Level -	26

It is estimated that 43 new students can be accepted into the Center for the third term, April 18 - July 31, as follows:

A Level - 8
B Level - 5
C Level - 2
D Level - 28

In a further effort to improve the academic level of the Center and to reduce the number of dropouts, the new students will be chosen from the highest scorers on the entrance/placement examination at each level, except for those students who have been given assignments abroad and must therefore be given language training. The ELTC Board also agreed to impose a penalty on those students who are expelled because of excessive absences: they will be barred from re-entering the Center for five years.

Plans are being made for 105 students in classes for the third term to begin on April 18.

CURRICULUM DEVELOPMENT

The new goals of the Center emphasize reading and listening comprehension, and de-emphasize the production skills. The structural-pattern practice approach to language learning has been given up. It has also been recognized that none of the students at the Center are absolute beginners: most of them have studied English in secondary school or university. They have a passive knowledge which largely consists of rules of grammar. Therefore, texts were chosen which use a situation/notional approach to language learning and which emphasize understanding and communication. The following texts were used for Grammar and Pattern Practice (Topics 1 and 2)

Level D - Inter Com (International Communication) Books 1 and 2
Level C - American Kernel Lessons - Intermediate
Level B - Kernel Lessons Plus

Because the ELTC exam now in use is largely a discrete-point grammar test and because the students in Section A have had teaching in the past which was largely pattern practice and rule-oriented, it was decided to give them a grammar review by using Davis, English Structure in Focus, which gives a good summary and review of English grammar. Efforts were concentrated on reading and listening comprehension, in order to begin the development of those skills from the very beginning of the students' attendance at the English Language Training Center.

READING COMPREHENSION

The Level D Reading Course was planned as an introduction to reading. The students are urged and assisted to accept the basic purpose of reading to be the finding of meaning, to read for comprehension and understanding. A large number of short reading passages (many of them taken from the SRA Reading boxes) were read in class and comprehension

questions answered. Further practice was given in understanding sentences, the use of linguistic and rhetorical clues, and the skills of guessing--anticipation and prediction. Some vocabulary work was given based on the reading selections. The students also used the Reading for Understanding Junior (SRA box) one hour a week.

There was only one section of Level D during the second term, which was taught by the Chief of the Georgetown Party, who feels that the students were receptive to the method which was new for them and that the majority of them made great progress. Two sections of Level D will be taught in the third term, one again by the C.O.P. and one by a Syrian teacher. During this term the material will be refined and put into written, systematic order.

Level B and Level C Reading Courses also emphasized understanding and comprehension. There was more student resistance in these sections, as students had the habit of reading word-by-word and considering a reading selection to be a vocabulary exercise. In order to change these habits, SIX-Way Paragraphs was used for classroom work: paragraphs 1 - 50 for Section C; paragraphs 51 - 100 for Section B. Comprehension was emphasized and speed encouraged. These Levels also used Reading for Understanding (C used Junior; B used General) one hour a week.

One day each week a longer selection was given for the students to read in class. Speed was recorded by the students themselves and comprehension checks were given. The teachers of these sections feel that most of the students were finally persuaded to the new method by the end of the term, although there was considerable initial resistance. Performance seems to indicate that there was some improvement in reading skills by many of the students, although interpretation of tests given is uncertain.

In the Level A reading course the text used was Readers' Choice, an advanced reading text, giving practice in many different reading skills. The sections were taught by two of the American teachers who felt that the students liked the book and were finally persuaded to read for comprehension. These students also had one long reading selection each week, to be read in class with speed recorded and comprehension check given.

The problem of finding materials is the greatest one faced. Few commercial materials are written for students like those of the English Language Training Center who have an average age of about 35 years, are university graduates, often with highly specialized training and experience; who are government officials frequently with responsible positions, etc. To find materials which are at the level of English of these students and which are, at the same time, adult, interesting and challenging is especially difficult in Damascus, where there is not a great choice.

LISTENING COMPREHENSION

One of the main goals of the ELTC is to develop the listening comprehension (LC) skills of the students. It is hoped that, upon leaving, students will not only be able to understand conversational English of the type they may encounter with foreign experts in their ministries, but that they will also be able to attend lectures, conferences, seminars, and training programs in their fields of specialization, both in Syria and abroad.

