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Damascus, Syrian Arab Republic

Contract: NE-C-1397 (Syria)

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

Third Semi-Annual Report
13 September 1978 to 13 March 1979
(Incorporating Fifth and Sixth 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.

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Semi-Annual Report

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Third Semi-Annual Report:

13 September 1978 to 13 March 1979

Incorporating Fifth and Sixth Quarterly Reports

1. Substantive Report

a. Status of the work at the end of the sixth quarter

An amendment to Contract NE-C-1397 (Syria) was signed 21 February 1979 to provide extension of the project through the full five years originally planned to 30 November 1982. The amendment also provided for a position of Sub-Centers Coordinator/Supervisor, a Testing Consultant to construct a placement test for the ELTC program, and an additional teacher of EFL to replace the Coordinator half-time and also permit an enrollment increase.

(1) ELTC Staff

Mr. Boeshaar was given the assignment of Sub-Centers Coordinator/Supervisor in February 1979. To replace him in part and to expand the teaching capacity of the staff, William R. Smalzer was added to the G.U. Team as an Instructor of EFL.

Three additional Syrian Counterpart Teachers were assigned to the ELTC faculty during the fifth quarter. They are Mr. Sharif Al-Torh, Ms. Sawsan Jamal-Eldin, and Ms. Kadijeh Kanawati. The three began in-service training with class observation and part-time teaching in the Sub-Centers program. The five Counterpart Teachers attending Georgetown University continued their full-time studies toward the M.A.T.

Four to five locally hired teachers on AID personal services contracts teach part-time in the Sub-Centers program under the supervision and coordination of Mr. Boeshaar.

The Center still lacks Syrian administrative, secretarial, and language lab staff who are to be provided by the SPC.

(2) Enrollment

This report includes the months of the Fourth and Fifth Terms of instruction. Both terms began with full capacity enrollments, ninety (90) students. Women comprised twenty-five per cent (25%) and twenty-eight per cent (28%) of the enrollment in the two terms respectively. The Sixth Term, which started one month before the end of this report period, opened with an increased enrollment of one hundred (100). Due to the input of the additional Georgetown teacher, Mr. Smalzer, ELTC capacity is now one hundred and five (105) students. Fifteen of the places are reserved for candidates from the Ministry of Higher Education who attend a course that meets afternoons.

Waiting lists must now be maintained of prospective students for future enrollment.

A detailed analysis of ELTC enrollment is shown in the Sixth Quarterly Report, App. B, C and D.

(3) Curriculum

In order to accommodate participants from the Ministry of Higher Education who are preparing to undertake graduate studies in the United States, an afternoon class was organized at the 'A' level. The class meets daily for five days instead of on the alternate day schedule of the morning classes, but for the same total of fifteen (15) class hours per week. Instructional content has been adapted to meet the needs of academic students.

(4) Facilities and materials

Capacity of the ELTC facilities to accommodate an additional class was achieved by instituting afternoon hours. Nevertheless, the building is overcrowded and continuing pressures to increase capacity have made even more pressing the need for a larger building. In response to this need the State Planning Commission has secured space in a new building already under construction in central Damascus. Additional classrooms and offices, an enlarged language laboratory, and other facilities are planned. The completion date is expected to be January 1980.

Language laboratory software now consists of twenty-one (21) series edited into a total of 794 individual taped programs ranging from a few minutes to thirty minutes duration. A complete index of these tapes is attached as an appendix to the Fifth Quarterly Report.

(5) Institutionalization of the ELTC

A very significant step toward institutionalization of the ELTC as a Syrian government unit, which is one of the ultimate objectives of this project, occurred February 7, 1979 when the President of Syria, Hafez Al-Asad, signed Public Law No. 9. The law formally recognizes the ELTC as an independent unit connected with the State Planning Commission. The SPC will now proceed to draw up regulations for the administration of the Center, especially with reference to the Syrian staff, and to establish a separate budget for it. A copy and translation of this law appears as Appendix E of the Sixth Quarterly Report.

- b. Plans for the ensuing period, and
- c. Recommendations

Various steps to cope with the pressures for increased enrollments will be examined in cooperation with the AID Mission and the SPC. A detailed discussion of the problems and certain proposals for their solution will be found in the Sixth Quarterly Report, p. 1-5. A central proposal is the establishment of the ELTC as a full-range center teaching classes at levels 'E' through 'A'. The present Sub-Center programs would be consolidated into the ELTC, and the teaching staff would be augmented.

It is recommended that the three responsible parties continue to explore means of meeting the enrollment and output demands which are being made on the Center.

