

Agency for International Development

English Language Training
Damascus, Syrian Arab Republic

Contract: NF-C-1397 (Syria)

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

Tenth Semi-Annual Report
1 July 1982 to 31 December 1982
Incorporating Nineteenth and Twentieth Quarterly Reports

Submitted by William E. Norris
Campus Coordinator, Georgetown University

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

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Semi-Annual Report

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Tenth Semi-Annual Report

1 July 1982 to 31 December 1982

Incorporating Nineteenth and Twentieth Quarterly Reports

1. Substantive Report

a. Status of the work at the end of the twentieth quarter
(31 December 1982)

(1) ELTC Contract and Staff

This six-month period includes the final five months of the original Georgetown University contract, to 30 November 1982, and the first month of the contract extension to 30 August 1983.

At the beginning of the period, Mr. John Bagnole left Damascus as scheduled, concluding five years of continuous service to the English Language Training Center. The University is proud that Mr. Bagnole and, indeed, every member of the Georgetown team not only served out his or her original employment contract, but also continued through contract extensions to successfully complete the work. The average length of service in Damascus by the eight Georgetown faculty was three and one-third years.

At the request of the State Planning Commission and the AID Mission, Dr. Jane Stevenson, Chief of Party, returned to Damascus after the summer closing (20 July to 3 September) to resume work with the Syrian Director and faculty. Her contract was to expire September 21, but there was a clear need for her assistance in anticipation of the Center's relocation in its new facility and need for in-service training for newly-appointed teachers. Consequently, her contract was initially extended to the end of November. Later, Georgetown was asked to extend its work through the 1982-1983 teaching year. Dr. Stevenson graciously agreed to undertake this additional year of service to the ELTC.

The Syrian staff continues under the leadership of Ms. Lama'an Husseini, Director. A list of all the faculty is appended to this report.

(2) Georgetown Team Responsibilities

Although the primary goals of the Georgetown contract for the ELTC have been achieved, a clear need for some continuing guidance for the Center has developed. These needs are two-fold: establishment of a Skills Center in the new facility, and a vital need to upgrade teaching staff quality.

(a) The Learning Laboratory

A learning laboratory, a center for individualized instruction for reading, writing, and other language skills, was planned some time ago, and materials and equipment obtained. However, its establishment had to be delayed until the ELTC could move into more spacious quarters at its new facility. There was simply no space for it at Mazzeh. Dr. Stevenson is the primary resource person for the Learning Lab; she had set up such a facility previously elsewhere. With the actual move to the downtown facility at the end of this report period, the Skills Center was set up and training could begin for the faculty for its effective use. The Twentieth Quarterly Report provides more information about this new lab.

(b) Teaching Personal Needs

Both the attached quarterly reports mention deficiencies among a few members of the teaching staff. A teacher absenteeism has been a serious problem among the less qualified teachers, those most in need of in-service guidance. This problem is not a new one; previous reports have brought it out. Fortunately the State Planning Commission is now recruiting two or more new teachers, and is moving to separate one of the less efficient teachers from the Center.

Dr. Stevenson will be responsible for training the newly recruited teachers. These will be people with five to ten years of teaching experience in the secondary schools. Despite their experience, they will not be prepared for the work of an intensive language program, and it is not expected that this group will be able to go abroad for training.

(c) Materials Development

All of the teaching guides that Dr. Stevenson and Mr. Bagnole undertook to prepare were completed and distributed to the faculty. Their purpose is to help the teachers use the materials in the curriculum effectively. The guides are:

- A Guide for the Teaching of Reading (Dr. Stevenson)
- A Guide for the Teaching of Composition (Dr. Stevenson)

A Guide for the Teaching of Grammar and Oral Practice
(Dr. Stevenson)
A Guide for Listening Comprehension (Mr. Bagnole)

These materials will form the basis for in-service training of new teachers.