The language lab has become the focus of the LC component of the ELTC's integrated course of study. Several features of the LC program are noteworthy and underscore this greater and revitalized role of the lab. These features are: (1) the initiation of a more carefully planned and sequenced lab program; (2) the reorganization, development, and acquisition of LC and lab materials; (3) the incorporation of Syrian staff members into the daily operation of the lab and into the development of new materials.

The initiation of a new lab program was necessary to meet the greater emphasis now being placed on LC. The new four-level program emphasizes listening as a participatory activity and downplays oral repetition, grammar drills, and pronunciation exercises. A more careful sequencing and division of materials has been devised. Materials become progressively longer and more difficult. Variety is also seen as a key element in the program.

Most of the work this quarter has been at the lowest level, D. To provide a sound base for later stages, a full course of D-level activities has been planned and utilized; it is ready for reimplementation next course, although changes will occur as new materials are acquired. The D-level program contains a variety of lecturettes, conversations, and talks on topics of general and semi-technical interest. (See appendix II.) C-level will be the focus of attention during the next course.

Listening Comprehension materials have been selected and new ones ordered so as to place a greater emphasis on scientific, semi-technical, technical, and commercial topics. Also, tapes with similar emphases have been recorded by the American lab coordinator. The students have responded well to the choice of materials.

The introduction of Syrian personnel into the daily operation, management, and development of the lab and LC program has been intensified this trimester and is a key element in the transition of the ELTC staff from American to Syrian. Two Syrians helped to write materials for the A, B, and C levels this term and shared in the use of each other's materials. The Syrian lab teachers also seem pleased with the reorganization of the lab, the choice of materials, and the new direction the program is taking. They evince more satisfaction now that full-course syllabi exist for each level (although these will change substantially for the A, B, and C levels over the next year and a half.

The overhauling of the LC component of the ELTC program has gotten off to a good start. The absence of technical problems with the equipment has been fortunate, but more than anything else, the renewed interest in listening comprehension by teachers and students has made this a valuable aspect of the ELTC program.

COMPOSITION

The new goals for the composition courses have not yet been clearly enough defined. In the opinion of the C.O.P., in the past composition courses have been used to teach more discrete-points of grammar instead of helping the students to produce coherent paragraphs communicating information. It was decided to schedule the reading comprehension and composition classes back-to-back and have one teacher in charge of both courses. Although this resulted in less teaching of grammar, there is reason to believe that the greater amount of time was spent on reading practice and less on writing.

Finding materials for composition for the ELTC students is also a great problem. The following materials were used this term:

- Level D - Comprehension and Composition
- Level C - Eye Witness
- Level B - Precis & Composition Writing
- Level A - Reading, Thinking, Writing

There is still a considerable amount of work to be done on these courses.

TESTING

It was decided to give teacher-made achievement tests in reading and grammar at the mid-term and during the final week of classes. The purpose of these tests was to provide the student with some measure of his achievement and to give the teachers some indication of both individual and class performance. The reading tests consisted of short selections with comprehension questions taken from SRA. The grammar tests were written by the teachers of each level.

All students in each level were given the same test. Means and rough standard deviations were figured for each test, and some attempts made to evaluate them. Before the tests are used again they will be more carefully analyzed. It was generally agreed that although the reading tests seemed to be difficult, they did discriminate among students and placed them in rank order similar to that given more subjectively by their teachers. The grammar teachers were more satisfied with their final tests than with the mid-term ones.

As they are improved, these tests will also provide another method to evaluate the changes in curriculum and the materials developed. Although they will not be used to grade students beyond pass/fail and will therefore only figure in evaluating students who are at border levels, they did give the students a sense of the seriousness of their work and the

mid-term test provided an interim measure of their achievement. When teaching schedules can be arranged to free the two members of the testing committee from some teaching hours to work with the teachers on achievement tests, it is hoped that better and more useful tests can be developed at the same time that the curriculum is developed.

ELTC TEST

Although the members of the testing committee have had regular teaching schedules, they have continued to work on the ELTC Listening Comprehension Test. They have two forms of the test ready to record and pre-test at the beginning of the third term. It is hoped that the recording can be done during the break between terms and the test given to all classes in the second week of the new term.