2. Administrative Report

- a. Expenditures: 3 August 1977 to 28 February 1979

As of 28 February 1979 the budget status was as follows:

1. Salaries

Field staff	189,470.90
Short term	3,233.40
Campus	<u>16,826.87</u>
Total	209,531.17

2. Allowances	27,624.57	
3. Per diem	0.00	
4. Travel and transportation	53,993.54	
5. Instructional equipment, materials and supplies	28,062.70	
6. Other direct costs	10,221.63	
7. Insurance (applied to purchase of van)	8,424.64	
8. Indirect costs	99,544.52	
9. Housing	139,990.74	
10. Fringe benefits	<u>45,468.26</u>	
	Total	622,861.77

b. Personnel employed

There were two changes in personnel in February 1979:

Stephen C. Boeshaar

Assigned to new position of Sub-Center Coordinator/
Supervisor (10 hours per week plus 10 hours EFL teaching);
7% salary increase for these new responsibilities.

William R. Smalzer, M.A., Instructor of EFL

Contracted for the period 15 February 1979 to 31 August
1980. Base salary \$19,224.00 per annum (Fiscal Year 1979).

Other personnel employed remained unchanged except
Faye Amster became Campus Secretary (\$4.71 per hour).

Attachments:

Fifth Quarterly Report (September 13 - December 19, 1978)
Sixth Quarterly Report (December 20, 1978 - March 13, 1979)

FIFTH

QUARTERLY REPORT

Sept. 13, 1978 to Dec. 19, 1978

submitted by

Walter F. Davison, Ph.D.
Georgetown University
Chief of Party

December 19, 1978

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

A. CURRENT STATE OF THE ELTC

1. Enrollment

The Fourth Term (Sept. 10 - Nov. 19) began with ninety (90) participants. Eleven people dropped from the course due to changes in individual programs, and illness. Seventy-nine persons took the final examination, and of these, seventeen were recommended to AID as "R" (see Appendix A). We have now been at maximum capacity since the beginning of the Third Term back in May, 1978. We expect that we will remain at maximum capacity for the duration of the current Georgetown contract.

Twenty governmental units were represented at the ELTC during the Fourth Term: the Ministry of Interior had the greatest number of participants (medical doctors) followed by the Ministries of Health, Higher Education, and the State Planning Commission. Appendix B shows a comparison of representation of the various ministries for the Third, Fourth, and Fifth Terms.

The number of women enrolled in classes at the ELTC this past term was about twenty-five percent (25%) of the total while the preliminary class lists for the current Fifth Term indicate about the same level, a twenty-eight percent representation.

Due to the great number of applicants for the current term which started November 25th, we were obliged to place approximately sixty (60) potential participants on a waiting list for the Sixth Term, scheduled to begin in mid February, 1979. The number of qualified applicants waiting to enroll plus the present rate of increase in qualified people who are registering at the ELTC justifies considering an expansion of the Center's services. There are now, even at the start of the Fifth Term, more than seventy (70) registrants for the next term in February, 1979. We expect approximately thirty openings in February.

2. Expansion

Several options for increasing the Center's capacity (all involving additional inputs from the Syrian government) were presented to the State Planning Commission for consideration. The SPC agrees in principle to increase the capacity of the Center, but finding a suitable, and available, location seems to be the major obstacle. The SPC has been searching for a place in the middle of the city where all parties concerned believe it would be most convenient to have the Center. So far, an appropriate place has not been obtained.

Until a new location is found, the Center will be unable to meet even current demand from the various ministries for English language instruction.

If or when the ELTC is relocated and adequate facilities are available, the Center will probably be expanded to a full-range Center capable not only of having increased enrollment at the A, B, and C levels, but also classes at the D and E levels. The incorporation of the D and E levels will most probably necessitate temporarily bringing in the current sub-center teachers (on AID personal service contracts) to teach in the Center itself. A teacher-training program to provide assistance in methodology and techniques will have to be developed in conjunction with the addition of these teachers. Presumably then, the Syrian counterpart teachers who are now in the U.S. receiving academic training would replace the PSC teachers upon returning to Syria. This is a point, however, which the SPC and AID may wish to consider further. If the ELTC is to expand into a full-range Center which utilizes AID personal service contract teachers on a temporary basis to teach at the D and E levels, whom should the first returning Syrian counterpart teachers best replace? The project plan calls for the counterparts to replace the professional Georgetown contract teachers, not the PSC teachers. That replacement plan, of course, did not take into consideration a significant expansion of ELTC services. If the original replacement and Georgetown phase-out plans are followed, the temporary personal service contract teachers will probably turn out to be a more permanent feature of an expanded ELTC than the Georgetown University teachers.

3. Facilities and Materials

a. Language Laboratory

Software for use in the language lab is almost in final form with twenty(20) completed series. There are now seven-hundred fifty-four(754) individually taped programs which include topics on grammar, pronunciation, dictation, numerical and spatial relationship problem-solving, listening comprehension guessing games, simulated listening comprehension testing, music with structures keyed to grammatical points, and even avant garde jazz chants which are useful in both grammar and pronunciation. Accompanying this report is a partial index to the tapes. We hope to have a more complete version ready soon which will also include series not yet prepared for use in the lab.

b. Other Equipment

The ditto machine on which we depend heavily for student materials does not function properly due to a maladjustment evidently done by the supplier. The maladjustment has done permanent damage to the machine. We are now attempting to have it repaired locally. Meanwhile, we have asked the AID office if they could assist us by allowing us to use their ditto machine while ours is being repaired so as not to disrupt ongoing classroom activities.