(3) ELTC Enrollment

The Sixteenth Term of the ELTC (19 April to 31 July 1982) ended with 106 students enrolled at four levels plus a special advanced level for participants preparing to go abroad in the near future. The results were very good at the A+, A and B levels where 89% passed their level. At the lower C and D levels, 63% passed and 35% were retained in the same level. This poor performance at levels C and D undoubtedly reflects problems with the teaching staff at that level (mentioned under section 1.a.(2)(b) above).

The Seventeenth Term (4 September to 14 December 1982) began with 132 students in the five levels, but with a majority at the lowest level, since relatively few candidates were available for the highest level this term. Test results at the end of the term show 80% of the A level students passed the course; 70% passed at the B and C level, and 65% at the D level. The D group entered the program with lower scores than in the past.

Enrollments such as these continued to strain the physical capacity of the original facility, but there will be more space in the new building. The strain on the staff will continue until a sufficient number of additional teachers are recruited and complete their training.

(4) New Facility

The long-awaited move to the new ELTC building in the city center finally took place in mid-December after the Seventeenth Term ended. Mr. Stephen Vann, Georgetown's technician visited Damascus December 8-19 to disassemble, renovate, and re-install the Language Laboratory in two spacious rooms at the new center. He reports that although the equipment is functioning satisfactorily, most of it has exceeded the normal five-year life span for electronic equipment. He suggests that the SPC make plans for replacement of the older units in the near future.

(5)

The Campus Coordinator visited Damascus October 3-10. There were very satisfactory discussions with the Deputy Director of the State Planning Commission, the Director and

Program Office of the AID Mission, the Syrian Director and Faculty, and the Georgetown Chief of Party. In the course of these discussions, the Mission, upon the request of the Ministry of Planning, asked Georgetown to extend its contract so that Dr. Stevenson could remain until 31 July 1983. Georgetown--and Dr. Stevenson--agreed.

During his visit the Campus Coordinator raised the question of how to provide ongoing professional advice for the ELTC from American experts after the Georgetown/AID project ends. Discussions were held with the USIA mission heads, and it was decided to pursue the possibility of Fulbright Program or other cooperation at a later date. A courtesy call was also paid to the British Council director who had provided partial scholarships for two ELTC faculty to attend the International Linguistics Institute in Rabat, Morocco.

2. Administrative Report

a. Expenditures

Expenditures are reported as of 30 November 1982, the expiration date of Georgetown's original contract and effective date of the latest extension.

2. Administrative Report

a. Expenditures:

As of 30 November 1982 the budget status was as follows:

	<u>Contract Budget</u>	<u>Appropriations</u>	<u>Expenditures To Date</u>
1. Salaries			
Field staff	640,880	605,301	604,375
Short term	14,967	11,779	11,779
Local hire	27,767	9,379	7,677
Campus	71,601	68,148	67,103
Sub Total	<u>755,215</u>	<u>694,607</u>	<u>690,934</u>
2. Allowances	123,776	96,798	96,398
3. Travel & Transportation	157,855	197,231	178,008
4. Instructional equipment, materials & supplies	53,207	60,366	52,671
5. Other direct costs	56,272	58,990	59,393
6. Overhead	333,994	231,852	239,117
7. Housing	450,441	319,120	315,870
8. Fringe Benefits	<u>182,655</u>	<u>169,186</u>	<u>170,851</u>
TOTAL	2,113,415	1,828,150	1,803,242

b. Personnel Employed

The project staff employed by Georgetown University as of 31 December 1982 was as follows:

Field Staff

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

Technician for installation of Language Lab
Stephen Yarn

Typist (P-T)
Kathleen Patalive

Campus Staff

Campus Coordinator
William E. Norris, Assistant Professor

Campus Secretary
Marge Salewic, Secretary III

Attachments:

ELTC Syrian Staff (31 December 1982)
Nineteenth Quarterly Report (1 July - 30 September 1982)*
Twentieth Quarterly Report (1 October - 31 December 1982)*

* Student records and pedagogical materials omitted.

