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English Language Training
Damascus, Syrian Arab Republic

Contract: NE-C-1397 (Syria)

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

First Semi-Annual Report
3 August 1977 to 2 February 1978
(Incorporating 1st & 2nd Quarterly Reports)

Submitted by William E. Norris
Campus Coordinator, Georgetown University

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

Distribution:

AID Contracting Officer (Attn: F.H. Moulton)	3 copies
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First Semi-Annual Report:

3 August to 2 February 1978

Incorporating First and Second Quarterly Reports

1. Substantive Report

a. Preliminary work

AID Contract NE-C-1397 (Syria), Georgetown University, Contractor, was signed 3 August 1977 to provide for the period 3 August 1977 to 30 November 1979 the following services:

"To organize and operate an English Language Training Center (ELTC) for the Syrian Arab Republic and provide advisory and other services to other English Language Training Centers operated by Syrian Government Ministries."
(Operational Plan, p. 1)

A Georgetown University team for Damascus was put under contract for a two-year period, 22 August 1977 to 21 August 1978.

Field Staff:

Chief of Party - Walter F. Davison, Ph.D., Asst. Professor
Director, English Language Training Center,
Damascus

Teachers of EFL - William T. Weir, M.A., Assistant Prof.
- John W. Bagnole, M.A.T., Instructor
- Stephen C. Boeshaar, M.A., Instructor
- Robert W. Mohr, M.S., Instructor
- Marilyn Raschka, M.A., Instructor

Campus Staff:

Campus Coordinator - William E. Norris, M.A., Asst. Prof.
Head, Division of English as a Foreign
Language, Georgetown University

Short-term Staff:

Language Laboratory Technician - Stephen Vann, Assistant
Language Learning Technology
Georgetown University

The Campus Coordinator, William E. Norris, visited Damascus August 8 to 17, 1977. The primary purpose of this trip was to meet and confer with officials of the USAID Mission and the SARG State Planning Commission.

USAID: H. R. Roberts, Training Officer
D. C. Chandler, Asst. Director and Program Officer
G. Ramsey, Director

SPC: A. H. Merei, Deputy Minister
A.K. Nayal, Director
I. Bakjaji, Assistant

Physical facilities were inspected and evaluated, and the housing situation assessed for the G.U. Team. September 1 was established as arrival date for the G.U. Team.

1. Establishing the Center

The Team spent the first six weeks, September 1 to October 14, outlining the curriculum, organizing the physical facilities, and other logistic support, securing housing (a difficult and expensive matter in Damascus, as it turned out), and performing numerous other tasks in preparation for the opening of the Center. Textbooks were purchased from the Georgetown University Bookstore, the only source of immediate supply, and air shipped to Damascus. On October 15, 1977, the ELTC began its first term of semi-intensive English as a foreign language (EFL) courses with fifty (50) students at three levels of proficiency, Levels 'A', 'B', and 'C'. The first session was scheduled to last fourteen weeks, mid-October to the end of February. Students receive fifteen (15) hours of instruction per week on an alternate day schedule.

The First Quarterly Report (August 3 to October 31, 1977) provides information in detail about the facilities (p.1), schedule and enrollment (p. 1-3 & Appendix A, B, & C), and teaching materials (p. 4 & App. D) for this initial stage of the project.

c. Language laboratory installed

The ELTC language laboratory was installed by Stephen Vann, GU technician, in October-November 1977. The sixteen-position Califone lab had been purchased by the USAID Mission and arrived in Damascus shortly before the Georgetown contract was signed. Processing of laboratory software, which began in November 1977, is described in the Second Quarterly Report (p. 1-3).

d. Sub-Centers

ELTC Sub-Centers provide 'C' and 'D' level EFL instruction. Sub-Center operations were begun in the second quarter with establishment of six programs at various SARG ministries and agencies: State Planning Commission, State Planning Institute, Children's Hospital, and Ministries of Education, Communications, and Health. Locally hired and Counterpart teachers were assigned teaching duties in each Sub-Center under the supervision of a GU team advisor.

e. Syrian Counterpart teachers

During the first quarter the following Syrian Counterpart teachers were assigned to the ELTC staff by the SPC. They were formerly Ministry of Education employees with secondary school teaching experience. They began ELTC in-service training by observing classes and teaching part time in the Sub-Centers under GU Team supervision.

Ms. Rudayna Haddad
Ms. Lama'an Hussieni
Ms. Jihad Darwaza
Ms. Ghada Mardini
Mr. Marwan Selo

In January 1978 Ms. Haddad and Ms. Hussieni departed Damascus to begin graduate studies at Georgetown University leading to the degree of M.A. in Teaching English as a Second Language. Upon completion of their studies they will assume full-time duties at the ELTC, eventually replacing the Georgetown faculty.

f. Plans for the ensuing period

Center enrollment, currently at about 50 per cent of capacity, will increase during the second term as the ELTC becomes known and in response to AID and SPC needs. Certain problems that remain at the end of the second quarter will be taken on. Of these, the major problems are lack of a Syrian Counterpart Director and/or Syrian Administrative Assistant, lack of a qualified secretary and a laboratory assistant, inadequate transportation to the Center for students and faculty and to the Sub-Centers for faculty, and space inadequacy at the Center. These problems are discussed fully in the Second Quarterly Report (p. 6-10).

g. Recommendations

(1) To the SPC:

(a) Appointment of a Syrian Administrative Assistant to help with logistical problems and related matters. This position would be in lieu of a Syrian Counterpart Director during the present organization period.

(b) Hiring of a qualified secretary (clerk/typist) and a laboratory assistant.

(c) Eventual relocation of the ELTC in more spacious and more conveniently located quarters. In the meantime additional space should be made available on the third floor of the present building.

(2) To AID:

(a) Purchase of a van to transport ELTC faculty to and from the Center and Sub-Centers. (By AID)

2. Administrative Report

a. Expenditures: 3 August 1977 to 31 January 1978

As of 31 January 1978, approximately the end of the second quarter, the budget status was as follows (data provided by

GU Office of Sponsored Programs) :

1. Salaries		
Field staff	53,056.00	
Short term	1,740.45	
Campus	<u>3,856.54</u>	
Total	58,652.99	
2. Allowances	7,441.08	
3. Per diem	0.00	
4. Travel and transportation	11,869.04	
5. Instructional equipment, materials and supplies	15,117.95	
6. Other direct costs	1,639.43	
7. Insurance	0.00	
8. Indirect costs	36,950.13	
9. Housing	82,704.22	
10. Fringe benefits	<u>12,727.70</u>	
	Total	227,162.54

b. Personnel employed

Field employees/contract period/ base salary per annum
(fiscal year 1978) :

Walter F. Davison, Ph.D., Assistant Professor of EFL
Chief of Party and Director, ELTC
22 August 1977 - 21 August 1979 \$24,876.00

William T. Weir, M.A., Assistant Professor of EFL
1 Sept. 1977 - 31 August 1979 24,000.00

John W. Bagnole, M.A.T., Instructor of EFL
22 August 1977 - 21 August 1979 18,000.00

Stephen C. Boeshaar, M.A., Instructor of EFL
22 August 1977 - 21 August 1979 \$18,000.00

Robert W. A. Mohr, M.S., Instructor of EFL
22 August 1977 - 21 August 1979 \$18,000.00

Marilyn Raschka, M.A., Instructor of EFL
22 August 1977 - 21 August 1979 \$18,000.00

Short Term Staff:

Stephen A. Vann, M.S., Language Lab Technician
\$9,000 per annum.