APPENDIX A

Persons Recommended by the ELTC for the "R" Level, Nov. 20, 1978

Sami Abou-Samra	Interior
Marwan Nasri	Interior
Ammar Khaznadar	Interior
Talal Jarrouj	Interior
Khalil Kordi	SPC
M. Walid Al-Nouri	SPC
Ahmad B. Al-Mousli	Education
Abbas Abdul Rahman	Education
Nabil Kamar	Social Affairs & Labor
Wa'el Keilani	Public Works
Farid Sa'ati	Central Organization
Elie Challah	Communications
Bahjat Zaza	Petroleum
Hussein Al-Awad	Health
Ma'moun Kamha	Pharmex
Laila Pentikos	Agriculture
Ibtisan Al-Masri	Higher Education

APPENDIX B

REPRESENTATION OF MINISTRIES AT THE ELTC DURING THE THIRD, FOURTH, AND FIFTH TERMS

	Third Term 5/21 - 3/1	Fourth Term* 9/7 - 11/19	Fifth Term** 11/25 - 2/13
Health	15	10	8
State Planning Commission	15	9	8
Higher Education	7	10	11
Agriculture	7	7	9
Interior	0	13	9
Education	8	6	7
Transportation	1	0	12
Communications	3	4	4
Industry	1	4	5
Public Works	5	3	1
Economy	4	1	4
Water & Housing	1	1	5
Social Affairs & Labor	2	2	1
Information	2	1	1
Petroleum	2	1	0
Finance	1	1	1
Electricity	2	1	0
Meteorology	1	1	0
Central Organization	1	1	0
Pharmex	1	1	0
Council of Ministers	1	1	0
Central Bureau of Statistics	0	0	1

*Those who took the final examination

**Based on class lists after one week of class meetings.

SIXTH

QUARTERLY REPORT

Dec. 20, 1978 to March 13, 1979

submitted by

Walter F. Davison, Ph.D.
Georgetown University
Chief of Party
March 13, 1979

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

1. Enrollment

Enrollment continued at maximum capacity for the Fifth Term (Nov. 21, '78 - Feb. 15, '79). There were only three people who dropped from classes; eighty-seven (87) people took the final exam. Of these, thirty (30) achieved an R level (see Appendix A). Appendix B shows comparative figures for all levels from the beginning of the contract. Due to the great demand for entry into classes at the Center, we were forced to omit approximately sixty (60) people from the class lists at the beginning of the term. This compares with about five people who were denied admittance at the beginning of the Fourth Term (see Appendix C, the second chart).

There was representation from fifteen governmental units during the Fifth Term: Transportation had the largest number of participants followed by the ministries of Higher Education, Health, and Agriculture. Appendix D has comparative figures for representation starting from the Third Term. Representation of women participants held at 28% for the Fifth Term, and it appears to be somewhat higher for the Sixth Term just recently started.

2. Legal Status of the ELTC

The legal status of the ELTC has changed from an informal and provisionally legal entity within the State Planning Commission to that of a formally recognized governmental unit administratively responsible to the Planning Commission and attached to it. The decree formally declaring the existence of the ELTC was signed by the President of Syria and dated February 7, 1979. The law itself is exhibited as Appendix E along with a translation of the points contained therein.

3. Pressure For Expansion

By the end of the Fifth Term, the number of applicants waiting to enroll in ELTC classes grew to one hundred thirty seven people.* Unfortunately, we could accommodate only about 30 of the 137 due to continuing students who occupied places on the class lists. In order to cope with the insistent pressure from various individuals for priority, a meeting was held at the Planning Commission and class lists were drawn up by representatives of the SFC and AID along with the Director of the ELTC. These class lists were altered, however, after the fact as a result of continued pressure on officials at the State

*Some of these 137 had been enrolled in sub-centers and had not formally registered. Thus the actual number of completed registrations did not reach this number.

Planning Commission to admit people who were able to muster sufficient influence.

My recommendation is that future decisions concerning who shall and who shall not be included in the classes be made final at a joint meeting of representatives of the ELTC, the SFC, and AID, and then adhered to after that. To do otherwise is to invite political pressure to be applied.

By the time the class lists were made final at the end of the first week of classes of the Sixth Term, there were still eighty-eight(88) fully qualified and formally registered people left on the waiting list for the term beginning in May. This number, though fairly large in comparison to present capacity, is by far an underestimate of the number of people who will want to enter the ELTC in May. There are now two full classes of Higher Education people at the D level which will, presumably, produce approximately thirty(30) additional applicants for entry under the new agreement providing for 100 academic scholarships per year. The Ministry of Civil Aviation now has approximately twenty(20) people at or above the C level who have not yet registered but who plan to according to the Training Director of that ministry. The other sub-centers will also produce qualified people. Further, additional Higher Education people are continuing to receive scores on the ALIGU test indicating that they are at the C level or above. Another D level class for Higher Education is about to start.