ALIGU TEST

The Listening Comprehension portion of the ALIGU test will be given to all students April 1 and 2. US/AID testers will also give the students in Section A an oral interview type test.

However, it has been decided not to give all students the written portion of the ALIGU. AID/Damascus is concerned about the over-exposure of the test, and in any event if there is a long period between the time a student finishes the course at the ELTC and his possible departure from the country on a training program, he must be given the test again. With the agreement of AID/Damascus, therefore, only the ELTC test will be given at the end of the student's course, and his rating will depend on that, the other tests he has been given, and the evaluation of the teaching staff.

IN-SERVICE TEACHER TRAINING

The new approach to English language teaching, and the new methods and materials which go with it, has necessitated that the teaching staff change their instructional techniques. Most of them, too, have habits that go with the structural, pattern practice approach and method of language learning and teaching. It was imperative not only to introduce them to changes, but to convince them of the greater value and efficacy of the new curriculum. Given the personnel situation at the Center, this has been a delicate task. But the teachers have proved to be open and cooperative and have made great progress in the understanding and use of the new materials.

The time schedule of the English Language Training Center makes it difficult to get the whole staff together for meetings. Those who have taught until one o'clock in the afternoon are not eager to stay on for long meetings; those who have finished earlier are reluctant to remain or return for afternoon meetings. This difficulty has been overcome by providing lunch brought into the Center twice a month for the entire

teaching staff. During lunch there is time for some rest and for friendly professional and personal exchange among the members of the staff who seldom have an opportunity to meet as a whole group. At about two o'clock a meeting is called into order.

During this second term, the new concept of reading and the methods of teaching reading have been the main topic for discussion. Materials on the subject were distributed for study by the teachers before the meeting. Further explanation was provided by the C.O.P. and discussion encouraged. As the term progressed these discussions have been very useful. Time is also given in the meeting to discuss various questions of policy so that the teachers can have an in-put into decisions made concerning the administration of the Center. Both the Director of the Center and the C.O.P. believe that these meetings have been very worthwhile: that the members of the staff have benefited by the exchange of ideas and that the esprit of the Center has been strengthened.

From the point of view of the C.O.P., the biggest deterrent to in-service training is the inability to visit the classrooms of the individual teachers, either for demonstration teaching or observation. This reluctance to have visitors in the classroom seems to come out of the practices of the Syrian educational system and may have strong cultural bias. Those teachers with less experience have a greater need for this kind of training, assistance and support. Even those with more experience could benefit by seeing new techniques demonstrated. It is hoped that by the time all the participants have returned to the Center in September that some progress will have been made in this matter, so that the C.O.P. and the remaining American teacher may be able to give greater help in the improvement of the teaching techniques.

Appendix I (1980/81)
Teaching Schedule for Term I
 (= 12th Term)

	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		Boeshaer		Boeshaer	
	1	B2		Bagnole		Bagnole		Bagnole
	4	C1	Mardini		Weir		Weir	
	1	C2		Darwaza		Darwaza		Haddad
	1	D		Boeshaer		Boeshaer		Boeshaer
9-10	5	A1	Hussien		Bagnole		Bagnole	
	1	A2		Weir		Weir		Weir
	2	B1	Haddad		Boeshaer		Boeshaer	
	2	B2		Bagnole		Bagnole		Bagnole
	5	C1	Mardini		Weir		Weir	
	3	C2		Selo		Selo		Selo
	2	D		Boeshaer		Boeshaer		Boeshaer
10-11	1	A1	Haddad		Haddad		Haddad	
	2	A2		Weir		Weir		Weir
	2	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		Boeshaer		Selo	
	4	A2		Boeshaer		Boeshaer		Boeshaer
	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		Boeshaer		Boeshaer		Boeshaer
	5	B1	Mardini		Mardini		Mardini	
	3	B2		Mardini		Mardini		Selo
	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

Appendix II

LC Materials in Use*

D Level:

Listening Dictation - Morley
Easy Does It (adapted for lab)
Listen and Guess
Improving Aural Comprehension - Morely
Progressive Listening Series (USICA)
Jazz Chants
Improving Spoken English
InterCom (adapted for lab)
New Horizons (vols 1 & 2 - adapted for lab)
Mister Monday