Campus Coordinator

William E. Norris, M.A., Assistant Professor
25% of base salary 6,219.00

Campus Secretary

Deryl Haskard, Secretary III
Half time, \$4.51 per hour

Attachments:

First Quarterly Report (August 3 - October 31, 1977)

Second Quarterly Report (November 2, 1977 - February 2, 1978)

File
Georgetown

FIRST

QUARTERLY REPORT

3 Aug. - 31 Oct. 1977

First Report

submitted
by

Walter F. Davison, Ph.D.
Georgetown University

Director, ELTC

November 12, 1977

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

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II. APPENDICES

I. NARRATIVE

A. Current State of the ELTC

Classes at the English Language Training Center (ELTC) began on October 15th, and after one week the enrollment stabilized at the current level of fifty (50) students. (See Appendix B.) There are three different levels, and each student attends class for a total of fifteen class-hours (50) minutes each) per week on an alternate-day schedule.

1. Facilities

The space-plan for the Center on arrival of the Georgetown Team consisted of one floor, the top floor of the State Planning Institute building, which had four rooms designated as classrooms, one larger lab room, one small room suitable for storage and a secretary-typist, one kitchen, one western-style bathroom, one Turkish toilet, and one shower room which was being used as a garbage room. After some delay and discussion, it was decided to expand the ELTC to include two additional rooms on the third floor of the building. These rooms became offices for the five American teachers and the five Syrian counterpart teachers. One of the previously designated classrooms on the fourth floor became a teachers' common room as well as the office of the American Director. The kitchen is now designated as a coffee/tea room for the staff of the ELTC.

The sixteen-position cassette language laboratory which had been purchased two months earlier by USAID/Damascus has now been installed and is in working condition. It will be at least two weeks, however, before appropriate software can be duplicated onto cassettes and worked up into lab programs which can be fitted into the overall program. Meanwhile, we are waiting for carpeting to be installed in the lab by the SPC.

2. Intensive vs. Semi-intensive Courses

The original concept of the ELTC was to have an intensive English-language program for up to thirty (30) class-hours per week much like intensive programs carried on for international students at a number of universities in the United States. After much consultation with officials at the State Planning Commission, however, it was mutually agreed that the various ministries could better accommodate themselves to a program which called for only part-time release

of their employees from their regular work duties instead of the full-time release envisaged in earlier discussions about the ELTC.

Though the Georgetown Team preferred an intensive program of thirty (30) hours per week, it was thought that a 15-hour per week program might work if the ministries were willing to extend the time of part-time release to approximately double that required for a full-time release program. Accordingly, the lower levels of "C" and "B" (on a scale of A,B,C,D, and E, with "A" being the highest) were scheduled to meet for approximately five and one half (5½) months for three days per week, alternate days, with each teaching day lasting for five class hours. The "C" and "B" groups were each divided, half attending class on Sat.-Mon.-Wed. and half attending on Sun.-Tues.-Thurs. Thus the total instructional load amounts to fifteen (15) hours per week for five and a half (5½) months for a total of about three hundred (300) class hours.

Three hundred class hours compares favorably with the previously determined number of hours of training needed for "B" level students to reach the "R" level ("ready-to-go-level") but unfavorably for the "C" level students. Given the conditions under which a schedule had to be formulated, three hundred class hours was the best that could be done still maintaining at least two entry points per year for "C" level students. In addition, the quality of the program instituted by the Georgetown University Team is such that three hundred hours may be sufficient to raise "C" level people to the "R" level.

The "A" level students were scheduled to meet for approximately three (3) months on an alternate-day schedule similar to the "B/C" levels. Meeting three times per week, five hours per class day for a total of 15 hours per week, the total number of instructional hours per term for "A" level students equals about one hundred eighty (180). One hundred eighty hours for "A" level students exceeds the predicted number of required hours to raise them from "A" to "R". Since the "A" level term is three months in length instead of five and a half, there are three entry points per year for the more advanced students. (See Appendix A and Appendix B).

3. Alternate-day Schedule

The alternate-day schedule potentially enables us to enroll more students per calendar year. The earlier estimate of the potential number of graduates from the Center was put at 192. The estimate of 192 graduates per year was figured on the basis of four sections of sixteen (16) student each meeting for thirty (30) hours per week during three terms per year. Under an alternate-day schedule, with two terms of "B/C" levels per year and three terms of "A" level, and with a total of only three sections of fifteen (15) students each being taught at any one time instead of four sections, the number of potential graduates per year is 210. Because there are only three sections at a time instead of four, only ninety (90) man-hours of teaching per week are required to produce a potential 210 graduates. This compares with one hundred ten (110) teaching man-hours per week under the previous four-section schedule to produce a potential 192 graduates. Further, though the contract proposal originally called for four sections requiring one hundred twenty (120) man-hours of teaching, the contract only allowed for one hundred ten (110) man-hours from the Georgetown Team. With a three-section schedule, currently one section each for three levels, each of the Georgetown Team teachers has an additional three hours per week available for advisory work in sub-centers in the various ministries—an additional three hours per week that would not be available had there been a four-section schedule.

Though the three-section schedule with an alternate-day schedule appears on the surface to be clearly superior to the four-section daily schedule, it remains to be seen whether extended semi-intensive courses at the ELTC constitute, in fact, the most efficient, economic, and convenient method of meeting the objectives written in the contracts between AID and the SARG on the one hand, and AID and Georgetown University on the other.

4. Short-fall in Class Hours

Because of start-up difficulties and the up-coming holidays, the first term for all levels will be reduced by at least fifty (50) class hours. This reduction most seriously affects those students who need the most class hours,

the "C" level students. It also represents a potential difficulty for these same students with their respective ministries if the ministries believe that their employees will actually be at the "R" level by the end of the term.

5. Books

Because of the lack of time allowed between the signing date of the contract (between Georgetown University and USAID) and the date of arrival of the Georgetown Team in Damascus, the Team was unable to procure adequate numbers of textbooks for use in the Center. Students at the ELTC are presently sharing books among the classes. The books are handed out at the beginning of each class and subsequently collected at the end of the period.

Georgetown could not send out timely purchase orders for texts from publishing houses because there was no document authorizing money for such expenditures. Georgetown did, nonetheless, go ahead and purchase a limited number of books from its own bookstore in Washington which it then air-freighted to Damascus. It is these books which the students are now sharing until additional books arrive so that each student may have his own book. An amendment to the contract was recently signed authorizing up to U.S. \$25,000 for books and equipment for both the ELTC and the sub-centers. Additional books are expected shortly.

