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**ENGLISH LANGUAGE TRAINING
Damascus, Syrian Arab Republic**

Agency for International Development
and
Georgetown University
School of Languages and Linguistics
Washington, D.C.

**FINAL REPORT
3 August 1977 to 31 August 1983
The English Language Training Center Project**

Submitted by William E. Norris
Campus Coordinator, Georgetown University
November 1983

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

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Final Report

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The English Language Training Center Project
PREFACE: SUMMARY DESCRIPTION OF THE ELTC TODAY

This project was carried out between August 1977 and August 1983 by Georgetown University (GU) under contract with the U.S. Agency for International Development (USAID) in accord with an Agreement between USAID and the Syrian Arab Republic Government (SARG).

The English Language Training Center (ELTC) is now a legally established unit of the Syrian Arab Republic Government, administratively responsible to the Ministry of State for Planning Affairs, with its own governing regulations and a separate budget.

ELTC STAFF

The teaching staff is composed of nine full-time teachers and a Director, who is also a qualified teacher but whose teaching hours are necessarily limited. The director and six of the teachers received graduate training at Georgetown University, one at American University (Washington, D.C.), and one at the American University of Beirut. All earned master's degrees in teaching English as a foreign language. One teacher has had no graduate training in ESL, but has attended a summer course at the University of California at Davis.

The administrative staff consists of the Director, an administrative secretary, and two typists, one for English and one for Arabic. There is also a technical assistant for the language laboratory, a full-time driver assigned to the Chevrolet van purchased under the Contract, and the necessary service employees.

FACILITIES

The English Language Training Center has an outstanding physical facility, occupying the top two floors of a new Ministry of State Planning building in the center of Damascus. There are five well-appointed classrooms, two testing rooms, a language laboratory with a master control console and 15 stations, a learning center with eight booths equipped for listening comprehension practice, and a small tearoom in which hot and cold drinks and packaged snacks are served. In addition, there are offices for administrative staff and teachers, storerooms, and other facilities. Both floors are air-conditioned.

In addition to the 23 language lab booths, there is excellent equipment for editing and duplicating cassettes and reel tapes, several tape recorders, a film projector, a slide projector, overhead and opaque projectors, and a mimeograph duplicator. An ample collection of books and cassettes for instructional use plus reference books and journals for the teaching staff is on hand.

PROGRAMS AND STUDENTS

The statement of the aims and goals for the Center sets out language skill priorities in the following order: reading, listening comprehension, writing, and speaking. Three courses are taught: reading, listening comprehension (in the language laboratory), and oral practice (which includes the grammatical component). Students also spend three hours a week in the learning center, where they work individually in areas of interests and/or weaknesses.

Many of the materials used are commercially produced texts and workbooks. Some of these have been significantly revised and adapted for use in the Center. Appropriate reading passages of a scientific or technical nature were selected for Center use and exercises have been prepared. Listening materials have likewise been adapted for ELTC use.

Four levels of instruction are given, beginning at the lowest level (D, or "advanced beginning") and continuing to the highest (A, or "advanced-intermediate"). Enrollment usually averages about 130 students each term in sections of 15 students each. The program is a semi-intensive one, in which each student attends five hours a day for three days a week (15 hours per week). Three terms of 14 weeks are offered each year, the Center being closed in August. All the students are mid-level employees of various SARG ministries and departments who are selected by their supervisors for ELTC study. Each nomination must be approved by the appropriate minister.

Students are given a placement test before they register at the Center, and are placed in Levels D to B, according to their scores. (No students are placed directly into Level A.) Two tests are given during the term--at mid-term and at the term's end. These are achievement tests, and all students at the same level take the same test. At the end of the course all students take the ELTC Proficiency Test. At this time they are either promoted to the next level (or graduated), held at the same level, or dismissed for twice failing to be promoted.

FINAL REPORT

**Georgetown University AID Contract NE-C-1397 (Syria)
ENGLISH LANGUAGE TRAINING CENTER, DAMASCUS, SYRIA
Contract period: August 3, 1977 to August 31, 1983**

The English Language Training Center (ELTC) was initiated in 1977 under agreements between the United States Agency for International Development (USAID) and the Syrian Arab Republic Government (SARG), and a contract between USAID and Georgetown University (GU).¹ Two primary objectives were agreed upon:

(1) To provide a high level of time-and-cost effective language training for AID participant candidates and other Syrian government officials by means of full-time "intensive" and part-time "semi-intensive" courses at the English Language Training Center, and to assist the lower-level centers of various ministries (Ministry Sub-Centers) to improve the effectiveness of their own "non-intensive" programs.

(2) To help establish the ELTC as a continuing and permanent Syrian government institution, staffed and managed by Syrian employees who will receive training and experience for their duties by means of academic and/or on-the-job programs provided by Georgetown University and the Georgetown ELTC team.

These two objectives have been met.

The first objective - to provide language training - was accomplished as follows:

TEACHING STAFF

In August 1977, a Georgetown University team composed of a Chief of Party and five teachers was selected to go to Damascus to organize and staff the proposed English Language Training Center. A sixth teacher was added in 1979 under an

¹ Grant Agreement between the United States of America and the Syrian Arab Republic, June 30, 1976; Contract between USAID and Georgetown University, August 3, 1977. (See Appendix I.)

amendment to the contract. In 1980 the first Chief of Party returned to GU and was replaced, and three of the six teachers returned to the States, their duties taken over by Syrian teachers who had returned from their training in the United States. In 1981, two more American teachers were replaced by newly-trained Syrians, and in 1982, the last American teacher left. The Chief of Party remained in Damascus as advisor to the Syrian Director until July 1983.

The Georgetown University team was made up of professionally qualified English language teachers of high caliber. A majority of them possess Georgetown University degrees and teaching experience. The two faculty who served as Director/Chief of Party possess doctorates; the remaining faculty each have one or more master's degrees. All had had years of teaching experience abroad with adult students, including experience in the Middle East, before joining the Georgetown ELTC team. Two were fluent speakers of Arabic, and three others had survival knowledge of the language.

Despite the fact that living and working conditions in Damascus were far from ideal--especially at the cramped original ELTC facility that was used for over five years--the entire team performed with a high degree of professionalism throughout their contracts. Particularly noteworthy is the fact that not only did all personnel complete their original two-year contracts, but all extended for additional years when asked to do so. Four team members served in Damascus for three years, two for four years, and one for five years! The primary value of such a fine record is the continuity it gave to ELTC development and operations.

In late 1977, the first five Syrian teachers who were to become the permanent ELTC staff were selected. All were employees of the Ministry of Education, and remained so until after the formal legalization of the ELTC in 1979. Eventually 10 Syrian teachers were selected and sent for graduate training to Washington or, in one case, to Beirut.