Not counting the approximate one hundred(100) academic scholarship people that AID has agreed in principle to sponsor, there are still the 80-100 non-academic short-term trainees per year involved in other ongoing or upcoming AID projects. If the Syrian government nominates sufficient numbers of people for academic scholarships, then our capacity is nowhere near that required to meet the demand. In fact, it is clear that the Center's capacity is inadequate to meet even current demand, much less greater numbers of participants. The problem is doubly compounded by the fact that the R-level people the Center is now producing have a proficiency level sufficient to enable them to take part in short-term non-academic programs, not academic programs. Perhaps ninety-five percent of the R-level people who come out of the Center are inadequately prepared for almost any kind of academic program in which a premium is placed on reading. A higher level of instruction, more appropriate to the needs of its graduates, ought to be introduced at the Center in order to prepare them for academic studies. All of the staff at the Center are qualified to teach at a higher level. The reason we have not so far is that our objectives were tied to producing proficiency levels appropriate for short-term training.

The Center's output of R-level people based on the results of the past four terms can be put at approximately 80-120 people per year (noting that our current R level is below that required for academic studies). If one assumes that there will, in fact, be 100 potential academic R-level people nominated per year by the Syrian government plus another 30-100 non-academic participants per year for other AID programs, and if a further assumption is made that most of these people will need English language instruction before departing for the U.S., then the teaching capacity of the Center at the A, B, and C levels will have to be expanded by a factor of two if these people are to be accommodated.

The breakdown of classes with our current capacity normally would be the following:

3 A-level classes	(7 sections, 4 classrooms,
2 B	and 6 full-time teachers)
2 C	

If a full-range center is established, the breakdown of classes would probably look like the following, not allowing for any expansion at the upper levels and, therefore, not increasing the R-level output:

3 A-level classes	
2 B	(13 sections, 7 classrooms,
2 C	and approx. 12 full-time
6 D & E	teachers)

If the R-level output is to reach the 160-200 range per year within the context of a full-range center, then something like the following would have to be established:

4 A-level classes	
4 B	(18 sections, nine classrooms,
4 C	and approx. 16 full-time
6 D & E	teachers)

The question naturally arises as to where the additional teachers are to come from. There are now a total of nine counterparts, five in the U.S. and four yet to leave for M.A. studies. Obviously, the number of Syrian counterparts will have to be increased substantially. Depending on how long the current demand for English language instruction lasts, from four to ten (4 to 10) additional people will be required to maintain the Center. Some of the counterparts will also have to assume rather heavy administrative loads and will be unable to devote full-time to teaching. The question of how many additional Georgetown University teachers are needed also must be answered, and in the very near future, if it is planned that the Center will be expanded

to meet increased enrollment demands.

The State Planning Commission is now in the process of having a building constructed (see section 5, below). Supposedly, this building will be able to house the Center by January, 1980. The exact date of the availability of this building would appear to be crucial for the planning required to obtain additional G.U. staff. It is obvious to all concerned that our present location is grossly inadequate. If more teachers are brought out, then there should virtually be a guarantee that there will be classroom space to make use of them. A possible solution to this very probable difficulty would be to open the Center from 8 a.m. to 4 p.m. daily while limiting the afternoon classes to people from the Ministry of Higher Education. In this case, classroom space could be assured for two additional teachers from Georgetown.

By January, 1980, all five of the counterparts who are now at Georgetown probably will have returned. Adding these five to the current six full-time G.U. teachers, eleven full-time teachers would be available for classroom and administrative duties. Eleven teachers would be enough to handle a full-range Center, but there would be no additional output from what exists now. If two more Georgetown faculty were added, there would be enough teaching manpower to cover an expanded capacity for R-level output. As a short-term measure, some of the current sub-center teachers could be used to bring the Center up to full staff.

4. Afternoon Classes Now at the Center

With the signing of the amendment to the contract on Feb. 14-15, 1979, the capacity of the Center was increased from six classes to seven classes while at the same time Georgetown assumed managerial responsibility for the sub-centers. The additional class is being held in the afternoon because we were unable to obtain another room during the morning. This afternoon class was opened only for participants from the Ministry of Higher Education at the A or high B level. An addition to this class, there are two Higher Education sub-center classes also being held at the Center from 1 to 4 p.m. The facilities at the Center are thus being utilized from 8 a.m. straight through till 4 p.m. six days per week.

Since all the afternoon classes at the Center are for officials from the Ministry of Higher Education and since this ministry has agreed to release its people from all other work duties while attending classes, we do not anticipate problems with these participants being able to perform satisfactorily.