C Level:

Progressive Listening Series (USICA)
American Kernel Lessons-Intermediate
Listening Dictation
Elementary Stories for Reproduction
Improving Aural Comprehension
Intercom (adapted for lab)
Stress and Intonation
Jazz Chants
Listen and Guess
Sing It
New Horizons (adapted for lab)

B Level:

Words and Their Stories
Intermediate Stories for Reproduction
Kernel Lessons Plus
On Speaking Terms
Listen and Guess
Listening Dictation
Progressive Listening Series
Ten American Tales in Story
Improving Aural Comprehension
New Horizons vol. 4 (adapted for lab)

A Level:

Progressive Listening Series
Kingdom of Kochen
Words and Their Stories
Modern English vols. 1 & 2, conversations and texts
Advanced Stories for Reproduction
If You Feel Like Singing
Listening Skill Builder Series (adapted from SRAs)
InterCom
On Speaking Terms
Improving Aural Comprehension

Excluded from this list are the new materials which have been ordered including materials with a scientific and technological bent.

FOURTEENTH
QUARTERLY REPORT

April 1 - June 30, 1981

submitted by

Jane L. Stevenson, Ed.D.
Georgetown University
Chief of Party

July 1, 1981

Project English Language Training
Contract No. AID NE-C-1397 (Syria)
Project No. 276-11-690-002

The twelfth term, the second one of the 1980/1981 academic year, ended on April 7, 1981. The following final examinations were given to all students April 2 - 5:

Reading Achievement Test
Grammar Achievement Test
Listening Comprehension Test
ELTC Proficiency Test

In addition, the students of Level A were given oral interviews by the US/UK testors.

A total of 75 students were tested, in the following groups:

D = 10
C = 23
B = 20
A = 22

75

For the purposes of student evaluation and for the ELTC records, the following scores were reported for each student (see Fig. 1):

Gr. 1 = Midterm Grammar Achievement Test
R. 1 = Midterm Reading Achievement Test
Gr. 2 = Final Grammar Achievement Test
R. 2 = Final Reading Achievement Test
ELTC Proficiency Test
ALIGU Listening Test

The score on the oral interview was given for those in Level A.

To further assist the teachers in the evaluation of the students, a breakdown of each student's performance on the ELTC test was given: structure, vocabulary, and reading (see Fig. 2).

The following results were agreed upon:

Level D = 8 recommended for Level C; 2 retained in Level D
Level C = 18 recommended for Level B; 5 retained in Level C
Level B = 16 recommended for Level A; 4 retained in Level B
Level A = 20 certified as having passed the ELTC program;
2 retained in Level A.

One student in Level C and one in Level A were dismissed for having failed to complete the Level in the required time.

At the present time, very few of the ELTC students are preparing directly for study abroad. Therefore, the Board decided not to give the rating "R" (Ready for study abroad) any longer. New certificates have been prepared to indicate that the student has completed the ELTC Program satisfactorily. (See Appendix I) This certificate is recognized by Syrian Government Ministries as an indication of achievement. Those students who later may go abroad will need to take whatever language test their prospective program may require.

SYRIAN ARAB REPUBLIC
The Presidency of the Council
of Ministers

STATE PLANNING COMMISSION

English Language Training Center

(A-2)