6. Class Hours Taught

Classes are taught from 9:00 a.m. to 2:00 p.m., six days per week. Friday is a holiday. Each of the Georgetown Team members now teaches seventeen (17) hours per week of a total of up to twenty (20) hours of teaching and advising specified in the contract. Each Team member has, therefore, an additional three (3) hours available for sub-center advising and supervision. The Director teaches five (5) hours per week of a total of up to ten (10) hours specified in the contract. It is not recommended that the Director be called upon to teach or advise the additional five hours at this time due to the heavy administrative load committant with the initial establishment of the ELTC plus sub-centers. See Appendix C for the teaching schedule for the Georgetown University Team.

7. Student Attendance and Tardiness Records

Due to the start-up difficulties and the subsequent late beginning of classroom instruction at the Center, due to the late arrival of a secretary-receptionist, due to the short time classes have actually been going, and due to the lack of equipment (filing cabinets) to maintain orderly records, student attendance rates and tardiness records are not included in this report. We have noticed, however, significant problems in the students' abilities to arrive at the Center on time. We believe the difficulty lies in the great distance they must travel to reach the Center. The next quarterly report will contain full documentation on the difficulty.

B. Plans for the Ensuing Period

1. Sub-centers

Sub-centers which are tentatively being established in various ministries, separate from the ELTC, are important sources of "C" level or better students. The exact role of the Georgetown Team, however, along with the Center's Syrian counterpart teachers' role, is not specified in the contract. The Georgetown Team is interested in supporting the sub-centers as much as is feasible, but the Team is also interested in seeing an infra-structure developed in the sub-centers to increase the probability of stable sub-centers as sources for ELTC students. If Georgetown and USAID set up the sub-centers for the ministries instead of allowing the ministries to set them up themselves, Georgetown and USAID may be doing the ministries a disservice in terms of establishing an infra-structure that is not actually a part of the ministries. Clearly, as soon as the American infra-structure is withdrawn, the programs will collapse. At the same time, the Georgetown Team recognizes that the yet-to-be-established sub-centers need substantial support in terms of qualified teachers and quality programs so that these centers have some chance of success.

It was decided, therefore, that the ELTC would be willing, in the short run, tentatively, and at the discretion of the Director of the ELTC, to support sub-center activities by providing the following:

- a) up to ten teaching-hours per week per ELTC Syrian counterpart teacher,
- b) advice on appropriate materials for use in classes,
- c) advisory services of one Georgetown Team member per sub-center so long as there is no conflict with ELTC duties,
- d) demonstration classes in the ELTC for the ministry-supplied teacher who would be working with an AID-supplied native-speaking American teacher.

*Use home
equipment
to do this*

h sub-center would then have the following human inputs:

- a) one native-speaking American hired locally by AID,
- b) one Syrian teacher supplied by the ministry for which the sub-center is established,
- c) one Syrian teacher from the ELTC(counterpart teacher) potentially for up to 10 class-hours per week,
- d) one Georgetown University Team member who would act in an advisory capacity.

An important condition for establishing the sub-centers is that books are in hand BEFORE classes begin. There should be no attempt to begin classes without adequate facilities, and most importantly, books. The Georgetown Team notes that as of the writing of this report, there are no books available for use in sub-centers, and it is the usual case that publishing houses are relatively slow in processing orders. There should not, therefore, be optimism that books are going to arrive within one month or even two months.

It is one thing to plan for the opening of a program in English language instruction, but it is quite another to place the burden of success or failure on other people, individual teachers or educational institutions, especially when inadequate facilities are offered as suitable conditions for a serious program. Some examples of inadequate facilities may be mentioned - lack of textbooks, chalkboards, office space, clean rooms, transportation, or even teachers!

It is the position of the Director of the ELTC that if the several ministries which have expressed an interest in sub-center operations are truly serious about their employees' learning English, then in addition to adequate facilities, the classes should be held in the morning during regular working hours, and the students for these classes should be released from their work duties during the time that classes are scheduled. Aside from exceptional cases, only those people who are willing to pay, and do pay, tuition for afternoon or evening classes outside of regular working hours will have the smallest chance of benefiting from classes that are not held during working hours in the morning. Ministry Training Directors, Ministers, or USAID personnel may or may not believe the above statement, but the validity of the statement does not change: it is simple fact.

2. Transportation

The contracts for the ELTC state that "official transportation" will be provided by the State Planning Commission. The SPC has provided the Team with a mini-bus for use during the morning hours of 8 to 10 and in the afternoon from 1 to 3. As the ELTC activities expand into sub-center operations, there will be increased demand for the use of the mini-bus, not only during the above mentioned hours for those sub-centers which meet (wisely) in the morning and wish Georgetown Team advisory services, but also during the early evening hours, 4:00 p.m. to 8:00 p.m., depending on the number of sub-centers in operation and the number of hours each meets.

If the SPC cannot provide a vehicle for full-time use by the staff of the ELTC, then the G.U. Team recommends that a vehicle be purchased so that we do have a full-time vehicle.

C. Continuing Operating Difficulties

1. Logistic Support

After problems which affected the commencement of classroom instruction (no chalkboards, no chalk, no office space, no office equipment, no transportation, no secretarial service, no janitorial service, etc.) at the ELTC were mostly solved by the second week of October when we felt we could in good conscience begin teaching, the effective-

ness of the Center was, and still is, plagued by continuing problems involving inadequate logistic support.

a) A main point of concern involves the lack of a Syrian counterpart for the American Director. It was precisely when we needed him the most when the once designated Syrian Counterpart decided to take a two-week vacation out of the country. The ELTC was left without a counterpart director. We need to have at least an Acting Syrian Counterpart Director who is committed to the Center and to the success of the program. A possible solution to the problem may be in appointing one of the counterpart teachers as the designated Syrian Counterpart Director. We believe that one of the counterpart teachers has the qualities for such a position.

who?

b) Another lesser but still important impeding factor for the efficiency of the Center concerns the lack of janitorial services. The Georgetown Team has been forced to resort to baksheesh in order to have the floors (barely) cleaned on a regular basis since the Center was cleaned thoroughly one time, before we began teaching and after a series of insistent requests to have it done.

c) Another problem involves the absence of a typist. The Center does have a secretary-receptionist now, but she has, unfortunately, never had the opportunity to learn the rudiments of typing. The Georgetown Team is, of course, made up of professional teachers who instinctively help people in learning new skills, but it does not contribute to the effectiveness of the ELTC for us to undertake an additional student (in typing) at this time. The Center, therefore, still lacks secretarial services in the form of someone who can assist us in our typing requirements.

It is recommended that a competent typist be assigned to the ELTC. We are not sure what role the present secretary-receptionist would play if a typist were also to be in the same room (where she would have to be). Perhaps some other position could be found for our present secretary-receptionist somewhere outside the ELTC, maybe in some other Syrian governmental unit. Meanwhile, we are without typing services, and we need these services.

d) Another impediment to an efficiently operating

ELTC concerns the lack of filing cabinets. We have no way of adequately organizing files, either for teaching materials or for general administration, without filing cabinets. Six(6) cabinets have been promised, but to the date of this report we have seen none. At present, administrative files for the ELTC are organized in a pile of sorts in the apartment of the Director of the Center and not in the Center where they belong.