The same situation would not exist if ELTC afternoon classes were open to people from other ministries. It is doubtful that other ministries would release their people from morning work so that they could perform efficiently in afternoon English classes in spite of the fact that release from work is one of the most basic conditions for success in an intensive or semi-intensive language program.

5. A Full-Range Center

The State Planning Commission has made arrangements for the ELTC to become a full-range Center with classes from level E to level A. A change in location is required for this to take place. A new building is being built in a central location approximately two blocks from the Planning Commission itself. We have been informed that the transfer to this new building can take place by January, 1980, nine months from now. The new location will have space for twelve (12) classrooms plus adequate supporting space, offices and the like. This compares to the three (3) classrooms and inadequate supporting space we have now. The burdensome transportation problems both faculty and students have now will disappear because of the central location.

In order to accommodate expanded classroom facilities, an enlarged language laboratory will be required. The present lab has 16 student positions, but the console is constructed such that another 8 student positions can be added on for a total of 24 positions. Twenty-four positions, all functioning properly, are enough to handle two normal size classes within a 5 classhour day. With regular size classes the progress of the students will improve significantly.

6. The Position of Sub-Center Coordinator within the Context of a Full-Range Center and PSC Teachers

The sub-center coordinator position as it is now is clearly necessary in view of the fact that the sub-centers are scattered among several ministries, each with its own set of conditions, which require individual attention. Further, according to the policy-setting letter from AID, dated Oct. 1, 1978, the coordinator must also undertake responsibility for the training of American PSC teachers where necessary to help insure a successful program. With the initiation of a full-range center, however, the requirement for a sub-center coordinator becomes less obvious. If all or most of the D and E level classes are held at the new full-range center during morning hours, and hopefully they will be as this would be in accordance ~~to~~ ^{with} present policy of encouraging

morning-hour release for those in sub-centers, then these classes should be treated like any other Center class. They should come under the direct responsibility of the Director or those teachers who may have an interest in certain aspects of teaching at lower levels and who are delegated authority over specialty interests, e.g., beginning writing, beginning grammar, etc.

The teacher training activities which are now part of the sub-center coordinator's duties and which are ~~being~~ for the benefit of American wives could, with some justification, be questioned by the Syrian government as to whether the use of project money for such purposes is appropriate or not. Further, as the Syrian counterparts return from the U.S. and assume full-time teaching responsibilities in a full-range center, teaching duties for all levels can and should be distributed to both G.U. teachers and Syrian teachers. No one would deny that lower level classes are just as important, just as critical for language learning development, as the upper level classes, if not more so. Not to assign professional teachers to lower level classes can not be justified on any methodological grounds. A distribution of G.U. and Syrian teachers in lower level classes follows from one of the originally stated purposes of the project: to establish a functioning center within the framework of the Syrian government before the G.U. teachers are phased out. When the day-to-day management of the Center finally passes to the Syrian counterparts, they must be able to handle not only the A, B, and C levels, but the lower levels as well. Thus, the current PSC sub-center teachers should be used only as a stopgap measure until there are enough regular teachers, i.e., G.U. and Syrian teachers, to take over the classes the PSC people now teach. This may, in fact, may take some time to be realized, but the validity of the principle ought to be agreed on at an early stage. A situation may well develop in which wives of American employees in Syria are a more prominent feature of the project than Georgetown University teachers. This prospect was discussed in the Fifth Quarterly Report. This is definitely not to say that the idea of having non-professional teachers associations and contacts, including teaching full-time, ought to be encouraged as much as possible so that native speakers are available to the ELTC Syrian staff and students. It would be difficult to judge as fair, however, a situation in which non-professional American wives are paid three to four times the rate provided for professional Syrian teachers, and especially so if both are in the same building and do the same work. When the Center is a fully functioning entity within the Syrian government and also managed by the Syrian government, such contacts should be made through the Planning Commission at salaries commensurate with Syrian professional salaries, possibly augmented by additional funds provided either by the SPC

or AID. The sooner this system or some other similar system is developed, the better it will be for the institutionalization of the ELTC.

7. Facilities and Materials

a) Language Laboratory

There are now twenty-one(21) series ready for use in the language laboratory totaling 794 individually taped programs. A completed index for these tapes will be ready soon.

A problem which was anticipated but about which nothing till this time was done due to more pressing issues concerns the use of these tapes outside the Center. A standard feature of any good language laboratory is duplicating capacity so that copies of the available tapes can be taken home for review by the students. Now that there is sufficient software that can be made available to the participants outside of class, what is required is a reel-to-cassette duplicator to meet the many requests we have for duplication. Without a duplicator we are really unable to do any duplication as a request from a single person can tie up the lab assistant for days, and even then the results are not satisfactory since the duplicated tape is not clear due to the fact that it was done on machines not made for that purpose. As the Center grows and more people use the lab, the duplication demands made on the Center will also increase. Such a machine is available in the U.S. for approximately four to five thousand dollars.

b) The Ditto Machine

After several attempts to repair our original ditto machine, we have now received a second machine which can take care of miscellaneous short-run duplication needs. This report is an example. Meanwhile, a renewed attempt to repair the first ditto machine will be made.

c) A Mimeograph Machine

As the Center continues to grow, there will be increased demands for various kinds of print duplication needs which can only be handled properly by a mimeograph machine. Longer run duplicating, permanent or long-term materials, used both for teaching and testing situations require the clearer printing and extended volume that a mimeograph machine can supply. Such printing requirements are usually met by an institution's printing department. Lacking the support of a larger institution, the Center should acquire its own printing facilities that volume and clarity require.

d) The Air Conditioners

After more than 18 months of negotiating and renegotiating with one party or another, the air conditioners mentioned in the original contract arrived and are now in the process of being installed in both our apartments and the Center.