As each Syrian participant completed the work for the M.A.T. degree in ESL,² he or she returned to Damascus to begin teaching in the Center, releasing the Georgetown teachers. Thus the Syrian faculty gradually increased as two participants returned from Washington in early 1980, three more in 1980, and four in fall 1981. This rotation was very close to the original timetable of Georgetown's contract proposal.

² Master of Arts in Teaching English as a Second Language.

A list of all Georgetown and Syrian staff is given in Appendix B.

Because of the certainty of staff attrition over time, the need to recruit and train new teachers was frequently brought to the attention of both USAID and SARG. Indeed, one person trained at Georgetown has already been separated from the Center, and another will likely take an extended leave of absence soon. Although one new teacher was appointed in 1978, others are needed if the ELTC is to maintain a favorable and effective teacher-student ratio and quality instruction.

THE ELTC FACILITY

When the Georgetown team arrived in Damascus, they found that SARG had provided temporary quarters for the Center in an apartment building in Mezzeh, a suburb of Damascus. As it turned out, these "temporary" quarters were to serve for five years and four months. The actual physical organization and setting up fell to the C.O.P., as SARG was unable to put a Syrian administrative director into position. Three classrooms were set up, along with a language laboratory, administrative and teacher offices, and a small canteen. Air conditioners were purchased by AID/Damascus and installed for all the rooms. Since the location was at some distance from the city, it was necessary to provide transportation for both students and teachers. To transport the teachers, a van was subsequently purchased in the U.S. by Georgetown and sent to Syria. Students were provided transportation through a SARG contract with a local bus company.

Soon after the ELTC began operation, the Ministry for State Planning undertook to construct a permanent facility for it in a central location convenient to the government offices it was to serve. The Georgetown team C.O.P. and the Syrian Director participated in planning the physical arrangements. Construction work was delayed or stopped altogether several times, but the ELTC finally moved into the new building for the term beginning in January 1983.

The ELTC now occupies the top two floors in this Ministry of State Planning building. It is a centrally located, spacious, and comfortable facility, with five large classrooms, two testing rooms, a language laboratory with a master control-panel and 15 booths, a learning center with eight booths equipped for listening comprehension practice, and a small tearoom (called "the Cafeteria"). In addition, there are the necessary offices for administrative staff and teachers, store rooms, and restroom facilities. New split-system air conditioners were purchased under the Contract for this facility.

PROGRAM AND STUDENTS

Full time intensive courses were called for in the Contract, a stipulation which commonly means daily instruction totaling 20 or more class hours per week. However, the ministries of the Syrian government could not release employees for the number of hours required for such a program. Consequently, it was necessary to organize semi-intensive courses consisting of five hours a day, three days a week--a total of 15 hours each week. Initially, there were four terms of 11 weeks each. As the Syrian teachers returned, however, the yearly schedule was revised to three terms of 14 weeks so that the whole staff could take the month of August for vacation leave.

Four instructional levels were offered, from "beginning-intermediate" to "high-intermediate" (Level D to Level A). At the beginning of the operation, Level D courses were given in sub-centers located in various ministries and supervised by members of the Georgetown team. Through 1980 nearly all students were being prepared to go to the United States for various training programs under USAID project grants. As the number of these students declined and more places were assigned to other employees of various ministries, the sub-centers were closed and Level D classes were added to the Center's offerings.

Initial enrollment capacity was 90 students. In 1979 capacity was increased first to 105 students, then to 135, and finally to 150. Approximately 120 to 130 students are now registered at the Center each term in classes of no more than 15 students each. They are all SARG employees, recommended for the program by their ministries and/or department heads.

Priority is given to students who expect to go abroad for study, conferences, missions, etc. Typically they are 30 to 45 years of age and are university graduates. They have studied English at least in secondary school, and frequently at the university as well.

By the end of July 1983, 990 individual students had been registered at the Center (there were 1990 separate registrations), and of these 43 per cent had successfully completed Level A of the program. (See Appendix C for additional details of enrollment.)

TEACHING MATERIALS AND EQUIPMENT

In addition to a teaching staff and students, a facility, and a curriculum, a language training center needs teaching materials and equipment. Since no suitable materials of the types, quality, and quantity needed were available in Syria, the Georgetown campus coordinator purchased

materials in the United States and shipped them to Damascus as needs were determined by the C.O.P.

In response to urgent requests from SARG and AID that instruction commence as soon as possible after the Contract was signed, an initial selection of texts was quickly purchased from the Georgetown campus stock and rushed to Damascus. This shipment enabled the Georgetown team to begin classes for 43 students on October 15, 1977, just six weeks after its arrival and the start of program planning and physical set up. Over the subsequent years of the project, a wide variety of printed and recorded materials was provided in quantity under the Contract. Additional materials were provided by the U.S. Information Agency. In addition to instructional materials, a reference and resource collection was established for faculty use.

A language laboratory with 16 stations had already been purchased in 1977 by AID/Damascus, and the Georgetown language lab technician traveled to Damascus and set up the lab. Equipment for the editing and duplication of cassettes was purchased later, and a large amount of material was edited for use in the language lab. In addition, several tape recorders, an overhead projector, a slide projector, screens, and Ditto duplicating machines were purchased. Gradually more instructional equipment was added: an opaque projector, a mimeograph duplicator, several additions to the cassette duplicating system, eight more listening stations for the learning laboratory, and other, smaller items. The Center is now very well equipped for all instructional needs. (See Appendix E.)

CURRICULUM AND MATERIALS DEVELOPMENT

The first students to enroll at the Center were being prepared to go to the United States as AID participants for short-term technical training, and their greatest need was for "training" English--largely oral skills with some reading comprehension skills. In February 1979, however, the curriculum was expanded to meet the needs of SARG employees preparing to enroll in graduate study programs in the U.S. These students were nominated by the Ministry of Higher Education which released them to attend classes five days a week. For them an intensive schedule with academic emphasis was introduced.

When AID projects were curtailed after 1980, the number of AID participants fell off sharply. Although priority is still given to officials who have immediate plans to go abroad, most of the students now at the Center are there to improve their English language skills for use in their work in Syria. They need to be able to read technical and scientific materials with good comprehension. They also need to be able to understand lectures and discussions in English on

subjects related to their special fields, and to take part in such discussions. Consequently, a new Statement of Aims and Goals was adopted in December 1980. (See Appendix A.)

In 1980-81 the curriculum was revised to stress the comprehension skills described above. All students at a given level progress through the same materials, which are designed to emphasize understanding and communication. Reading materials of a semi-technical nature were chosen and exercises written to help improve comprehension skills. The laboratory materials were completely revised to provide practice in listening to and understanding lectures, discussions, and conversations.