2. Location of the Center

The location of the ELTC is something less than desirable. The Center is situated on the edge of town near the old airport and is not easily reached. The location of the ELTC is a problem similar to that met in a previously AID-sponsored English language program in Kaboon.

The Kaboon Center and the ELTC are approximately equi-distant from downtown Damascus. Dr. Nurallah Nurallah, former Minister of State for Planning Affairs, wrote in response to a letter(dated 11/17/75) from Mr. Gordon Ramsey AID Representative, that "a bus should be provided to transport the candidates" to Kaboon where the AID-sponsored English program was being contemplated. The problem of location presumably was considered before the present site for the ELTC was selected since the former Minister himself brought up the problem. Why there was no provision for transportation to the Center for the students(candidates) is simply baffling.

Either another site should be considered or else transportation should be provided for

- a) the ELTC staff on a full-time basis, and
- b) the students before and after classes.

We are currently encountering serious tardiness problems - up to 75% of the students are at times arriving one half hour or more late for classes even though we attempted to adjust our class schedule to accommodate the students because of the remoteness of the Center by starting classes at 9:00 a.m. instead of 8:00 a.m. as originally planned. The tardiness of the students at this early date bodes ill for the rest of the duration of the term and is indicative of the difficulties they are meeting in having to travel so far.

3. Tax Problems of the Georgetown Team

A major problem which potentially endangers the stability of the ELTC has to do with the totally unexpected expenses which are being absorbed by the Team members. Unknown to any of the Team before they signed their contracts was the fact that each person would be levied a tax at a rate which turns out to be between 58% and 68% (on two samples) before all other deductions in the year 1977! This is because the Team members must bear the burden of full taxation on housing costs in a grossly over-priced apartment market in Damascus if habitable quarters are sought. This is a punitive tax on Georgetown Team members which regular AID employees, of course, do not pay. One of the Team received a total net salary of U.S.\$150 for the month of September. One hundred fifty dollars in a city where a jar of coffee costs U.S.\$10, where a miniscule jar of jam costs more than U.S.\$2, where the smallest jar of Tang costs U.S.\$3! Intolerable as the situation is, problems involving inadequate remuneration were foreseen. In a feasibility report on the ELTC written for USAID/Damascus by Jack Dagilaitus is the sentence, "[low] salaries ... would attract mediocre teachers only and ... could precipitate the breaking of contracts without warning" (English Training Manpower Development in Syria, p.5, no date, located in USAID files).

GU error

*To GU, not
AID -*

I can report that there is the possibility that at least two of the Team might leave at the end of the first year of their contracts because of low net remuneration.

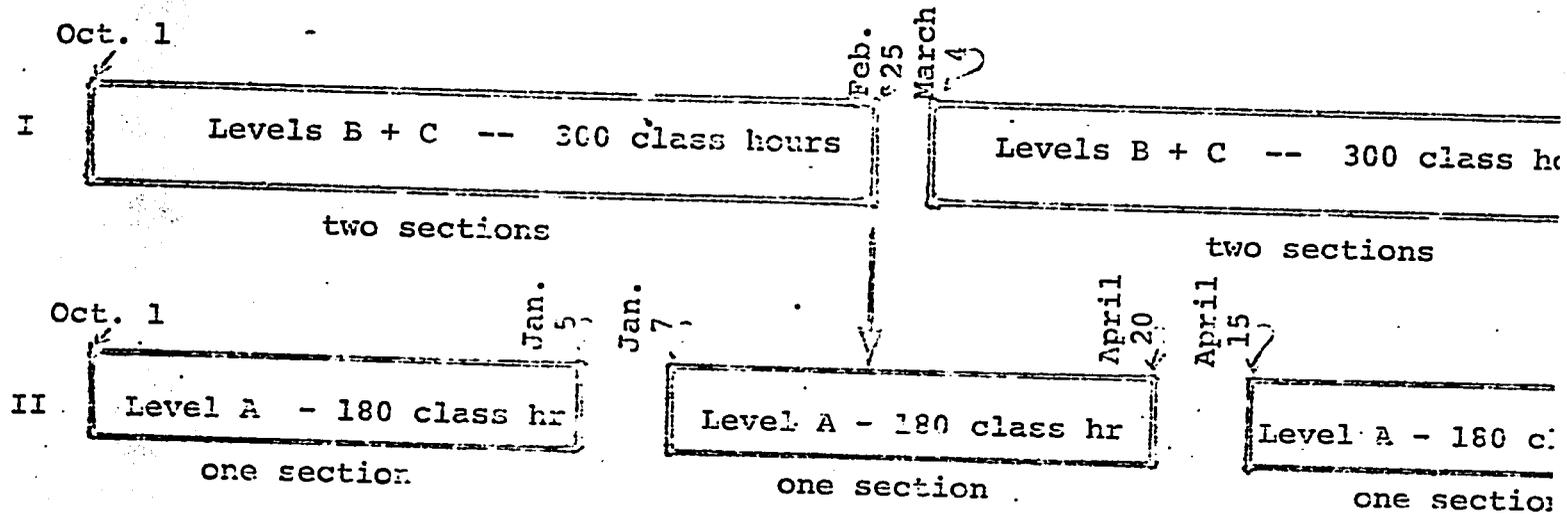
Further details of the tax situation are contained in a letter addressed to Georgetown University dated Oct. 17, 1977, and signed by all six members of the Team.

II. APPENDICES

(On the following pages)

APPENDIX A

SYRIAN STATE PLANNING COMMISSION ELTC



Potential number of students per term(I & II combined) = 90.

Students will attend on alternate days(full-time every other day).

I & II

	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
I & II	X	Y	X	Y	X	Y

X students attend ELTC full-time on Sat., Mon., and Wed.(work in minist
 Y students attend ELTC full-time on Sun., Tues., and Thurs.(work in min

Full-time teachers will teach up to 20 hours per week for approximately 1

APPENDIX A-1

Term Schedule for Level A

FIRST TERM

Oct. 1, Saturday Registration opens for 1st Term
Oct. 4, Tuesday Last day for registration
Oct. 5, Wednesday Classes begin
Jan. 5, Thursday Classes end
Jan. 5, Thursday Presentation of Certificates

SECOND TERM

Jan. 7, Saturday Registration opens for 2nd Term
Jan. 10, Tuesday Last day for registration
Jan. 11, Wednesday Classes begin
April 20, Thursday Classes end
April 20, Thursday Presentation of Certificates

THIRD TERM

*April 15, Saturday Registration opens for 3rd Term
April 18, Tuesday Last day for registration
April 22, Saturday Classes begin
July 27, Thursday Classes end
July 27, Thursday Presentation of Certificates
July 28 - Sept. 1 VACATION
Sept. 2, Saturday Registration opens for new term

*NOTE OVERLAP OF DATES WITH THE SECOND TERM.