8. Additional Personnel Support

The State Planning Commission tentatively has assigned an additional person to be at the Center during the afternoon hours and, in general, to represent and assist the staff of the ELTC. It is my hope that this person may become involved with some administrative tasks that are difficult for ELTC staff to do by themselves.

APPENDIX A

PERSONS RECOMMENDED BY THE ELTC FOR THE R LEVEL FOR THE FIFTH TERM

Interior

Marwan Ammar
Salman Dalloul
Khaled Al-Deiri
Mohammad Haythan Al Kordi
Bahjat Al-Masri
Salim Nasra

Communications

Nadia Kandalaft
Mohammad Najah Abdullah

Education

Abdul-Salam Al-Mohammad
Adnan Al-Sheikh
Ziad Hamzeh

SPC

Abdul-Wahab Al Masri
Nora Zaher

Economy

Ibrahim Mateuk

Information

Antoinette Nejme

Housing/FICHEH

Raja' Al-Tinawi

Higher Education

Ikias Sabouni
Hiyam Zreyk
Mohammad Ali Abdo

Health

Nidal Fetayeh

Agriculture

Nabila Ahmad
Aziz Murad
Zakariya Al Khatib

Industry

Sana' Barakat

Social Affairs & Labor

Mohammad Robeh

Finance

Hassan Ismail

Transportation

Samir Abou Shameh
Abdul Sultan Kalthoum
Munir Hamed
Adnan Hamzeh

APPENDIX B

SUMMARY ACTIVITY CHART

This chart indicates the number of participants at various levels, the number of people who began each term compared to the number who completed the courses, and the number of R-level people produced for each term from the beginning of the AID-G.U. contract to the present time.

	<u>FIRST TERM</u>		<u>SECOND TERM</u>		<u>THIRD TERM</u>		<u>FOURTH TERM</u>		<u>FIFTH TERM</u>		<u>SIXTH TERM</u>
	10/15/77 to the end of Feb., 1978		3/12-5/18 1978		5/21-8/1 1978		9/3-11/19 1978		11/23-2/13 1978-79		2/15-5/1 1979
	finished	started	finished	started	finished	started	finished	started	finished	started	finished
Level A	16	26*	18	30	27	30	29	30	27	55**	
Level B	13	21	20	30	26	30	27	30	30	30	
Level C	14	25	24	30	28	30	23	30	30	15***	
Total Enrolled	43	72	62	90	81	90	79	90	87	100	
Number of R-level people produced	22		15		22		19		30		

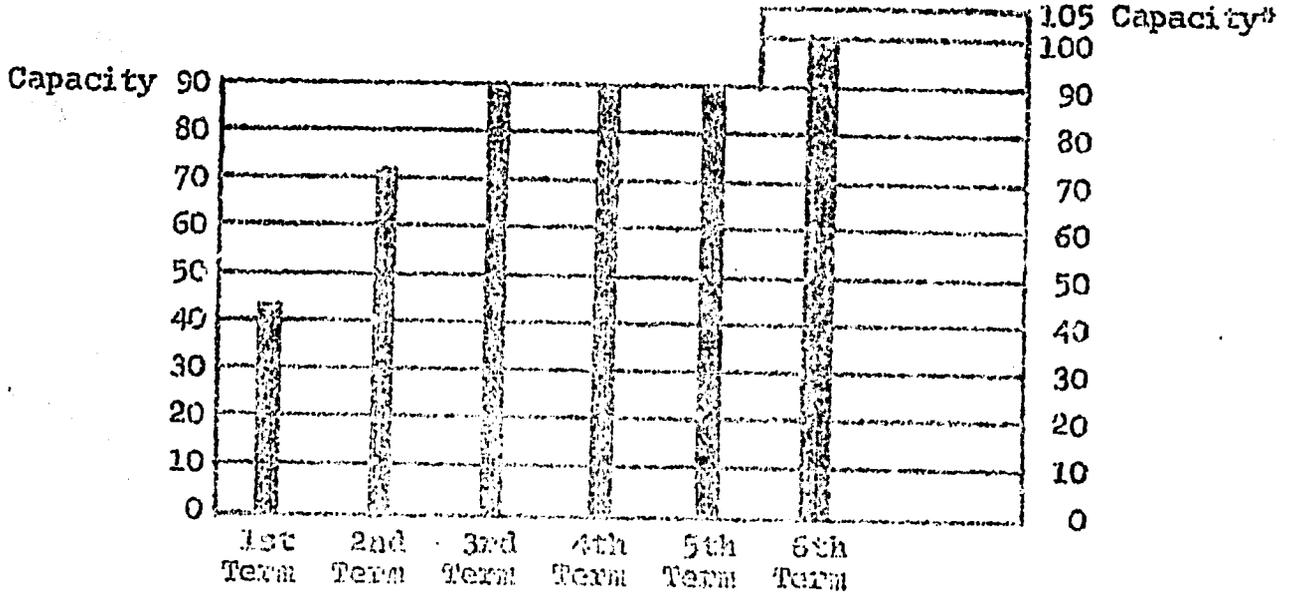
*Seven of these people did not take the final test and, therefore, did not formally complete the courses because they were already at the R level and were at the ELTC in order to review.