An additional refinement occurred when, with the move to the new facility, a learning center was set up to provide some individual instruction for special needs. Eight booths for individual listening, with a wide variety of materials on cassettes, were installed there. A large quantity of print material in many fields provides the students with an opportunity to read in their areas of interest. Those students who are interested in improving their writing skills are given individualized programmed material for practice. Each class is scheduled for three hours a week in the learning lab, with an assisting teacher in attendance.

TESTING

At first, when nearly all of the students were preparing to go to the United States, they were given the ALIGU test at the end of the course to establish that they were "ready" to go abroad for training. Later, when few prospective AID participants were being prepared, it was decided not to give all graduates the ALIGU test. Now the ELTC Proficiency Test is given to students at the end of the course.

Under an amendment to the Contract, a language testing specialist devised a placement test which consisted of sections on listening, grammar, reading comprehension, vocabulary, and usage. The placement test proved not to discriminate very well, however, among students with little knowledge of English. A more refined measurement was needed and, as it happened, the ELTC proficiency test served the purpose. This proficiency test, which was developed by American and Syrian teachers cooperating to produce it in two forms, had been given to students as they finished each course. An analysis of performance data indicated that it could be used for placement purposes as well. The cut-off points which were been established work out well in a practical way.

Achievement tests directly related to the reading and listening comprehension materials were also developed. Two

forms of reading tests were written for mid-term and final testing of each reading level. Listening comprehension tests were developed and recorded on cassettes for mid-term and final testing at each level as well.

The second objective - to help establish the ELTC as a continuing and permanent institution - was accomplished as follows:

THE LEGALIZATION OF THE CENTER

For the first year and a half of its operation, the ELTC held only informal and provisional legal status within the SARG State Planning Commission. Then on February 7, 1979, a decree formally declaring the existence of the ELTC as a legal entity was signed by the President of Syria. As a result, the Center became a formally recognized governmental unit administratively responsible to the State Planning Commission and under the authority of the Minister of State for Planning Affairs. A budget line was reserved for it, and its employees were given the same status as those of the Ministry of Education. (A copy and translation of this decree, Public Law No. 9, appears in the Third Semi-Annual Report of this Contract.)

Once this law took force, the way was open to shape the ELTC into a truly Syrian institution operated by Syrian nationals. Until the return of the counterpart teachers and appointment of a Syrian Director, however, the Center was of necessity an "American Center" run by Americans. Ms. Lama'an Hussieni, on her return from Georgetown and appointment as Director, immediately turned her attention to the difficult and pressing task of drafting a set of regulations to govern operations of the Center, thereby formally implementing Public Law No. 9. Her task was complicated by the need to give ELTC teachers employment duties/salaries comparable to those of their previous status in the Ministry of Education. The regulations, which were adopted March 27, 1980, classified the ELTC as an "intermediate institute," an establishment ranked between that of a secondary school and a university. One practical result was to extend each course term from ten weeks to fifteen weeks.

An Interministerial Language Coordinating Board was appointed with the Minister for State Planning as its chairman and representatives from the Ministries of Education, Higher Education, and other departments as members. However, this Board has not been very active; most decisions are taken by the Director of the Center or the Minister for State Planning. The Center's separate budget within the Ministry for State Planning seems to be quite adequate.

The Syrian Director and the Georgetown C.O.P. directed the Center together from December 1979 until September 1980 when the C.O.P. became Advisor to the Director. The Director, Ms. Hussieni, is supported by an adequate administrative staff, consisting of an administrative secretary, an Arabic typist, an English typist, and a technician who takes care of the language laboratory. The practical, day-to-day running of the Center is quite efficiently managed under Ms. Hussieni's leadership.

ACADEMIC TRAINING OF TEACHERS

All the Syrian teachers recruited for the ELTC are graduates of the English Department of Damascus University. Nearly all of them were for several years English Language teachers in Syrian secondary schools; with one or two exceptions they were experienced professionals. In addition, some had also taught adult students in private language schools as a means of supplementing their government salaries. None of them, however, were experienced in an intensive language program of the kind instituted by the ELTC.

In the course of the project, ten ELTC teachers received the M.A.T. degree in ESL: eight at Georgetown University, one at American University (Washington, D.C.), and one at the American University at Beirut. All training was funded by the AID participant training program. The program at Georgetown required at least 36 credit-hours of instruction over a 12 to 18-month period.

In the spring of 1983, one new teacher was appointed, and since he had not had academic training in ESL, he was sent to a short summer-course at the University of California at Davis in August 1983. Two prospective new teachers were under consideration in August of 1983. If they are appointed, it is hoped that they, too, may be given some additional training in the near future. Complete graduate and in-service training requires up to two years, however.

IN-SERVICE TRAINING OF TEACHERS

Graduate training abroad cannot prepare a teacher for all the special circumstances, curriculum, student needs, and other variables of any particular program. Therefore, in-service training is essential. In-service training at the ELTC proved to be difficult, however. Visiting and observing classes is essentially "not done" in the Syrian education system, and the teachers found threatening any suggestion that the C.O.P. or other Georgetown team members do so. The most experienced, who turned out to be quite traditional in their concepts of teaching and their teaching methods, had little motivation to modify their approach.

Because government salaries are low, all the staff hold other teaching jobs and thus are unable or unwilling to give much time to developmental projects. In addition, there is a general lack of professionalism as understood in American institutions. Teachers who see their work as a job to be done do not become engaged by the intellectual challenges which make a good professional.

Various methods of in-service training were attempted by the Georgetown team. Both whole group and small group meetings were tried, but they proved to be unproductive, as the teachers would rarely commit themselves to the implementation of the ideas generated. Committees to develop special materials were successful only if the C.O.P. provided the suggestions, ideas, and guidelines, and then edited the work.

On the other hand, all members of the Georgetown team were able to establish friendly personal relations with individual members of the teaching staff. Interaction between individuals was frequently satisfactory and productive. Several projects, particularly in listening comprehension and testing, were the result of such one-to-one cooperation. When new materials were introduced, the team members worked individually with the teachers who were to use them.

In order to provide permanent assistance to teachers using the materials developed for the ELTC curriculum, a Teacher's Guide Series was prepared by the GU team. This series consists of guides for the teaching of reading, oral practice, listening comprehension, and writing--five guides in all. There is also a guide to supervising the learning center which lists the materials available, and gives suggestions for managing the lab and helping the students to work individually. It is intended that the teachers refer to these guides when preparing for their classes. The guides also provide new teachers with an introduction to the ELTC curriculum and teaching methodology.

Some staff were able to take advantage of opportunities for summer training, in Damascus when the Middle East Linguistic Institute was hosted by Damascus University in 1979 and 1980, and abroad in later years.