Davision
Director, ELTC
Sept. 11, 1977

APPENDIX A-2

Term Schedule for Levels B and C*

FIRST TERM

Oct. 1, Saturday	Registration opens for 1st Term
Oct. 4, Tuesday	Last day for registration
Oct. 5, Wednesday	Classes begin
Feb. 23, Thursday	Classes end
Feb. 25, Saturday	Presentation of Certificates

SECOND TERM

March 4, Saturday	Registration opens for 2nd Term
March 7, Tuesday	Last day for registration
March 8, Wednesday	Classes begin
July 14, Thursday	Classes end
July 15, Saturday	Presentation of Certificates

* Holidays are not taken into account in Term schedules.

APPENDIX B-1

REVISED

Mr. MOHR's Class -A

Sat. - Mon. - Wd.

Mohammed AL-BABA
Mouaffac ARCSOOSI
Hicham KAYALI
Mohammed Ferouk STATIEH
Badawi KANAAN
Khaled DABBANY
Mohammed Aeid HANAFI
Nicolas GHADBAN
Khaled OBARI
Raya RIFAI
Adel ALI

Sun. - Tues. - Thurs.

Hecham AL-TAHAN
Bashir KASEAB
Mohammed Said HANNAWI
Laila ABU-SHAR
Adel ALI
Zenab NATAFJI

SCHEDULE

9:00 - 9:50	Room 1
10:00 -10:50	Room 2
11:00 -11:50	Room 3
12:10 - 1:00	Room 3
1:10 - 2:00	Room 2

APPENDIX B-2

REVISED

Ms. RASCHKA's Class -B

Sat. - Mon. - Wed.

Nabil CHAZAL
Issam MUTAIM
Leila SHARRAK
Bahjat FAZA
Marwan AISHA
Mamdouh OZORBI
Tamer FASLAN
Mohammed Nabil KASTALY

Sun. - Tues. - Thurs.

Ghaida SAKATI
Muna ABBAS
Mohammed Mustafa SHAHBANDAR
Mohammed Nabil KASTALY
Mohammed Ali JAWOUD
Ahmad FAROUK
Shabo YOUSEF

SCHEDULE

9:00 - 9:50
10:00 - 10:50
11:00 - 11:50
12:10 - 1:00
1:10 - 2:00

Room 2
Room 1
Room 2
Room 1
Room 3

APPENDIX B-3

REVISED

Mr. Bagnole's Class

Sat. - Mon. Wed.

Haydar AL-BUNNY
Khaliel JOHMANI
Ahmed Mansour ALI
Kamal H. AMER
Mustafa HACHASH
Mohammed ABU-HAMID
Najwa AL-DEEN

Sun. - Tues. - Thurs.

Kassem AL-KHATIB
Hind DOUGLIE
Dalal BARAKAT SAUD
Mohammed Lutfi MORAHLI
Mohammed Muntir JEHA
Mamdouh KHAITI
Nayel MOHAMMED
Mouffet SHURBAJI

SCHEDULE

9:00 - 9:50	Room 3
10:00 - 10:50	Room 3
11:00 - 11:50	Room 1
12:10 - 1:00	Room 2
1:10 - 2:00	Room 1

APPENDIX C

TEACHING SCHEDULE - First Term

	Hr.	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Class
Section A		Mohr	Mohr	Mohr	Mohr	Mohr	Bagnole	1
Section B	1st	Weir	Boeshaar	Boeshaar	Boeshaar	Boeshaar	Boeshaar	3
Section C		Davison	Raschka	Raschka	Raschka	Raschka	Raschka	4
"	A	Mohr	Mohr	Mohr	Mohr	Mohr	Bagnole	2
"	B 2nd	Davison	Raschka	Raschka	Raschka	Raschka	Raschka	1
"	C	Weir	Boeshaar	Boeshaar	Boeshaar	Boeshaar	Boeshaar	5
"	A	Weir	Weir	Weir	Weir	Weir	Boeshaar	3
"	B 3rd	Davison	Raschka	Raschka	Raschka	Raschka	Raschka	2
"	C	Mohr	Bagnole	Bagnole	Bagnole	Bagnole	Bagnole	1
"	A	Weir	Weir	Weir	Weir	Weir	Raschka	4
"	B 4th	Mohr	Mohr	Mohr	Mohr	Mohr	Boeshaar	5
"	C	Davison	Bagnole	Bagnole	Bagnole	Bagnole	Bagnole	2
"	A	Mohr	Bagnole	Bagnole	Bagnole	Bagnole	Bagnole	5
"	B 5th	Weir	Weir	Weir	Weir	Weir	Raschka	4
"	C	Davison	Boeshaar	Boeshaar	Boeshaar	Boeshaar	Boeshaar	3

- 1 - Grammar
- 2 - Pattern Practice
- 3 - Reading/Writing
- 4 - Pronunciation
- 5 - Language Lab
(Listening Comprehension/Conversation)

Each G.U. Team teacher has seventeen(17) class hours in the current schedule.

APPENDIX D

- 1 - "The Key to English"/ Prepositions 1
Collier Macmillan International, Inc. New York
Collier Macmillan Publishers/London
- 2 - "The Key to English"/Two-Word Verbs
Collier Macmillan International, Inc./New York
Collier Macmillan Publishers/London
- 3 - "Man And His World"/A Structured Reader
By: Margaret Kurilecz
Thomas Y. Crowell Company
- 4 - "Developing Listening Comprehension For ESL Students"
"The Kingdom Of Kochen"
By: Ted Plaister
Prentice-Hall, Inc., Englewood Cliffs, New Jersey
- 5 - "Yesterday and Today in the U.S.A."
By: Anna Harris Live
Prentice-Hall, Inc., Englewood Cliffs, New Jersey
- 6 - "Steps to Composition"
By: Ruth Ruggles Alt & Mary Louise Kirkland
Georgetown University Press, Washington, D.C. 2007
- 7 - "English For Today"/ Book Four
By: The National Council Of Teachers Of English
McGraw-Hill Book Company
- 8 - "Modern English"/Second Edition/Volume One
By: William E. Rutherford
Harcourt Brace Jovanovich
- 9 - "Modern English"/Second Edition/Volume Two
By: William E. Rutherford
Harcourt Brace Jovanovich, INC.
- 10 - "English Sentence Structure"
By: Robert Krohn
The University of Michigan Press
- 11 - "English Pattern Practices"
By: Robert Lado and Charles C. Fries
The University of Michigan Press
- 12 - "American English"/Readings II/Book III
By: Ruth Scaun & Clarice J. Wilkes & Leonard R. Marelli &
Harvey Nadler
Rand McNally and Company

APPENDIX D (continued)

- 13 - "American English"/Readings I/BookII
By: Ruth Scaun, Clarice J. Wilkes, Leonard R. Marcelli
and Harvey Nadler
Rand McNally and Company
- 14 - "Rapid Review Of English Grammar"/Second Edition
By: Jean Praninkas
Prentice-Hall, Inc., Englewood Cliffs, New Jersey
- 15 - "Stress and Intonation"/ Part 1
Prepared by English Language Services, INC.
Collier Macmillan International, INC.
- 16 - "Stress and Intonation"/ Part 2
Prepared by English Language Services, INC.
Collier Macmillan International, INC.
- 17 - "Consonants and Vowels" .
Prepared by: English Language Services, INC.
Collier Macmillan International, INC.
- 18 - "Reading, Thinking, Writing"
By: Mary S. Lawrence
The University of Michigan Press
- 19 - "Listening Dictation"
By: Joan Morley
The University of Michigan Press
- 20 - "Improving Aural Comprehension"
By: Joan Morley
The University of Michigan Press
- 21 - Pronunciation materials for Syrian Arabic speakers
in process of being prepared by two Georgetown Team
members, William Thomas Weir and Marilyn Raschka.