**An afternoon class was opened after the Feb. 14-15 amendment authorized an additional G.U. teacher. Thus our capacity increased from 90 to 105 participants. The afternoon class started with 10 students and was open only to Higher Education participants at the A and high B levels.

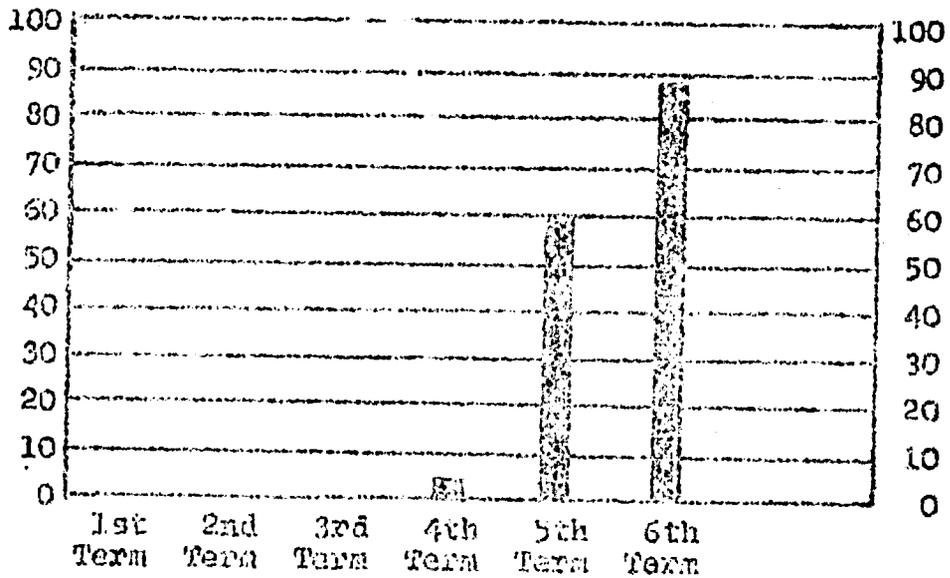
***For the Sixth Term there are three level A classes, two level B classes and only one level C class which meet during the morning. The afternoon class is classified as an A level class.

APPENDIX C

BEGINNING ENROLLMENT FIGURES FROM THE START OF THE CONTRACT TO THE PRESENT



NUMBER OF PEOPLE WHO WERE PLACED ON THE WAITING LIST FOR FUTURE ENROLLMENT



*There were 5 openings in the afternoon class which was open only to Ministry of Higher Education officials.

APPENDIX D

REPRESENTATION OF MINISTRIES AT THE ELTC DURING THE THIRD, FOURTH, FIFTH, AND SIXTH TERMS

	THIRD TERM	FOURTH TERM	FIFTH TERM	SIXTH TERM**
Higher Education	3	10	11	30
Health	15	10	9	19
Agriculture	7	7	8	11
Transportation	1	0	13	9
Education	8	6	7	9
Industry	1	4	6	5
SPC	15	9	8	4
Interior	0	13	9	3
Economy	4	1	4	3
Communications	3	4	3	1
Public Works	5	3	1	2
Housing & Water	1	1	5	2
Local Administration	0	0	0	2
Foreign Affairs	0	0	0	2
Social Affairs & Labor	2	2	1	0
Information	2	1	1	0
Finance	1	1	0	0
Electricity	2	1	0	0
Meteorology	1	1	0	0
Central Organization	1	1	0	0
Pharmex	1	1	0	0
Council of Ministers	1	1	0	0
CBS	0	0	1	1

** Based on initial class lists. Figures for the other terms are based on the number of people who took the final exam.

القانون رقم (٩)

هيئة تنظيم الدولة
الرقم ١٥
التاريخ ١٧ / ٤ / ١٩٧٩

رئيس الجمهورية
بناءً على إحكام الدستور

وطى ما اقره مجلس الشعب بجلسته المنعقدة بتاريخ ١٢ / ٢٨ / ١٩٧٨

ديوان - عمان - عمان

بصدر ما يلي :