SUPPORT FROM OTHER SOURCES

The success of the project, which has attracted favorable attention from other organizations, has enabled the C.O.P. and the Director to solicit support from other sources. The English Teaching Division of the United States Information Agency has been especially generous in its support. The most recently-appointed teacher was given a full grant to attend the University of California at Davis for a

short training session in summer 1983. In July 1983, USIA also supported a mini-seminar in Damascus conducted at the Center by two American ESL experts. The cultural affairs officer at the American Embassy has arranged for generous gifts of print materials and cassettes.

The British Council, too, has supported the Center, with scholarships and bursaries. Two teachers were sent to Morocco for the Middle East Linguistic Institute in summer 1982. In summer 1983 a full scholarship was given to the Director to attend a conference of directors of ESP institutes in the Arab world which was held at Aston University in England. At the same time, three other teachers were given bursaries for three-week seminars in other British universities. The Syrian Government provided transportation to England for these teachers.

DETAILED CHRONICLE

Persons interested in more detailed information about the planning, development, and operation of the ELTC under this contract are referred to the Contract Proposal and its Supplements, the Contract and its Modifications, and the eleven Semi-Annual Reports which incorporate twenty-two Quarterly Reports. All of these are on file at the AID Development Information Utilization Service and at the School of Languages and Linguistics, Georgetown University. (See Appendix G.)

THE FUTURE

A continuing American professional presence at the English Language Training Center is very important to its short and long term success. No language center can be completely successful without a native speaker and/or curriculum materials specialist. Such a professional presence stimulates the acceptance of new developments and timely revisions of curriculum and materials, while serving at the same time as a linguistic model and resource for non-native speakers, both students and teachers.

Georgetown University has been exploring ways by which the United States Information Agency could provide this kind of input in some way. Already the Agency has provided a scholarship for short-term teacher training and has promised to make an effort to provide training for other teachers in the future. USIA English Teaching Division specialists may be able to call at the Center from time to time. The Agency's generous gifts of teaching materials will, hopefully, also continue.

By arrangement with the USIA Office of Academic Programs, two ESL specialists conducted a seminar for Center teachers in July 1983. This office also plans to send a

testing expert to Damascus--and possibly a reading expert-- to conduct short-term workshops in the early months of 1984. It has been suggested that the Fulbright program provides another means through which American professional assistance might be made available to the ELTC.

The considerable interest in the ELTC that these two divisions of the USIA have shown is most encouraging now that AID funding has ended. The U.S. Embassy in Damascus, with the active encouragement of the Ambassador, has consistently supported the Center and continues to promote American participation in the work.

APPRECIATION

The development of the English Language Training Center to its present level of excellence has resulted from the cooperative efforts of many people in three main institutions: the Syrian Ministry for State Planning, the U.S. Agency for International Development, and Georgetown University. It is therefore appropriate to conclude this final report by acknowledging Georgetown's gratitude for the cooperation and assistance provided by its partners in this venture through the six years of the Contract. Many individuals have been deeply involved in the project and are deserving of personal thanks and tribute. Foremost among them, of course, are the members of the ELTC academic staffs who are named in Appendix B of this report. The 990 students who studied English at the Center will testify to the value of their professional efforts.

Establishment of the ELTC would not have been possible without the support and active effort of the SARG Ministry for State Planning through its State Planning Commission. Thanks are due specifically to the Deputy Minister, Mr. Hamid Merei, and the Director of Planning, Mr. Abdul-Kader Al Nayal, for their strong personal interest in and commitment to this project since its inception in 1976.

At the ELTC itself the hard work of the Syrian teaching and support staff has been and remains the key to the Center's success now and over the long term. The dedication of the Director, Ms. Lama'an Hussieni, must be especially singled out for praise. Her work has been crucial in so many ways since she assumed the directorship in 1980--from drafting the ELTC regulations to setting up the new facility--that she deserves the heartfelt thanks of all staff, students, and administrators.

The offices and personnel of the Agency for International Development have been most helpful--not to say essential--to our work. In Washington we thank the offices of Contract Management (Ms. Kathryn Cunningham and Mr. Steve Dean) and NE/TECH Tech (Mr. Marvin Hurley, Mr. Elmer Fales,

and Ms. Ann Domidiom). In Damascus the guidance and support of the USAID Mission Directors and Program/Training Officers was essential and never-failing. In particular we warmly thank Mr. Herbert Roberts, Mr. Christopher Crowley, Ms. Mary Huntington, and Mr. Ibrahim Atallah. The project also benefited from support by the USIA Public Affairs and Cultural Affairs Officers in Damascus who generously shared materials and expertise.

Finally, on the Georgetown Campus we at the School of Languages and Linguistics express appreciation to the several Georgetown departments that have provided vital support services, especially the Office of the Provost, the Sponsored Programs Office and other sections of the Controller's Office (Accounts Payable, Payroll, and Student Accounts), as well as the Purchasing and Personnel Departments.

As Campus Coordinator of the project I have greatly benefited from the knowledge and experience of Associate Dean Jose M. Hernandez. He helped smooth the way for each member of the Georgetown Team at one time or another, and we all thank him. Most helpful with the academic program for the counterpart teachers was Dr. David P. Harris, coordinator of the M.A.T. program and former Associate Dean. Lastly I want to acknowledge with deep appreciation the active and enthusiastic encouragement that was received from Dean James E. Alatis from the inception of this undertaking to its completion.

Most important, praise and thanks are due the Georgetown Team: six teachers, each of whom worked in Damascus with high professional competence for from three to five years, and two faculty who served as Chief of Party for the Georgetown effort. Dr. Walter F. Davison was responsible for organization and inauguration of the facilities and programs of the ELTC and, as Director for the first three years, guided the Center through periods of birth, rapid growth, and constantly expanding and changing needs. Dr. Jane L. Stevenson worked during the next three years to bring about smooth transition to a completely Syrian-staffed and Syrian-directed institution, and played a large role in preparing the way for future stability and continuation of the ELTC's reputation for high-quality English language instruction that has earned it such high regard in Syria.

APPENDIXES

- A. Statement of Aims and Goals
- B. The ELTC Staff, 1977 to 1983
- C. Student enrollment tables
- D. Materials prepared and produced by the ELTC
- E. Non-expendable equipment supplied under the Contract
- F. Summary of workmonths expended
- G. Summary of contract proposals, modifications, and reports
- H. Certificate of Achievement
- I. ELTC brochure

APPENDIX A: 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 linguistics 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 student 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.