Figure 1

Summary of student test scores for one term

السورية

دراسة

الانكليزية

ELTC FINAL TEST

April 7, 1981

No.	Name	الاسم	Ministry	الوزارة	(80) Gr.1	(40) R.1	(100) Gr.2	(40) R.2	ELTC	D List
1.	Bakdounes, Mamdouh	مندون بقدونس	Supply	وزارة التموين	54	19	63	22	82	87
2.	Al-Beirut, Nabil	نبيل بيروت	Ed.	وزارة التربية	56	26	65	26	76	72
3.	Fallouh, Fallouh	فلوح فلوح	Health	وزارة الصحة	53	22	55	29	70	70
4.	Hajjeh, M. Kheir	محمد خير الحجة	Health	= =	52	16	59	17	76	62
5.	Hatahit, Layla	ليلى حطاحط	Industry	وزارة الصناعة	63	27	68	26	74	77
6.	Imam, Hind	هند امام	C.B.	الاقتصاد / المصرف المركزي	56	25	56	26	85	62
7.	Kannout, Ma'moun	مأمون قنوت	R.S.	استشار عن بعد	53	15	79	15	85	62
8.	Kasatli, Rihab	رحاب كساتلي	Industry	وزارة الصناعة	65	25	64	33	87	95
9.	Murad, Sameer	سعيير مراد	Ed.	وزارة التربية	39	12	53	16	67	65
10.	Shurbaji, Ahmad	أحمد شربجي	Ag.	وزارة الزراعة	56	21	60	29	90	70
11.	Skeiker, Kamal	كمال سكيكر	Ed.	وزارة التربية	48	26	34	25	75	82

Figure 2

Breakdown of ELTC scores

<u>Level D</u>	STRUCTURE	VOCABULARY	READING
	<u>S</u>	<u>V</u>	<u>R</u>
1. Abu-Isma'il, Favzieh	12	7	4
2. Abdullah, Hamideh	23	7	10
3. Al-Adhami, Ibrahim	32	8	9
4. Al-Ali, Munir	18	7	10
5. Jarrouj, Nawal	19	8	5
6. Kurkuli, Hana	21	9	10
7. Al-Khatib, Mohammad	29	9	9
8. Salloum, M. Ghassan	15	9	9
9. Shawwa, Farcuk	17	5	5
10. Za'tini, Ahmad	22	10	3

The thirteenth term, the last one of the 1980/1981 academic year, began on April 20, 1981. Classes were enrolled as follows:

Level D = 45 students in three sections
Level C = 15 students
Level B = 30 students in two sections
Level A = 16 students

total 106

(See attached teaching schedule)

At the end of June, withdrawals, dropouts, etc., had reduced the total by only three students. However, as the last month of the term coincides with the fasting month of Ramadan, further losses may occur.

MIDTERM TESTS

Midterm tests were given June 13 - 19 to all classes.

Although the statistics on the reading tests which were given the previous term were based largely on estimates, it was decided to use them again. Reliability estimates were well above .60 on all except the D Level test, for which there had been only 10 subjects. With the arrival of the new computer from Georgetown University, new statistical work will be done on the larger population to determine how effective these tests are.

The grammar teachers were not satisfied that the tests given last term reflected what the students had been taught. Mr. Boeshaar revised the tests for Levels D, C, and B, and he rewrote the test for Level A. Mr. Bagnole devised tests in Listening Comprehension, giving all levels material similar to that which they work with each session in the Language Lab.

Test results were uniformly satisfactory; students in all sections performed well. For example, in Level A there was only one failure and that in Listening Comprehension, always an area of difficulty. In Level B, there were two failures in grammar; in Level C, one failure in Listening Comprehension and one in Reading (the same student), and in Level D, three failures in Grammar out of 45 students. These results were worked out on the basis of the Mean and Standard Deviations figured for each test and making some adjustments to fit scores into a reasonable spread within two S.D.'s of the means. In giving letter grades to the students, few F's were given, but also few A's.

CURRICULUM DEVELOPMENT

READING

Of the many paragraphs tried out in Level D in the first term, 25 were chosen for further development. Pre-reading questions, structure analysis questions and exercises, and vocabulary exercises were added. These were used as the basis for reading instruction. Teaching suggestions to guide teachers in their use have been prepared for more than half of them, and will be prepared for the remaining. Two of the Syrian teachers, Ms. Darwaza and Ms. Mardini have taught the materials and expressed their general satisfaction -- together with gratefully received comments

and suggestions. Ten longer non-fiction SRA readings were chosen for use by all students in Level D. For those which prove satisfactory, additional questions and exercises will be prepared in the fall term. The Level D students have continued to use the Reading For Understanding Junior SRA Box with great success. (See attached samples)

Reading in the other levels continues with the same materials which were used in the second term. Teachers reported satisfaction, as did students, and both feel that great progress has been made by the students in both comprehension and speed.