English Language Training Center (ELTC)
Damascus, Syrian Arab Republic

Syrian Counterpart Staff as of 31 December 1982

Director

Lama'an Hussieni, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, December, 1979

Teachers

Lubaba Al-Jawaf, M.A. in Linguistics, Specialization in
Teaching English as a Foreign Language
American University, August, 1981

Moh Sharif Al-Torb, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, August, 1981

Jihad Darwaza, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, May, 1980

Rudayna Haddad, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, December, 1979

Sawsan Jamal-el-Din, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, August, 1981

Abdul Azziz Kazzazi, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, August, 1981

Kadijeh Kazzazi, M.A.T. In progress
American University of Beirut

Chada Mardini, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, May, 1980

Marwan Solo, M.A.T. in English as a Second Language
and Bilingual Education
Georgetown University, May, 1980

NINETEENTH

QUARTERLY REPORT

July 1 - September 30, 1982

submitted by

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

November 30, 1982

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SEVENTEENTH TERM

The Seventeenth Term at the ELTC started on September 4.
The final enrollment was as follows:

A Level = 16 students in one section
B Level = 16 students in one section
C Level = 30 students in two sections
D Level = 60 students in four sections

Total 122 students
(See appendix 4 for the class schedule.)

There is only one A Level because only 17 students were recommended to that level from the previous term. Also only 14 students were recommended for Level B from the previous term and there were no students on the waiting list who had tested in at the B Level. The additional two are students returning to the Center. The decision to take four sections at the D Level was taken because there was a very large number of students at that level from the entrance/placement test; also the teaching hours and classroom space were available.

There has been some question about how well the placement test discriminates among students at the lower end of the scale. Thirty-six has been used as the cut-off point for the D Level, but the placement testing during the summer revealed a very large number of applicants between 27 and 36. A group of these students were accepted in an effort to find out if the cut-off point of 36 is valid, or whether students with slightly lower scores could also be successful. Unfortunately, it is not possible to control the treatment these various sections are receiving. Again some of the weakest and least reliable teachers are scheduled to teach them, and two of the groups have already lost many class hours. However, it may be possible to discover other factors--formal education, age, knowledge of other languages--which might also assist in the selection of students.

A group of 10 students who are preparing for study abroad have been accepted into a level now called A+.

The move to the new facility has been postponed to the end of the current term.

Teaching guides to help the teachers use the materials now in the curriculum have been completed. Those for reading, composition and oral practice/grammar were prepared by Mr. Stevenson; that for listening comprehension was prepared by Mr. Bagnole. These materials have been duplicated and given to each of the teachers. They will form the basis for in-service training for any new teachers in the Center.

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SIXTEENTH TERM

Final examinations for the sixteenth term of the English Language Training Center were given from July 14-18, 1982. The following results were agreed upon:

Level D = 17 recommended for Level C; 10 retained in Level D.
Level C = 14 recommended for Level B; 7 retained in Level C;
1 dismissed for having failed Level C twice.
Level B = 18 recommended for Level A; 1 retained in Level B;
2 dismissed for having failed Level B twice.
Level A = 21 certified as having passed the ELTC program;
3 retained in Level A.

(See appendices 1 and 2 for detailed results of the tests and evaluations.)

The performance of students in Levels A and B was gratifying. Basically this may be attributed to the selection process which takes place as students work their way through the levels at the Center; the weaker, poorer students do not reach the higher levels. The poorer performance in Levels D and C may reflect to some extent the problems with the teaching staff. These levels were taught by the least experienced teachers at the Center; among these teachers there was a high incidence of absenteeism, so that the students missed a great many classes. The staff was anxious not to allow poorly prepared students to continue to higher levels, so standards were strictly applied.

The 12 students in the Ready Class--which has been renamed A+ in the present term--performed well throughout the term. With two exceptions, their performance on the Listening Comprehension test was particularly good. They were given an ad hoc reading test, consisting of several ungraded but advanced passages. Even on this test, their results were respectable. (See appendix 3.)