APPENDIX B: THE ELTC STAFF, 1977 to 1983**Georgetown University Team****Chief of Party and Director 1977 - 1980**

Walter F. Davison, Ph.D. (Pittsburgh)
Visiting Assistant Professor of EFL
Formerly: University of Pittsburgh

Chief of Party and Advisor to the Syrian Director 1980 - 1983

Jane L. Stevenson, Ed.D. (Florida)
Visiting Associate Professor of EFL
Formerly: University of Florida
Damavand College (Iran)
Isfahan University (Iran)

Teachers

John W. Bagnole, M.A. (Johns Hopkins), M.A.T.
(Georgetown)
Visiting Instructor of EFL 1977 - 1982
Formerly: American Language Institute,
Georgetown University

Stephen C. Boeshaar, M.A., M.A. (Utah)
Visiting Instructor of EFL 1977 - 1981
Formerly: Yeman-American Language Institute
(Sanaa, Yemen)

Robert W. Mohr, M.A. (Boston), M.S. (Georgetown)
Visiting Instructor of EFL 1977 - 1980
Formerly: Division of EFL & American Language
Institute, Georgetown University

Marilyn Raschka, M.A. (Beirut)
Visiting Instructor of EFL 1977 - 1980
Formerly: University of Northern Iowa

William R. Smalzer, M.A. (Arizona)
Visting Instructor of EFL 1979 - 1980
Formerly: University of Arizona
Georgetown University

William Thomas Weir, M.A. (Michigan)
Visiting Assistant Professor of EFL 1977 - 1981
Formerly: Southern Illinois University
Georgetown University

Language Laboratory Technician

Stephen A. Vann, M.S. (Georgetown)
Language Learning Technology
Georgetown University

Language Testing Specialist

Marvin L. Kierstead, M.A. (Ball State), M.A.L.S.
(Michigan)
Instructor
Division of EFL
Georgetown University

Campus Coordinator

William E. Norris, M.A. (Michigan)
Assistant Professor and Head
Division of EFL
Georgetown University

Syrian FacultyDirector

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

Teachers

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

Moh. Sharif Al-Torh, M.A.T. in English as a Second
Language and Bilingual Education
Georgetown University, Aug. 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, Dec. 1979

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

Abdul Azziz Kammouhi, M.A.T. in English as a Second
Language and Bilingual Education
Georgetown University, Aug. 1981*

Kadijeh Kanawati, M.A.T. in English as a Foreign
Language
American University of Beirut, 1983

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

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

Ali Zeitum, B.A. in English
Damascus University**

* Separated from the ELTC in 1982

** Appointed to the ELTC in 1983

APPENDIX C: STUDENT ENROLLMENT TABLES

The following tables show the enrollment at the ELTC during the period of the Contract.

Table No. 1 shows the total number of students registered for terms 1 through 13 and detail for terms 14 to 19. The figures represent the number of students who attended each term. These were not all new students, however: some students attended the Center four terms to complete the whole program while others attended only one or two terms.

Table No. 2 shows the number of individual students from each of the various government ministries and organizations who sent employees to the Center.

Of the 990 individual students who attended the ELTC, 425 completed the course and received an "R" rating and certificate of achievement. This number represents 43 per cent of the total. (See Appendix H for a copy of the certificate.)

The tables also indicate the wide use of the Center by SARG ministries and officials; thirty separate organizations have sent their employees for language training.

TABLE 1

MINISTRY	NUMBER OF STUDENTS ENROLLED EACH TERM BY SARG MINISTRY *								TOTAL
	TERMS	1-13	14	15	16	17	18	19	
1) LOCAL ADMINISTRATION		6	3	2	6	5	2	3	27
2) METEOROLOGY		4	1	1					6
3) HOUSING & UTILITIES		10	1	1	2	2	1	1	16
4) PUBLIC WORKS		30	2	1	3		4	4	44
5) INFORMATION		6	1	1	2	2	1	3	16
6) ECONOMY & FOREIGN TRADE		87	17	15	11	7	10	5	152
7) STATE PLANNING COMMISSION		91	10	8	14	14	10	14	161
8) EDUCATION		61	1			3	3	2	70
9) HIGHER EDUCATION**		362	24	12	19	22	23	22	484
10) SUPPLY & HOME TRADE		6	3	3	2	1	2	1	18
11) CULTURE & NAT'L GUIDANCE		4	2	1	1	1			9
12) FOREIGN AFFAIRS		25	3	7	17	10	5	2	69
13) INTERIOR		26							26
14) PRES. OF THE COUNCIL OF MEL		9		23	16	10	18	24	100
15) AGRICULTURE & AGR. REFORM		132	6	11	13	17	19	20	218
16) TOURISM		5	4	3	3	5	4	1	25
17) SOCIAL AFFAIRS & LABOR		20	2	2	2	2			28
18) HEALTH		138	1	1	4	6	6	6	162
19) INDUSTRY		64	7	5	4	2		2	84
20) JUSTICE		1	1	1	1			1	5
21) ELECTRICITY		24	7	2	4	10	8	5	60
22) FINANCE		33	3	3	3	3		1	46
23) PEOPLE'S ASSEMBLY		1							1
24) MOHAFAZA OF DAMASCUS CITY			1	1	2				4
25) TRANSPORTATION		65	0	9	1	2	2		88
26) COMMUNICATIONS		15	1	1		2	2	1	22
27) PETROLEUM & MIN. RESOURCES		22	2	6	1	4	5	5	45
28) WORKERS' GEN. UNION						1			1
29) SPORTS GENERAL UNION		2					1	1	4
30) WOMEN'S GENERAL UNION				1		1	1		3

T O T A L 1,249 111 119 129 132 127 124 1,990

*Individual students may be counted several times if they attended several successive terms.

**Includes students from the Atomic Energy Commission

TABLE 2

NUMBER OF NEW STUDENTS ENROLLED EACH TERM
BY SARG MINISTRY *

MINISTRY	TERMS	I-13	14	15	16	17	18	19	TOTAL
1) LOCAL ADMINISTRATION		5			4	2	1	1	13
2) METEOROLOGY		5	1						6
3) HOUSING & UTILITIES		8	2		1				11
4) PUBLIC WORKS		15	3	2	1		4		25
5) INFORMATION		3	1		1	1		2	8
6) ECONOMY & FOREIGN TRADE		43	12	3		4	7		69
7) STATE PLANNING COMMISSION		46	6	3	8	8	7	6	84
8) EDUCATION		29				2	2		33
9) HIGHER EDUCATION		195	6	2	6	14	14	4	241
10) SUPPLY & HOME TRADE		4	2	1	2	1	1		
11) CULTURE & NATIONAL GUIDANCE		3							3
12) FOREIGN AFFAIRS		16	2	5	11	4			3
13) INTERIOR		14							
14) PRES. OF THE COUNCIL OF MIN.		3		22	8	4	10	9	6
15) AGRICULTURE & AGRAR. REFORM		65	1	5	6	9	8	5	99
16) TOURISM		6	1		1	4	1		13
17) SOCIAL AFFAIRS & LABOR		11	2						13
18) HEALTH		57	1		3	5	1	1	68
19) INDUSTRY		35	1	1	2			2	41
20) JUSTICE		1							1
21) ELECTRICITY		15	6		3	9	2		35
22) FINANCE		11		1	2	2			16
23) PEOPLE'S ASSEMBLY		1							1
24) TRANSPORTATION		39	4	3		1	1		48
25) COMMUNICATIONS		7	1			2			10
26) PETROLEUM & MINER. RESOURCES		16	1	6		2	3	1	29
27) WORKERS' GENERAL UNION						1			1
28) SPORTS GENERAL UNION		1							1
29) WOMEN'S GENERAL UNION				1		1			2
TOTAL		654	53	55	59	75	61	31	990