COMPOSITION

This still remains a weakness in the program, as it has not yet been possible to define objectives. Because of the wide scope of Reading, Thinking and Writing, it was decided to use the text in both B and A Levels, thus having the students complete most of the exercises. This has required the students to do more writing than they previously have done, but they have not reached the point of writing effective essays of any length -- if, indeed, that is to be one of the objectives of ELTC.

Level C continued to use the text, Eye Witness, but neither the teacher (Mr. Weir) nor the students were fully satisfied. A search is being made for a new text for that level. One possibility is Guided Paragraphs, by Jupp and Milne, published by Longman.

Level D has used Comprehension and Composition with adequate success. Most of the students seem to have mastered the form of a paragraph, rudimentary punctuation, and some feeling for sentence structure. But the text lacks variety, and is now being supplemented with All In A Year, by Christopher Jones, published by Longman.

GRAMMAR AND ORAL PRACTICE

Mr. Boeshaar has made a thorough revision of the materials in these classes and prepared careful schedules for each level and lesson plans for each class.

- Level D - Inter Com, books 1 and 2
- Level C - AMERICAN Kernel Lessons, plus 20 mimeographed sheets of supplementary material
- Level B - Kernel Lessons Plus, and in addition 45 mimeographed sheets of supplementary material
- Level A - English Structure In Focus, plus 10 mimeographed sheets of supplementary material
- Conversation, a new course for which 40 mimeographed sheets have been prepared

For each class, Mr. Boeshaar has prepared a mimeographed lesson plan, which gives the pages to be covered during the lesson and a list of points to be taught. This is followed by a step-by-step description of the lesson, listing the type of activity, the materials to be used (either in the book or on supplementary sheets) and the time suggested to be spent on each activity. There is also a short set of notes giving suggestions for various teaching strategies and outlining points of grammar.

LISTENING COMPREHENSION

Mr. Pagnole describes the development in this area as follows:

The development of the C Level program and the adoption of mid-term aural comprehension exams at all levels have highlighted the listening comprehension program during the second quarter of 1981. In addition, C activities have included the development of materials at all levels and the familiarization of the Syrian counterparts involved in LC with materials, daily lab procedures and teaching techniques.

The prime focus this quarter has been the development of a sound curriculum for the C Level. This has included the detailed selection and assignment of materials for a full 14-week course; the development, including taping, of new materials; the adoption of new presentation techniques to old materials; and the insistence on variety in terms of length of material, register, speed, and subject matter, semi-technical material being used whenever possible. Some new materials are still on order and will be fitted into the program if and when they arrive.

The selection of materials reflects the new emphasis on LC as a skill and the use of the language lab to this end, as outlined in the last quarterly report. The SRA Listening Skill Builder Series is being used for the first time at Level C. Also, the Progressive Listening Series has been modified and adapted for use at this level.

For the first time, mid-term LC exams were employed. These consisted of ELTC-produced tapes combining listening passages selected from various sources and questions chosen from the Michigan Aural Comprehension Exams. Reliability measures were surprisingly high and it is hoped that work will continue in this area.

At all levels, Syrian counterparts participated in operating the lab, teaching class in LC, contributing to the development of LC materials, and giving feedback to the lab coordinator.

There have been few, if any, technical problems this quarter. However, in the event that the ELTC moves into its new quarters, a lab technician would be required to reinstall the lab. It is also suggested that a local technician be retained for maintenance and repairs.

TESTING

A preliminary form of an ELTC Listening Comprehension test was written, recorded and tested on all students. Statistical analysis is going ahead on the test and individual items. Meanwhile, a second version has been prepared. This will be recorded and tested on students before the end of the current term. The goal is to develop two forms of a test. The tests are in three parts: response to single questions or statements; response to short conversations involving two voices; and short lectures with multiple-choice comprehension questions.

Statistical analysis of the achievement tests developed for midterm and final tests in the various courses in each level will continue. The current tests will probably be revised extensively, and some changes made in the reading passages of those tests. The weakness of the reading tests seems to result somewhat from their brevity. Work will be done on the problem of lengthening the test without having to unacceptably lengthen the

With the curriculum and materials development well underway, the C.O.P. hopes to devote more time to working on the tests. With three of the Syrian participants back to begin teaching in the fall, it is also hoped that the testing committee will be able to devote more time more carefully planned to complete the test development before the end of the contract. Work will begin to revise the ELTC Proficiency Test to bring it more in line with the new curriculum. One proposal is to eliminate the vocabulary section. Another is to reduce the number of discrete point items which seem to point more to production of English than to understanding it. The testing project will be of major importance during the next academic year.