- المادة ١ - أ - يندت في الجمهورية العربية السورية مركز لوطايع ادارى يسمى " مركز التدريب على اللغة الانكليزية " ويتبع بالاحتلال الادارى ويتبع هيئة تنظيمها الدولة " مقره الرئيسى مدينة دمشق .
ب - وللمركز فى سبيل تسقيق اهدافه فتح فروع له فى بقية المحافظات او اقامة فروع فيها .
- المادة ٢ - يتولى المركز فى سبيل تحقيق اغراضه المهام المخصوص عنها فى الاتفاقية الموقعة مع وكالة الانباء الدولية الاموية بتاريخ ١٩٧٦ / ٦ / ٣٠ والمصدقة بالقانون رقم ٢٤ / تاريخ ١٩٧٦ / ١١ / ٢٧ .
- المادة ٣ - أ - يدير المركز مجلس ادارة برئاسة وزير الدولة لشؤون التماثيل
ب - تحدد الهيئات الصئلة فى عناية مجلس الادارة ويسمى ممثلوها بقرار من وزير الدولة لشؤون التماثيل .
- المادة ٤ - يحول السيد وزير الدولة لشؤون التماثيل باصدار التامم الداخلى للمركز وتحدد ملامح مجلس ادارته واريقه على بقرارات تصدر عنه .
- المادة ٥ - وزير الدولة لشؤون التماثيل رئيس مجلس الادارة هو عاقد الثقة والامر بصفتها وصرفها .
- المادة ٦ - أ - ترصد اعتمادات المركز بفرع مستقل ضمن موازنة هيئة التماثيل الدولة
ب - يعامل الموظفون والمدرسون فى المركز معاملة موظفي ومدرسي وزارة التربية من حيث التمويينات .
- المادة ٧ - يتم تحديد ملازم المدرسين والحوافين والمستخدمين فى المركز بالتامم الداخلى الذى تصدره من وزير الدولة لشؤون التماثيل رئيس مجلس الادارة ويصدق من رئاسة مجلس الوزراء .
- المادة ٨ - الى ان يتم تشكيل مجلس الادارة وفقا لاحكام هذا القانون يمارس وزير الدولة لشؤون التماثيل جميع الامور المتعلقة بالمركز ويقرر بها من موظفين دون التقيد بشرط المسابقة وذلك خلال مدة لا تتجاوز الثلاثة اشهر من تاريخ نفاذه .
- المادة ٩ - ينشر هذا القانون ويبلغ من يلزم لتنفيذه

رئيس الجمهورية
١٩٧٩ / ٢ / ٧
١٣٩٦ / ٣ / ١٠
١٢ / ٢٢٧
نسخة السنوية
دمشق فى ١٧ / ٢ / ٨٠

APPENDIX E -- TRANSLATION OF PUBLIC LAW NO. 9

The President of the Republic, considering the clauses of the constitution, and the decision made by the People's Assembly Council, at the beginning of the Session of December 28, 1978, issues the following:

Law No. 9
February 7, 1979

The People's Assembly Meeting of Dec. 28, 1978

- I. A. A Center, of an administrative character, named "ELTC," is created in the S.A.R.; it has administrative independence, and is connected with the State Planning Commission; its location is the city of Damascus.
- B. The Center, in order to fulfill its objectives, can open branches in the Mohafazats or arrange courses there.
- II. The Center, in order to fulfill its objectives, will handle the duties mentioned in the agreement signed with USAID on June 30, 1976 and ratified by Law No. 24, dated Nov. 27, 1976.
- III. A. The Center is administered by a managing board, presided over by the Minister of State for Planning Affairs.
B. The Departments represented in the managing board are determined, and their representatives nominated, by decree of the Minister of State for Planning Affairs.
- IV. The Minister of State for Planning Affairs has authority to issue the internal regulations of the Center, to define the responsibilities of the managing board, and its activities by ministerial decrees.
- V. The Minister of State for Planning Affairs, President of the managing board, authorizes the expenses and their payment.
- VI. A. The budget of the Center is reserved as a separate line within the budget of the State Planning Commission.
B. The employees and the instructors of the Center have the same financial status as the employees and instructors of the Ministry of Education.
- VII. The responsibilities of the instructors, employees and janitorial support people at the Center will be determined by the internal regulations that will be issued by the Minister of State for Planning Affairs, and ratified by the President's Council of Ministers.
- VIII. Pending the formation of the managing board, according to the clauses of the present law, the Minister of State for Planning Affairs will assume the responsibilities of the Center and has authority to nominate the employees without the obligation of the employment exam within a period not exceeding three months from the date this law becomes effective.

(continued)

APPENDIX E - (continued)

IX. The present law shall be published and transmitted to whom it may concern for implementation.

President of the Republic

Hafez Al-Asad

Translation by Ibrahim Atallah