* For example, in the 19th term, 31 students were enrolled for the first time; 93 were continued from the previous term, making a total enrollment of 124 for the 19th term. (See Fig. 1)

**APPENDIX D: MATERIALS PREPARED AND PRODUCED
AT THE ELTC**

Reading Materials

Level D

25 selected short passages (150-300 words) with
extensive exercises

12 longer passages (500-900 words) with exercises

Level C

14 selected long passages (750-1000 words) with
exercises

Level B

14 selected long passages (1000-1300 words) with
extensive exercises.

Level A

14 selected long passages with exercises.

Teacher's Guides Series

Grammar/Oral Practice at ELTC

A Guide to Teaching Reading at ELTC

Teachers' Manual for Listening Comprehension at ELTC

Teachers' Guide to the Learning Center (ELTC)

A Guide to Teaching Writing at the ELTC

Tests

Reading Achievement Tests

Two forms each of a mid-term test and a final test
for each reading level - 16 tests

Listening Comprehension Achievement Tests

One mid-term and one final test for each level -
8 tests

ELTC Proficiency Test - 2 forms

ELTC Placement Test - 1 form

**APPENDIX E: NON-EXPENDABLE EQUIPMENT SUPPLIED
UNDER THE CONTRACT**

ITEM	DESCRIPTION	COST
1	tape recorder (open reel), Wollensak 1520 AV-D w/ listening center Dual 4 A-059	\$297
2	duplicator, Ditto 600, w/ thermal copier	959
3	typewriter, Smith Corona SS variable voltage	310
4	cassette recorder, Sony TC-142 w/ SD-35 transf.	240
5	tape recorder (open reel), Wollensak 1520 AV-D	310
6	electronic lab tool kit, JTK-27/37	495
7	van, 12 passenger, Chevrolet Model CG 31306, 1979, Ser. # 369-7109141	8,425
8	duplicator, Ditto D-30	401
9	lab system, Califone, 8 student positions w/ cassette recorders, switches, and misc. parts	5,139
10	tape duplicating system, TELEX 300, reel to cassette w/ accessories, master console	3,391
11	power supply, Califone, Mark III,, PS14	323
12	opaque projector, Besler VU-LYTE IV	583
13	washing machine, Philips AWB 126	450
14	washing machine, Philips AWB 126	450
15	washing machine, Philips AWB 126	450
16	refrigerator, Philips ARB 088	330
17	refrigerator, Philips ARB 088	330
18	refrigerator, Philips ARB 088	330
19	gas stove, Philips AAA 227	353
20	gas stove, Philips AAA 227	353
21	air conditioning system, Fedders Corp., split- system type consisting of 7 units 13,000 BTU, 5 units 18,000 BTU, 5 units 24,000 BTU	10,772

APPENDIX F: SUMMARY OF WORKMONTHS EXPENDED
3 August 1977 to 31 August 1983

POSITION			WORKMONTHS
			Contracted / Expended
	Field Staff		
Chief of Party			70.5 / 70.5
W. Davison	8/77-8/80	36 wms.	
J. Stevenson	10/80-7/83	34.5 wms.	
TEFL Teachers			283.0 / 283.0
J. Bagnole	8/77-8/82	60 wms.	
S. Boeshaar	8/77-8/81	48 wms.	
R. Mohr	8/77-8/80	36 wms.	
M. Raschka	8/77-8/80	36 wms.	
W. Smalzer	1/79-8/80	19 wms.	
W. Weir	8/77-8/81	48 wms.	
Sub-Center Coordinator			9.5 / 9.5
S. Boeshaar	2/79 - 12/79	9.5 wms.	
Local Hire Office/Administrative Asst.			11.0 / 9.7
(Various employees)		9.7 wms.	
	Short Term Staff		
Language Laboratory Technician			2.6 / 2.5
S.Vann	(TDY)	2.5 wms.	
Language Testing Specialist			3.0 / 3.0
M. Kierstead	(TDY)	3 wms.	
	Campus Staff		
Campus Coordinator			16.0 / 16.0
W. Norris	8/77 - 8/82	16 wms.	
Home Office Support			41.5 / 40.6
(Various employees)		40.6 wms.	

**APPENDIX G: SUMMARY OF CONTRACT PROPOSALS,
MODIFICATIONS, AND REPORTS****Proposals**

Technical Proposal
Submitted to the Agency for International Development
in response to RFP 60059, ELTC
April 18, 1977

Technical and Cost Proposals to Amend Contract
No. AID/NE-C-1397 (Syria),
Submitted to the Agency for International Development,
November 15, 1982

Technical and Cost Proposal to Amend Contract
No. AID/NE-C-1397 (Syria), English Language
Training Center/Damascus
Submitted to the Agency for International Development,
December 1979

Contract and Modifications

Contract no.: AID-NE-C-1397 (Syria)
Contract for: English Language Training
Project no: 276-11-690-002
Issuing office: Agency for International Development
Office of Contract Management
Regional Operations Division - NE
Washington, D.C. 20523

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

Total estimated cost: \$896,933
Estimated completion date: Nov. 30, 1979
Effective date: 8/3/77

Modification no. 1
Purpose: provide additional funds for books and
materials
Total estimated cost: \$903,233
Date: 9/29/77

Modification no. 4
Purpose: increase level of effort (sub-center
coordinator and language testing specialist),
additional funds, and extend period to
November 30, 1982.
Total estimated cost: \$2,080,988
Date: 2/21/79

Modification no. 6

Purpose: adjust number of teachers and add local-hire
office/administrative assistant

Total estimated cost: \$2,113,415

Date: 5/28/80

Modification no. 8

Purpose: revise duties of C.O.P. and the opera-
tional plan

Date: 12/9/81

Modification no. 10

Purpose: extend contract to August 31, 1983

Total estimated cost: \$2,113,415

Date: 2/18/83

Modification no. 11

Purpose: authorize funds for air conditioners

Total estimated cost: \$2,113,415

Date: 3/23/83

Reports

Each Semi-Annual report by the Campus Coordinator incorporates two Quarterly Reports by the Chief of Party.