SECOND

2d. QUARTERLY REPORT

Nov. 2, 1977 to Feb. 2, 1978

submitted
by

Walter F. Davison, Ph.D.
Georgetown University
Director, ELTC

February 12, 1978

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

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A. CURRENT STATE OF THE ELTC

1. Enrollment

Enrollment at the Center since the last quarterly report has stabilized at forty-four (44) students. With the dropout of those people not committed to language study, attendance rates have also stabilized (see Appendix A).

Forty-four students at the ELTC constitute a utilization rate of only about 50%. With the beginning of the new term in early March, however, there is good reason to believe that the number of students may be close to the 75-80 range, almost a 90% utilization. Officials at the State Planning Commission have informed us unofficially that they have the names of sixty (60) new people for the coming term. Pre-registration of these people will take place during the month of February. Whether the ministries involved will release all these people, even on a part-time basis, remains to be seen.

2. Facilities

a. Language Laboratory

1. A minimal amount of software for the language laboratory has been completed and we can now offer programs in the lab. Four series were processed which total 228 individually taped units, two units per cassette, one per side. The tests which these taped units accompany are:

Series	Text	Author
01.1 - 32	<u>English Sentence Structure</u>	Krohn
02.1 - 28	<u>Listening Dictation</u>	Morley
03.1 - 122	<u>Improving Aural Comprehension</u>	Morley
04.1 - 46	<u>Stress and Intonation</u> (kindly provided by USIS)	Eng. Lang. Services

In the coming months, after the new position of Language Laboratory Assistant has been established, we expect to process nine more series, namely:

1. Modern English

2. Sing it

3. Sunday, Sunday, & Mr. Monday
4. MMC: Developing Communicative Competence in EFL
5. Listen and Guess
6. New Horizons in English (books 1 thru 4)
7. English Pattern Practices
8. Vocabulary in Context
9. Developing Listening Comprehension for ESL Students

11. The new position of Language Laboratory Assistant has been approved in principle by the State Planning Commission and by USAID/Damascus. Georgetown University has also given its approval. Hopefully, the contract amendment can be expedited so that we can finish the work in the lab that was started some three months ago.

The person for this position will be hired locally and will have experience in carrying out the following duties:

- a. duplicating master tapes onto lab-master cassettes
- b. editing lab-master tapes for easy access
- c. arranging the edited material in a system using accession numbers, properly labelling the units, and disseminating this information to the ELTC staff
- d. setting up a preventive maintenance program for the console and student recorders and carrying out the program
- e. maintaining the tape library and equipment (except in case of major equipment failure)
- f. assisting students in the use of the lab
- g. duplicating tapes for use by the students at home
- h. maintaining accurate records of materials available, use of material, and estimating future equipment and supply needs
- i. broadcasting programs to the students as per program instructions from the ELTC faculty

In addition to these duties, it may be possible to set up some kind of lending library of magazines, newspapers, and a few paperback books so that the students have access to unedited English language materials. Such a library could be arranged in the rear of the language laboratory room.

The Language Laboratory Assistant position called for by the contract amendment will be a temporary one, lasting approximately twelve months or until a Syrian national can be trained for the task. It is hoped that a Syrian counterpart for this job will be found in sixty to ninety days after the starting date of the position.

b. Other Equipment

The Bell and Howell Combomatic 6600 ditty machine which was purchased and sent to Damascus by Georgetown was the only major item to survive the shipment that was sent in late November. The transformer that is required to operate the duplicator failed to arrive; neither did the fifty reams of duplicator paper arrive. The non-delivery of the remainder of the shipment represents a loss of close to \$8,000, including shipping costs. Fortunately, the liability for the shipment is set at U.S. \$9 per pound. The shipment weighed more than 2,000 pounds. Officials at the State Planning Commission are trying to assist us in recovering the lost items.

3. Intensive vs. Semi-intensive Courses

The Georgetown Team is unanimous in its opinion that intensive courses would be much superior to the semi-intensive courses we are currently teaching.

Three-hundred class-hours spread over five and a half months would seem to be a less efficient way of providing English language instruction than would the same number of hours over an approximate three month period. Disappointed with the results we were achieving with the alternate-day schedule, it was decided to postpone the ending date of the "A" level course to February 20th which matches the ending date for levels "B" and "C".

Hours =
6 x 30 = 180

The ideal situation would be to have a series of intensive courses, each lasting approximately six weeks. The ministries which send officials to the Center would then have to release their people full-time, thereby losing them, albeit full-time for a shorter period than under the present schedule. There would be advantages to short intensive courses aside from the shorter time period for each course: instead of having only two entry points per year for new students, there would be approximately seven; the learning process would be more efficient; and there could be a greater number of course levels offered, that is, a refinement of the current levels of "C" thru "A", thus increasing the flexibility of the ELTC.

4. Books

The book supply situation at the Center is, at this writing, limited, due to the lost shipment referred to above in 2.b., which contained more than 900 books. We hope to receive an emergency shipment before the start of the new term.

Project funds will be used to obtain 200 copies each of the eight books in the United States Information Agency's graded reader series written by Professor Virginia French Allen. We hope to receive the total of 1,600 readers in the near future. These readers will be used in the sub-centers as well as in the Center itself.

B. SUB-CENTERS

Sub-centers for lower-level students have now been established for the following ministries or governmental units:

State Planning Commission

State Planning Institute

Children's Hospital

Ministry of Education

Ministry of Communications

Ministry of Health

(See Appendices B-1 thru
B-6 for teaching schedules)

The Ministry of Health Sub-Center had already been established before the arrival of the Georgetown Team, the others have only recently started. Each of the above sub-centers has a Georgetown University advisor, and the teaching staff is comprised of an American teacher supplied by USAID (a local-hire native speaker), and/or an ELTC counterpart, and/or a ministry teacher. To date, enthusiasm on the part of the students is extremely high and it is hoped that this may, to a certain extent, compensate for other sub-center drawbacks, i.e., afternoon classes, limited hours, and over-loaded classes.