On July 20 the Center was closed for annual leave period. During that time, Ms. Ghada Mardini and Ms. Lubaba Al-Sawaf attended the Seventh International Linguistics Institute at the Mohammad V University, July 24 - August 20, in Rabat, Morocco, having received partial scholarships from the British Council.

Mr. Bagnole left Damascus on July 5, as scheduled.

TEACHING SCHEDULE 1st TERM, SEPTEMBER 1982

Appendix 4

	TOPIC	LEVEL	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3-9	5	A+	Kanawati	Torh	Kanawati	Torh	Kanawati	
	3	A	Nardini		Nardini		Nardini	
	1	C1	Sawwaf		Selo		Sawwaf	
	1	D1	Selo		Kammouhi		Kammouhi	
	1	D2	Hussieni		Hussieni		Hussieni	
	3	B		Nardini		Nardini		Hussieni
	4	C2		Kammouhi		Kammouhi		Selo
	4	D3		Selo		Selo		Haddad
	1	D4		Darwaza		Darwaza		Darwaza
9-10	3	A+	Nardini	Nardini	Nardini	Nardini	Nardini	
	4	A	Kanawati		Kanawati		Kanawati	
	2	C1	Sawwaf		Selo		Sawwaf	
	4	D1	Jamal Din		Jamal Din		Jamal Din	
	2	D2	Hussieni		Hussieni		Hussieni	
	1	B		Torh		Torh		Torh
	1	C2		Sawwaf		Sawwaf		Sawwaf
	5	D3		Selo		Selo		Haddad
	2	D4		Darwaza		Darwaza		Darwaza
10-11	4	A+	Haddad	Nardini	Haddad	Nardini	Haddad	
	5	A	Kanawati		Kanawati		Kanawati	
	1	C1	Jamal Din		Jamal Din		Jamal Din	
	2	D1	Selo		Kammouhi		Kammouhi	
	3	D2	Nardini		Nardini		Nardini	
	2	B		Torh		Torh		Torh
	2	C2		Sawwaf		Sawwaf		Sawwaf
	1	D3		Kammouhi		Kammouhi		Selo
	3	D4		Selo		Selo		Darwaza
11-12	1	A	Haddad		Haddad		Haddad	
	3	C1	Sawwaf		Kammouhi		Kammouhi	
	5	D1	Jamal Din		Jamal Din		Jamal Din	
	4	D2	Kanawati		Kanawati		Kanawati	
	4	B		Darwaza		Darwaza		Darwaza
	3	C2		Torh		Torh		Torh
	2	D3		Kammouhi		Kammouhi		Selo
	4	D4		Jamal Din		Jamal Din		Sawwaf
	2	A	Haddad		Haddad		Haddad	
12-1	5	C1	Jamal Din		Jamal Din		Jamal Din	
	3	D1	Sawwaf		Kammouhi		Kammouhi	
	5	D2	Kanawati		Nardini		Nardini	
	5	B		Darwaza		Darwaza		Darwaza
	5	C2		Kammouhi		Kammouhi		Selo
	3	D3		Sawwaf		Sawwaf		Torh
	5	D4		Jamal Din		Jamal Din		Sawwaf

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

4.-Reading
5.-Writing

TWENTIETH

QUARTERLY REPORT

1 October - 31 December 1982

submitted by

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

January 2, 1983

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

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SEVENTEENTH TERM

Midterm examinations for the seventeenth term were held between October 27 and November 2. See Appendix 1 for the general results.

Final examinations for the term were held December 8-12.

The following results were agreed upon:

- Level D = 34 recommended for Level C; 17 retained; 1 failed and out.
- Level C = 19 recommended for Level B; 7 retained; 1 failed and out.
- Level B = 10 recommended for Level A; 2 retained; 2 failed and out.
- Level A = 12 certified as having passed the ELTC Program; 2 retained; 1 failed and out.

See Appendices 2 and 3 for general and detailed results.