11 Semi-Annual Reports: 3 August 1977 to 30 June 1983

22 Quarterly Reports: 3 August 1977 to 30 June 1983.

APPENDIX H: CERTIFICATE OF ACHIEVEMENT (copy)

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 اتمام تدريب

*This Certifies that _____
has successfully completed participation
in English language courses at the English
Language Training Center in Damascus*

ثبتت هذه الوثيقة
قدرة بنجي
واللغة فلانكليزية
على اللغتين
انكليزية في وقتها
الذي
انجزته في دورات
التدريب
في مركز التدريب
على اللغة
الانكليزية

Issued at the ELTC
Damascus - S. A. R.

Date _____

Director ELTC

English Language Training Center
State Planning Commission
Syrian Arab Republic

Certificate of Achievement

This certifies that, under the program of the English Language Training Center sponsored by the Syrian State Planning Commission, Georgetown University, and the United States Agency for International Development,

has successfully completed participation in English language courses at the English Language Training Center.

Issued at the ELTC
Damascus, S.A.R.

Date : _____

Director ELTC



APPENDIX I: ELTC BROCHURE (copy)

مركز
التدريب
على اللغة
الانجليزية

**English
LANGUAGE
TRAINING
CENTER**

WHAT IS THE ENGLISH LANGUAGE TRAINING CENTER?

The English Language Training Center (ELTC) was established by the Syrian State Planning Commission of the Syrian Arab Republic with the assistance of the United States Agency for International Development (USAID) and Georgetown University of Washington, D.C.

The purpose of the ELTC is twofold:

- a) to provide English language training to selected Syrian government officials in order to prepare them to take part in Syrian government/USAID sponsored training programs in the United States or in other English speaking countries, and
- b) to provide English language training to Syrian government officials who need English in their work in Syria.

Under the agreement with the Syrian government, the ELTC is to be organized and operated with the assistance of Georgetown University personnel for a period of five years. After the five year period, the operation of the Center will pass to Syrian personnel who will have received advanced training in the United States as well as on-the-job training in Syria. The teaching staff of the Center currently includes six American faculty members from Georgetown University, all of whom have considerable teaching experience in the Middle East or Central Asia. In addition to the Georgetown staff, there are also five highly-qualified Syrian teachers.

2. WHO CAN ATTEND THE ELTC?

Any Syrian government official with the approval of his or her ministry and the State Planning Commission.

3. WHERE IS THE ELTC?

The ELTC is located in the Damascene suburb of Mezzeh, in the same building as the Syrian Institute of Planning for Economic and Social Development. Facilities at the Center include a modern language laboratory in addition to classrooms, offices, and limited refreshment services. Besides the main Center in Mezzeh, the ELTC also advises English language courses in sub-centers in various ministries and agencies, namely, in the Ministries of Health, Communications, Education, and also for the State Planning Commission, the State Planning Institute, and the new Children's Hospital.

4. WHAT COURSES ARE OFFERED AT THE ELTC?

The ELTC currently offers semi-intensive English language courses for three different levels. Each level meets five hours per day on three alternate days per week which enables the students to continue their normal ministry work on a half-time basis. Classes start at 9 a.m. and continue until 2 p.m. Students in all three levels, level 'A', level 'B', and level 'C', meet for approximately two and a half months. There are, therefore, four terms per year for each level and four times per year at which new students may enter.

All classes use the latest and most modern materials and methodologies in teaching. The courses place

strong emphasis on spoken language and aural comprehension, but appropriate practice in reading and writing is also included. Classes are, for the most part, limited to approximately twelve students, each of whom receives personal attention from several teachers.

5. WHAT IS THE CLASS SCHEDULE FOR THE ELTC?

The following is the general schedule of courses for 1978 and 1979. Each session lasts 10 or 11 weeks. New students may enter at the beginning of any session.

Beginning	Ending
21 May 1978	— 1 August 1978
3 September 1978	—19 November 1978
23 November 1978	—13 February 1979
15 February 1979	— 1 May 1979
3 May 1979	—17 July 1979

6. HOW TO APPLY

The following steps must be taken to be eligible for entry into ELTC classes:

1) An interested government official must have official approval to take the English test at USAID and to enter the ELTC. The approval must come from two places.

- a) the ministry where he or she works
- b) the State Planning Commission

2) After approval by both the officials of the ministry and the State Planning Commission has been obtained, the applicant must take the English test which is given every Wednesday morning (except on holidays) at the USAID office at 9 a.m.

3) The USAID office will inform the State Planning Commission of the results of the test.

4) If the applicant receives an 'A', 'B', or 'C' score on the test, then he is eligible to study English at the ELTC. If the applicant receives a score of 'D' or 'E', then he may study English at one of the sub-centers located in various ministries. The sub-centers also have native-speaking English teachers. In no case will the ELTC accept a student below the 'C' level at this time.

5) Successful applicants (level 'C' or above) must register at the ELTC during the specified registration period. Successful applicants may, however, register at any time BEFORE the starting date of each term. If registration takes place before the specified time, the applicant must still inform the ELTC during the regular registration period of his intention to attend classes. *Once classes have started, new students will NOT be admitted.*

For further information please contact:

Walter F. Davison, Ph.D., Director
English Language Training Center
Damascus (Mezzeh)

Assistant Professor, Georgetown University
Washington, D.C.

Telephone: 664259, 664359

جميع هذه الفصول تشتمل آخر وأحدث الوسائل والظم التعليمية .
 تعطي هذه الدورات أهمية مركزية على اللغة الشفهية وعلى القدرة على
 التعامل والاطلاق باللغة الانكليزية . بالإضافة الى ذلك تتضمن الدورات
 تمارين مناسبة في القراءة والكتابة أيضا . كما تقتصر الفصول على اثني عشر
 طالبا تقريبا ، يتلقى كل منهم اهتماما شخصيا من عدد من المدرسين .

• ماهر البرنامج الفصلي لمركز التدريب على اللغة الانكليزية :

فيما يلي خطة برنامج شامل لمركز التدريب على اللغة الانكليزية
 لعامي ١٩٢٨ و ١٩٢٩ . تنشر كل دورة لمدة عشر أو أحد عشر اسبوعا .
 يمكن للطلاب الجدد الالتحاق في بداية أية دورة .