*How many
← weeks?
Total hrs?*

The Ministry of Health and the Ministry of Education sub-centers offer what we consider to be the best teaching and learning potential. The students have been released from their work to study English full-time, i.e., eighteen (18) and thirty-two (32) hours per week, respectively. The other sub-centers offer only nine (9) hours per week. While nine hours is probably sufficient to raise these lower-level students to level "C", an extended period of time will be required. Except for the Health and Education sub-centers, students are required to carry out their normal workloads and then attend English classes. As a result, the students are tired when they arrive for classes and their concentration and learning ability are considerably reduced. On top of that, the number of students per class has been set by the SPC at twenty. This is incompatible with the style of instruction and the materials recommended by the ELTC. Twelve students per class would be a more appropriate number. The Georgetown Team recognizes that the ministries may be under pressure to put as many people into English classes as possible. However, overloading the classes does not provide enough time for individual attention which is prescribed for the kinds of teaching materials used and as a result, does not enhance English language learning.

C. OPERATING DIFFICULTIES

1. Solved Problems

In the first 'Quarterly Report' several points were listed under operating difficulties. Some of these problems have been eliminated or partially alleviated.

(who says?)
The Center now has regular janitorial services. The State Planning Commission has assigned to the Center a cleaning woman and a janitor. The secretary originally assigned to the Center is slowly learning typing so that now we have minimal assistance in that area. She is also gaining practice in doing translations.

Shortly after the last report was submitted, filing cabinets and metal storage cabinets were delivered providing us with the capability of maintaining records.

2. Syrian Counterpart Director and the Need for an Administrative Assistant

X
No Syrian Counterpart Director has been appointed to date. The problem was temporarily solved when the State Planning Commission appointed Ms. Lama'an Hussein as a temporary Director in November, 1977, and she was very helpful at a time when we most needed her assistance. Her term was cut short, however, because she had already been selected as one of the first two counterpart teachers to travel to the U.S. for study at Georgetown. Ms. Hussein's departure on January 8, 1978, has left us almost where we were in November.

2 yr!
The lack of a Syrian Counterpart Director is not crucial at this point in the Center's development. It is clear, however, that one must be appointed well before the end of the five-year period during which the Center will be staffed by Georgetown University personnel. Otherwise, the Center will lack the leadership required to sustain itself after the Georgetown staff has completed its work.

When a Syrian Counterpart Director is appointed, his or her role should be primarily academic. The Syrian Director should be a capable teacher/administrator who is eager to assume a substantial teaching load in ELTC classes. The person should become intimately familiar, by means of many hours of teaching, with all the courses offered at the ELTC. He or she should be familiar enough with the courses that at any time he/she can take over any class that needs to be covered on short notice. Such familiarity with the details of

each course is complicated by administrative decisions that must be taken which may have a direct effect on the classes - textbook selection, hours of study, curriculum decisions, and most important of all, a true understanding of the practical difficulties encountered in the teaching of the specific material presented in ELTC classes. Without the above described experience and knowledge, the person will not be able to make sound judgments concerning almost any aspect of the Center. Over and above teaching competence and a first-hand knowledge of the proceedings in ELTC classes, the person must be competent to carry out administrative tasks and in establishing close relationships within the State Planning Commission and other ministries.

X The appointment of a Syrian Administrative Assistant to provide logistic support is more important at this point than the appointment of a Syrian Counterpart Director. At present, all of the logistic support, including the maintenance of the ELTC physical plant, the clearing of ELTC teaching materials through Syrian customs, the clearing of the instructors' household effects, obtaining Residence Permits and Visas is done through the good offices of the State Planning Commission. There are also other chores, personal ones, such as paying utility and telephone bills, etc., that need to be done which the Syrian members must do for themselves but which may be difficult for them to do since they are not familiar with the procedures of the Syrian bureaucracy.

Although the SPC is making every effort to provide services for the Center and the Team, these tasks often fall to officials who are not acquainted with or who do not have time for this kind of work or they are farmed out on a contract basis to individuals who often are not qualified to perform these services.

✓ In view of the above, it is urged that the SPC appoint an Administrative Assistant as soon as possible. The ELTC is prepared to write a job description for this position.

3. Additional Counterpart Teachers

2-4 ✓ Since the departure of Ms. Haddad and Ms. Hussein, replacement counterpart teachers have not been appointed to the Center. Because an important part of the training the counterparts receive is on-the-job training at the ELTC, replacements should be appointed as soon as possible.

4. Access to the Center

The Georgetown Team believes that access to the Center is severely limited and that this limited access hinders the efficient use of the facilities of the ELTC. Accessibility to the Center is directly affected by its location and by available transportation.

As stated in the first report, the location of the ELTC is not as good as it might be. Located on the far side of Mezzeh, away from the center of Damascus, the Center is not convenient for either the teachers or the government officials who are our students.

Why?
? Limited transportation on a temporary basis has been supplied by the State Planning Commission for the teachers. Because of the time it takes to travel to the Center, there are only two departure times each morning by means of the State-supplied buses, one, sometimes two, return trips in the afternoon. Classes begin at 7:30 and end at 2 p.m. The use of the facilities of the ELTC is limited to only 5 hours per day. This is not enough time for the teachers. None of the teachers can prepare lessons, do other original work, or even grade papers at the Center except during the five hour period because they cannot get to the Center except at specified times, established to enable teachers to travel to do teaching. The teachers can get to the Center before the five hour period because they can not reach it, and they can not use the facility after the five hour period because they will be stranded with no transportation. Thus, work that ought to be done at the Center is done haphazardly at individuals' apartments without typewriters, or it is done at the staff office. With the establishment of five new sub-centers, the Team members are also finding it difficult to do advisory work because they have no transportation.

This transportation problem is shared by the government officials who attend classes at the Center. In some cases they must travel greater distances than the teachers without even the partial assistance the teachers are receiving.

The Team members must have access to the Center at times other than the current two departure times in the morning, and they must have access to the sub-centers in order to do advisory work. The Georgetown Team strongly recommends that vehicles be purchased to eliminate the transportation problems of the staff and students of the ELTC.

A twelve-seat van for the teachers and a forty-seat bus for the students would solve the transportation problems. The purchase of vehicles for the exclusive and full-time use of the staff and students of the ELTC would go a long way toward institutionalizing the Center. Further, when the Georgetown Team has been phased out of the project four and a half years from now, the vehicles purchased now could still be used for at least an additional five years. Project funds specified for training of sub-center teachers are not being used. These substantial funds would be a convenient source of money for the purchase of the needed vehicles without reducing resource money for other projects.

5. Space Inadequacy at the ELTC

There is inadequate space at the Center. A good educational facility should have a commons room available where all the students can meet for a variety of activities - a place where teachers and students can get together, a place to show movies or slides, a place to give occasional lectures to the entire group, a place where one can simply sit down and relax between classes. A large room for these purposes is not currently available partly because the building where the Center is located was not constructed to function as an educational facility.

The space inadequacy at the Center is obvious even at our present rate of utilization which is at 50 per cent. When or if the utilization rate rises, the space problems we are meeting will, naturally, increase, making the Center even more inadequate.

There may be a partial solution to the space inadequacy problem at the ELTC: we could make use of the large room one floor below us, on the third floor. This room is currently being used as a lecture room by the State Planning Institute, but the very expensive language laboratory equipment installed in the room is not being used at all. In fact, this room is not suitable for a lecture room because of the confining language laboratory equipment. Nor is it suitable for a meeting room since the booths of the lab are fixed in place and can not be moved. If this equipment could be moved, however, and installed somewhere else, possibly at the State Planning Commission building, then the room would be freed of the confining equipment and be more efficiently used not only as a lecture room but as a general meeting room.