As was reported in the 19th Quarterly Report, some students were admitted into Level D with placement scores between 27 and 36, lower than the previously established cut-off point. Most of the students who were retained in Level D were in that group. However, it was not possible to control the treatment given to each section. Both reading and oral practice/grammar were taught at this level by the weakest and least reliable teachers on the staff, so perhaps it is not surprising that a large number of the students with low placement scores failed. A majority of those students in the section taught by Ms. Husseini were successful. If the staffing situation improves in the future, it may be possible to repeat this experiment with more control over the teaching.

Throughout the quarter attempts were made to find qualified teachers to add to the staff. Two promising candidates interested in the Center were offered more lucrative positions by the Ministry of Education and declined the ELTC offer. Two more candidates have been identified, and it is hoped that this recruitment will be more successful after the first of the year.

VISIT OF GEORGETOWN CAMPUS COORDINATOR

Mr. William Norrs, the Georgetown University Campus Coordinator, spend a week in Damascus October 3-10. He visited the Center,

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meeting with the teachers and the administrative staff. He also inspected the new facility. In a meeting with officials of the Ministry for State Planning and of USAID, both groups expressed their satisfaction with the performance under the contract. The Ministry of State Planning expressed a desire to have the contract extended to cover the period of the move to the new facility and the training of new teachers who are to be added to the staff. This was agreed to by all the principals; and subsequently the administrative procedures were completed to extend Dr. Stevenson's contract to July 31, 1983.

As the space in the new facility is more than double that of the old center, additional air conditioning is required. The purchase of a new system of split-unit air conditioners was approved by USAID and the procurement and shipment of these units is presently being carried out by Georgetown University.

Mr. Norris also met with the Director of USIS, who has shown great interest in the Center. It is hoped that some continuing presence of American language teaching professionals at ELTC after the completion of the Georgetown/USAID contract may be worked out.

MOVE TO THE NEW FACILITY

Much of the time and energy of the Director and the administrative staff was directed toward preparations for the move to the new facility. The purchase and installation of carpets and curtains for sound-proofing the Language Laborating and the learning laboratory were completed by the first week of December. On December 9, 1982, Mr. Steven Vann arrived to supervise the transfer of the Language Laboratory. Mr. Vann was in Damascus until December 19. The Language Laboratory was installed in the new Center and all necessary repairs and adjustments to the equipment were made. In addition, eight new booths were installed in the learning laboratory. A member of the staff worked with Mr. Vann and was trained by him in matters of simple maintenance.

All other necessary preparations--chalkboards painted and mounted, the kitchen equipped, new furniture purchased, etc.--were done by the middle of December. The last day of the term was December 13. The moving was begun immediately, and the Center was ready for the new term which began on January 3.

It is anticipated that the new air conditioning system will arrive and be installed by the end of April--or before the hot summer weather begins.

THE LEARNING LABORATORY

The purpose of the learning laboratory is to provide an opportunity for individualized instruction. Students will be able to work at their own pace and on their particular problems. It is also expected that students will take more responsibility for their own learning with this experience.

Eight booths with separate tape recorders have been installed, so that students may have extra practice in listening comprehension. Dr. Stevenson is devoting considerable time collecting and/or developing materials for use in the learning laboratory. Materials for practice in reading, writing and vocabulary building are being sought. Sections will be scheduled into the lab-- Level D, two hours a week; all other levels, for three hours-- where they will work individually with teacher guidance and supervision. The plan is to divide each section roughly into two groups, each group to spend half the period in listening comprehension activities and half with printed material, reading and/or writing, alternately.

In the Eighteenth Term (Beginning January 3, 1983) Levels A and D are scheduled in the laboratory, as materials are ready for them. In the next term, all levels will be scheduled. Dr. Stevenson is devoting much of her time to materials development and to giving teachers assistance and advice on the management of the laboratory.

Attachments:

- Appendix 1 - Midterm test scores by Levels
- Appendix 2 - Final test scores by Levels
- Appendix 3 - Student results