IN-SERVICE TEACHER TRAINING

This remains the most serious problem in the Center. In teaching schedules for next year, the C.O.P. will take no regularly scheduled classes. With the agreement of US/AID, those of Mr. Bagnole will also be somewhat reduced to enable him to work on materials and do what he can in teacher training. It is still not possible to visit classrooms, give demonstration classes, etc., so that all work is highly theoretical and it is not clear how much the teachers are actually putting into practice.

With the return of Ms. Sawsan Jamal ed-Din and Mr. Sharif Al Torh, special orientation meetings, with the C.O.P., Mr. Bagnole and Mr. Boeshaar are planned, to introduce them to the new curriculum, the new materials, and to familiarize them with the suggested new teaching methods. Unfortunately, Mrs. Lubaba Al Sawaf and Mr. Abdul Azziz Kammouqi will not be in Damascus for these meetings. Teaching training sessions will have to be continued into the fall term to help make these new teachers more effective in the classroom.

ELTC (1980/81)
TEACHING SCHEDULE 3rd TERM, APRIL 1981

(= 13th Term)

	TOPIC	LEVEL	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8-9	1	B1	Haddad		Haddad		Haddad	
	3	D1	Mardini		Mardini		Bagnole	
	4	D3	Darwaza		Darwaza		Darwaza	
	1	A		Boeshaar		Boeshaar		Boeshaar
	3	B2		Selo		Selo		Selo
	4	C		Weir		Weir		Weir
	4	D2		Stevenson		Stevenson		Stevenson
9-10	3	B1	Hussieni		Bagnole		Bagnole	
	4	D1	Mardini		Mardini		Mardini	
	5	D3	Darwaza		Darwaza		Darwaza	
	3	A		Selo		Selo		Selo
	1	B2		Bagnole		Bagnole		Bagnole
	5	C		Weir		Weir		Weir
	5	D2		Stevenson		Stevenson		Stevenson
10-11	2	B1	Haddad		Haddad		Haddad	
	5	D1	Mardini		Mardini		Mardini	
	1	D3	Selo		Boeshaar		Boeshaar	
	2	A		Boeshaar		Boeshaar		Boeshaar
	2	B2		Bagnole		Bagnole		Hussieni
	3	C		Mardini		Mardini		Bagnole
	1	D2		Selo		Selo		Selo
11-12	4	B1	Mardini		Mardini		Mardini	
	1	D1	Haddad		Weir		Weir	
	3	D3	Darwaza		Bagnole		Darwaza	
	4	A		Bagnole		Bagnole		Bagnole
	4	B2		Weir		Weir		Weir
	1	C		Boeshaar		Boeshaar		Boeshaar
	3	D2		Mardini		Mardini		Hussieni
12-1	5	B1	Mardini		Mardini		Mardini	
	2	D1	Haddad		Weir		Weir	
	2	D3	Selo		Boeshaar		Boeshaar	
	5	A		Bagnole		Bagnole		Bagnole
	5	B2		Weir		Weir		Weir
	2	C		Boeshaar		Boeshaar		Boeshaar
	2	D2		Selo		Selo		Selo

1- Grammar
 2- Oral Practice
 3- List. Comp.

4- Reading
 5- Writing

SYRIAN ARAB REPUBLIC

The Presidency of the Council of Ministers

State Planning Commission

English Language Training Center

الجمهورية العربية السورية

رئاسة مجلس الوزراء

هيئة تخطيط الدولة

مركز التدريب على اللغة الانكليزية

CERTIFICATE OF ACHIEVEMENT

شهادة إتمام تدريب

This Certifies that _____

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in English language courses at the English

Language Training Center in Damascus

ثبتت هذه الوثيقة أن _____

قد أتم بنجاح المشاركة في دورات

اللغة الانكليزية في مركز التدريب

على اللغة الانكليزية في دمشق .

Issued at the ELTC

Damascus - S. A. R.

Date _____

Director ELTC