Both ?
Diff kn ?

It could also serve as a common room for the ELTC when it is not being used as a lecture room by the State Planning Institute. In effect, the ELTC and the SPI could share this room to the betterment of both the ELTC and the SPI. If the SPI has the occasional need of a language laboratory, the ELTC would willingly share its own newer lab.

The benefits of the above arrangement would be as follows:

- a. The State Planning Institute would gain an improved lecture room.
- b. The SPI would gain the shared use of the new ELTC language laboratory.
- c. The ELTC would gain the use of the lecture room on a shared basis.
- d. The State Planning Commission would gain the use of a functional language laboratory which could be used in the SPC sub-center and Children's Hospital sub-center.
- e. A costly system of electronic equipment could be utilized.

Tax Problems of the Georgetown Team

The tax problems of the Team remain as they were at the writing of the first Quarterly Report three months ago.

It is unfortunate that the contract negotiated between AID and Georgetown University did not take into consideration U.S. tax laws that would affect the Team. Certainly none of the Team members knew of the grossly inflated housing market in Damascus and the effect that would have on their U.S. tax returns. It is the housing that is supposed to be provided that is causing the low morale referred to in the first Quarterly Report. The Team members must pay taxes for housing that may cost almost as much as their base salaries. The money to pay the taxes due on housing must, of course, be deducted from salaries. In at least one case more than \$6,000 must be deducted from a salary in order that housing may be "provided" as specified in our contracts.

We all hope that the injustices to which we have been exposed in connection with housing and taxes can be rectified at the earliest possible date.

D. RECOMMENDATIONS

1. The location of the Center should be moved to a more centrally located site in order to eliminate the accessibility problem.
2. A vehicle should be purchased so that Team members have transport available for travel to and from the Center at all times of the day and for travel to and from sub-centers.
3. A forty-seat bus should be purchased for transport of students from Damascus to the ELTC and then back to Damascus at the end of the day in the same manner as it is provided for the students of the State Planning Institute.
4. The courses at the ELTC should be short, intensive courses, six to eight weeks in duration.
5. Government officials should be released from their work duties to study English full-time and not on an alternate-day schedule.
6. There should be a commons room or study lounge at the ELTC where students and teachers can relax and have informal conversations.
7. The language laboratory now on the third floor of the State Planning Institute should be moved to the State Planning Commission building for use there.
8. Sub-Center classes should not contain more than fifteen (15) students per class.
9. The position of Administrative Assistant for the ELTC should be approved immediately so that the logistic needs of the Center and of individual Team members can be given proper attention.
10. The Syrian Counterpart Director, when selected, should be selected in consultation with the Director of the ELTC.
11. Participants in the ELTC courses should depart for the U.S. immediately after successful completion of the courses.

It should be noted that the recommendations concerning transportation facilities for the students (#3), intensive courses (#4), a commons room (#6), and the last recommendation concerning departure times for the U.S. (#11), have also been submitted in writing by the government officials who are in ELTC classes.

E. APPENDICES

APPENDIX A

Names of students with more than three whole-day absences

Ms. Laila ABU SHAER	Nov.6,27,29, ...Dec.1,4,...Jan.17
Mr. Hisham AL-TAHAN	Oct.30,...Nov.13,29,...Dec.6,18 Jan.24,...Feb.5
Mr. Nabii GAZAL	Nov.12,17,...Jan.11,16,18
Mr. Mohammed Aid HANAFI	Nov.26,...Dec.3,7,...Jan.16,...Feb.2
Mr. Mohammed Munir JEHA	Nov.17,...Dec.1,27,...Jan.3,15,17 Jan.19,22,29,31,...Feb.2
Mr. Mamdouh KHAITY	Nov.1,29,...Dec.13,...Jan.3
Mr. Mohammad Nayel MOHAMEED	Nov.1,29,...Dec.13,20,...Jan.3,19 Feb.2
Ms. Zeinab NATARJI	Nov. 3,13,15,27,...Dec.1,4,18,20 Jan.5,10,12,15,17,19,24,29,31, Feb.2
Mr. Mamdouh OZORBI	Nov.30,...Dec.1,12,17
Ms. Raya RIFAI	Nov.28,30,...Dec.12,14,17,...Jan.9 Jan.21,23
Mr. Mouffed SHURBAJI	Nov.6,...Dec.1,4,6,...Jan.5,8

Names of students who have dropped from the ELT

Mr. Adel ALI	Mr. Bashir KASSAB	Mr. Haitham SAMARAH
Mr. Ahmad FAROUK	Mr. Nebil KASTALY	Mr. Mouaffak SASSA

State Planning Commission Sub-Center

Location: State Planning Commission

Advisor: Marilyn Raschka

Teacher: Ms. Pat KASRAWI

Number of teaching hours: six

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
			4:30-7:30		4:30-7:30

Teacher: Ms. Ghada MARDINI

Number of teaching hours: three

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
	4:30-7:30				

APPENDIX B - 2

State Planning Institute Sub-Center

Location: State Planning Institute

Advisor: John Bagnole

Teacher: Ms. Jihad DARWAZA

Number of teaching hours: nine

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
		10:15-12	10:15-12	10:15-12	10:15-12

APPENDIX B - 3

Children's Hospital Sub-Center

Location: State Planning Commission

Advisor: Walter Davison

Teacher: Ms. Pat KASRAWI

Number of teaching hours: six

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
		4:30-7:30		4:30-7:30	

Teacher: Mr. Marwan SELO

Number of teaching hours: three

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
3:30-6:30					

APPENDIX B - 4

Ministry of Education Sub-Center

Location: Technical Institute on the road to the airport

Advisor: Steve Boeshaar

Teacher: Ms. Otley SIMS

Number of teaching hours: thirteen

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
11-1	9-11	8-10	8-10	8-11	8-9

Teacher: Mr. Marwan KHAIKHALAH

Number of teaching hours: nineteen

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
1-4	11-2	10:15-1:15	10:15-1:15	2:30-6:30	9-12

APPENDIX B - 5

Ministry of Communications Sub-Center

Location: Ministry of Communications

Advisor: Robert Mohr

Teacher: Ms. Otley SIMS

Number of teaching hours: six

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
		4-6 (A)	4-6 (B)	4-6 (A)	

Teacher: Mr. Chuck OLIVER

Number of teaching hours: 8

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
4-6 (B)					
6-8 (A)	6-8 (A)				

APPENDIX B - 6

Ministry of Health Sub-Center

Location: Ministry of Health

Advisor: Thomas Weir

Teacher: Mr. Chuk OLIVER

Number of teaching hours: eighteen

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
	8-12	8-12	8-12	8-12	
	4-6				

Teacher: Ms. Nina JABOUR

Number of teaching hours: sixteen

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
10-2		4-8	8-12		8-12

Teacher: Mr. Marwan SELO

Number of teaching hours: four

Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
					8-12