تاريخ انتهاء الدورة	تاريخ بدء الدورة
١ آب ١٩٢٨	٢١ أيار ١٩٢٨
١٩ تشرين الثاني ١٩٢٨	٣ أيلول ١٩٢٨
١٣ شباط ١٩٢٩	٢٣ تشرين الثاني ١٩٢٨
١ أيار ١٩٢٩	١٥ شباط ١٩٢٩
١٧ تموز ١٩٢٩	٣ أيار ١٩٢٩

٦ - كيفية الالتحاق بالمركز :

لا بد من اتخاذ الخطوات التالية قبل الالتحاق بفصول مركز التدريب
 على اللغة الانكليزية :

- ١ - على الموظف الرسمي في الحكومة السورية الحصول على موافقة
 رسمية لاجراء امتحان في وكالة التنمية العالمية الامريكية ، ومن ثمة الدخول
 في مركز التدريب اللغوي . هذه الموافقة يجب الحصول عليها من جهتين :
- ١ - الوزارة التي يعمل بها الموظف .
- ٢ - هيئة تخطيط الدولة .

٢ - بعد الحصول على الموافقة من كل من الوزارة التي يعمل
 بها الموظف أو الوظيفة وهيئة تخطيط الدولة ، على الموظف أن يقدم امتحانا
 في وكالة التنمية العالمية الامريكية حيث يجري هذا الامتحان صباح كسول
 أربعاء في تمام الساعة التاسعة عدا أيام العطلة .

٣ - يتم مكتب وكالة التنمية العالمية الامريكية بإبلاغ هيئة تخطيط
 الدولة بنتيجة الامتحان .

٤ - يكون التقدم لائقا للدراسة في مركز التدريب على اللغة الانكليزية
 اذا حصل على احدى الدرجات (أ - ب - أو س) في الامتحان .
 أما اذا حصل التقدم على درجة (د - أو هـ) فيكون بإمكانه
 دراسة اللغة الانكليزية في واحد من المراكز الملحقة الموجودة في السرايات
 المختلفة . وتضم هذه المراكز الملحقة أساتذة امريكيين .

و على ذلك لا يمكن لمركز التدريب على اللغة الانكليزية قبول أي طالب
 حصل على درجة دون المستوى (س) .

• على الطلبة الناجحين من المستوى (س) وما فوق أن يقوموا
 بتسجيل أنفسهم في مركز التدريب على اللغة الانكليزية خلال فترة التسجيل .
 على هذا الأساس ، يمكن للطلاب الناجحين أن يقوموا بهذا التسجيل
 في أي وقت قبل بداية كل من الدورات الدراسية . وفي هذه الحالة ،
 وإذا سجل الطالب قبل الفترة المحددة للتسجيل عليه العودة ثانية خلال
 فترة التسجيل الرسمية لإبلاغ المركز من عزمه على الالتحاق بفصول المركز .
 وحالما تبدأ الفصول الدراسية ، لايسح لأي طالب جديد بالالتحاق بها .

١ - ماهر مركز التدريب على اللغة الكليلزية :

لقد أحدث مركز التدريب على اللغة الانكليزية من قبل هيئة تخطيط
 الدولة في الجمهورية العربية السورية وبمساعدة وكالة التنمية العالمية الامريكية
 بجامعة جورج تاون في واشنطن .

أحدث هذا المركز لهدفين أساسيين :

١ - تزويد نخبة من الموظفين الرسميين في الحكومة السورية بتدريب
 على اللغة الكليلزية وذلك لداداهم للمشاركة في البرامج التدريبية التي تكلها
 كل من الحكومة السورية ووكالة التنمية العالمية الامريكية في الولايات المتحدة
 الامريكية أو في بلد آخر من البلدان الناطقة باللغة الكليلزية .

٢ - تزويد الموظفين الرسميين في الحكومة السورية ممن يحتاجون اللغة
 الانكليزية في أعمالهم بتدريب على اللغة الانكليزية .

بحسب الاتفاق مع حكومة الجمهورية العربية السورية بنظم مركز التدريب
 على اللغة الانكليزية وبتدار العمل فيه بمساعدة أشخاص من جامعة جورج
 تاون لمدة خمس سنوات ، وبعد فترة الخمس سنوات هذه تنتقل عملية المركز
 بكاملها الى أشخاص سوريين ممن تلقوا تدريباً مقدما في الولايات المتحدة
 ولهم خبرة في ممارسة العمل في سوريا . تألف جماعة المدرسين في المركز
 حاليا من ستة أعضاء ، قسم من جامعة جورج تاون ممن لهم جميعا خبرة
 عملية في التدريس في منطقة الشرق الأوسط أو وسط آسيا . بالإضافة الى
 جماعة جورج تاون يوجد خمسة أشخاص سوريين مؤهلين تأهيلا عاليا .

٢ - من هم الذين يستطيعون الالتحاق بالمركز :

أى موظف رسمي بعد موافقة وزارته وهيئة تخطيط الدولة .

٣ - أين يقع مركز التدريب على اللغة الانكليزية :

يقع المركز في ضاحية الززة القريبة من دمشق في نفس البناء الذي يقع
 فيه معهد التخطيط للتنمية الاقتصادية والاجتماعية . تتضمن التسهيلات
 الموجودة في المركز مبخرا لغويا حديثا ، غرفا للمفوف ومكاتب واكوابينات
 محدودة في تقديم الرطببات وما شابه .

وتضم مركز التدريب على اللغة الانكليزية أيضا بالانسراف على دورات
 في اللغة الانكليزية في مراكز ملحقة (فرعية) موجودة في كل من الوزارات
 والهيئات التالية : وزارة الصحة ، وزارة المواصلات ، وزارة التربيعة
 والتعلم ، هيئة تخطيط الدولة ، معهد تخطيط الدولة ومستشفى الأطفال
 الحديث .

٤ - ماهي الدورات التي يقدمها مركز التدريب على اللغة الانكليزية :

يقدم مركز التدريب على اللغة الانكليزية حاليا دورات غير مكثفة
 لثلاث مستويات مختلفة (أ - ب - س) يلتقي كل فصل خمس ساعات
 يوميا ثلاثة أيام غير متعاقبة اسبوعا لمدة أشهر . تبدأ جميع الفصول في
 تمام الساعة التاسعة صباحا وتنتهي حتى الساعة الثانية بعد الظهر صباحا
 يمكن الطلاب من متابعة مناهج المعادى في الوزارات في الأيام البائسة .
 تمتد هذه الدورة بالنسبة لجميع المستويات (أ - ب - س) لمدة
 شهرين ونصف تقريبا . وعلى هذا الأساس ، توجد أربع فترات دراسية
 في السنة لكل من المستويات الثلاثة (أ - ب - س) ويمكن للطلاب
 الحدد الالتحاق بالمركز في أي من هذه الفترات الدراسية .