

REPORT ON THE EXISTING ENGLISH LANGUAGE TRAINING
FACILITIES IN LIBYA AND SOME RECOMMENDATIONS FOR
THE LONG RANGE IMPROVEMENT THEREOF.

Submitted to the
International Cooperation Administration
Washington, D. C.
January 19, 1958

in compliance with

Contract LCA/W-685, PIO/T 70-69-007-3-80054
Article I, Section B, Paragraph 2.

English Language Services, Inc.
Shoreham Building
Washington, D. C.

Contractor's Statement

This report on the existing English language training facilities in the Kingdom of Libya and the recommendations for the long range expansion and improvement of these facilities is based on the observations of the contractor's senior field officer in Libya during three separate periods: July, 1957; September, 1957; and August-November, 1958. During these periods the field officer had opportunity to participate in numerous discussions with the officers of USOM/Libya, members of the Libyan Ministry of Education and of the Nazirites of Education in Cyrenaica and Tripolitania, and with officers of the United States Information Agency in Libya.

All of the various people with whom the field officer consulted were most generous with their time and advice. In particular, Mr. Charles Morrison, Chief, USOM/L Education Division; Dr. William Becker, Chief Educationalist, Tripolitania; Mr. Richard Cashin, USOM/L Program Officer; and Mr. George Wishon, USIS Grantee English Teaching Specialist, provided valuable information and insight that contributed appreciably to the development of this report.

Finally, without the cooperation of His Excellency Abu Bakr Naama, Minister of Education, and his staff, it would have been impossible to prepare this report.

TABLE OF CONTENTSPART I

Introduction	ii
Need for Libyan Speakers of English	1-3
Structure of Libyan School System	4
Libyan Government Role in English Teaching	5
English Instruction in Elementary Schools	6
English Instruction in Preparatory Schools	6-9
English Instruction in Secondary Schools	10-13
English Instruction in University	13-15
English Instruction in Vocational and Agricultural Schools	15-16
English Instruction in Teacher Training Colleges	16-20
Summary of Common Problems in Libyan Institutions	20-22

PART II

Objectives of Five Year Development Project	23-24
Outline of Five Year Development Project	25-26
Staffing Pattern for Five Year Project	27
First Year of Five Year Project	28
Teacher Training	28-29
Adult Education	30-31
Personnel Recruitment and Training	32-35
Overseas Training for Libyan Students	35-38
Second Year of Five Year Project	38-40
Summer Program - 1960	40-42
Third Year of Five Year Project	42-45
Fourth Year of Five Year Project	46-48
Final Year of Project	48-50
Conclusions	50-51

Introduction.

This report consists of two parts. In the first part, from page one through page twenty-two, an examination of the existing facilities for English language training within the Libyan schools is made. All parts of the school system are discussed, and all aspects of the language training program are examined. Teachers, books, methods, students, classes, examinations, are all considered and commented on, and at the end of this first part an outline of the problems is given.

The second part of the report covers from page twenty-three through page fifty. It begins with the objectives of the proposed development plan for language training and then outlines the plan. It is thus clear that the plan in the second part is designed to correct the faults discovered and explained in the first part.

The plan that is developed could result in a sound language training program for Libya, but in order for its potential to be realized a great many people would have to work hard, overcome many obstacles and endure many frustrations, make many mistakes, and finally accomplish less than they set out to. But the end result would be worthwhile, and would have great value for Libya's progress as a nation.

PART ONE

Need for Libyan Speakers of English.

As the economic development of Libya continues to accelerate, with its accompanying increase in political, social, and economic contacts between Libya and the other countries of the world, the need for Libyans who are capable of speaking and understanding English, and of reading and writing it, grows rapidly. The unprecedented growth of English as the major second language in many countries during the last ten years has made of it a common means of communication, both written and oral, between the peoples of divergent language and cultural backgrounds. With more than 250,000,000 people speaking English as a native language, and with almost as many other people either speaking it or preparing to use it as a second language, it is obvious how important English has become in the contemporary world.

Every year more Libyans travel abroad, either as official representatives of their government or as private citizens, in areas in which English is used as a common second language, and every year more people from those countries in which English is either the mother tongue or the common second language visit Libya. Thus it becomes clear that to facilitate and make profitable these increasing contacts between the people of Libya and those from other nations it is vitally important to make sure that the means of communications without which such contacts are difficult to develop are strengthened. Since English is in today's world the principal language of inter-cultural communication, by developing in Libya a program for English, the ability of Libya as a nation to participate in the activities of today is enhanced.

Not only is the English language increasingly used in personal contact situations between peoples of divergent linguistic backgrounds, it is also used to a great degree as a technical and scientific language. Many of the major scientific publications of the world are either written in English or translated into English, whether they originate in countries in which English is spoken as the native language, or where it is used as a second language. Journals dealing with international aeronautics and radio communications are printed in English, and at international conferences dealing with these and other subjects the common language is frequently English. Thus as the Kingdom of Libya increases its contribution to science and technology it will need more people who are familiar with English and able to make use of the vast resources of written materials that are available in no other language.

In particular, students who are studying technical and scientific subjects need English if they are to have a means of access to much of the information in their fields. Many textbooks and training manuals are written in English, and the instructions for the operation of scientific equipment are frequently in English. As more Libyan students enter universities in Libya or abroad each year, there will be an increase in demand for the ability to read books in English, for the students will want their

educational experiences to be as broad as possible, and the knowledge of a major second language demonstrably increases a students chances to widen his education.

Furthermore, one of the problems confronting many of the people who are working in Libya in the various technical assistance programs and in private enterprise, is the difficulty of communications, both oral and written. To make sure that the technical assistance that Libya receives is used as expeditiously as possible it is imperative to have between the cooperating parties a clear understanding of what is being done or what is being attempted. That this desirable understanding is frequently absent as a consequence of the inability of the cooperating parties to communicate effectively with each other is all too clear to those officials, American and Libyan, who have worked in the assistance programs. A larger number of Libyans who were trained in English as a second language would do much to eliminate one of the major obstacles in carrying out a successful technical assistance program.

While it is not possible to state explicitly how many Libyans who are fluent in English as a second language are needed in Libya today, it is relatively simple to categorize the groups of people who might need English in the course of their work. The following groups would be included:

- I. Government officials who work with English speaking people in Libya, either those whose native language is English or those who use it as a common second language.
- II. Government officials who represent Libya abroad in areas in which English is the native language or the common second language.
- III. Students who are sent overseas to universities and to technical schools in which the language of instruction is English.
- IV. Students in Libyan educational institutions whose work requires that they read English language publications.
- V. Army officers who are in contact with English speaking people.
- VI. Businessmen who travel abroad in areas where English is used.
- VII. Businessmen and merchants who import goods and equipment from countries in which English is used as a commercial language, and import equipment for which the accompanying technical data is written in English.
- VIII. All people working in the field of international communications.
- IX. People owning and working in establishments frequented by English speaking people. This would include the proprietors of hotels and shops.

- X. People working in the rapidly developing tourist industry who have occasion to deal with foreign visitors to Libya who use English.
- XI. Editors, publishers, and writers in newspapers and journals.
- XII. All teachers above the elementary level, but particularly English teachers.

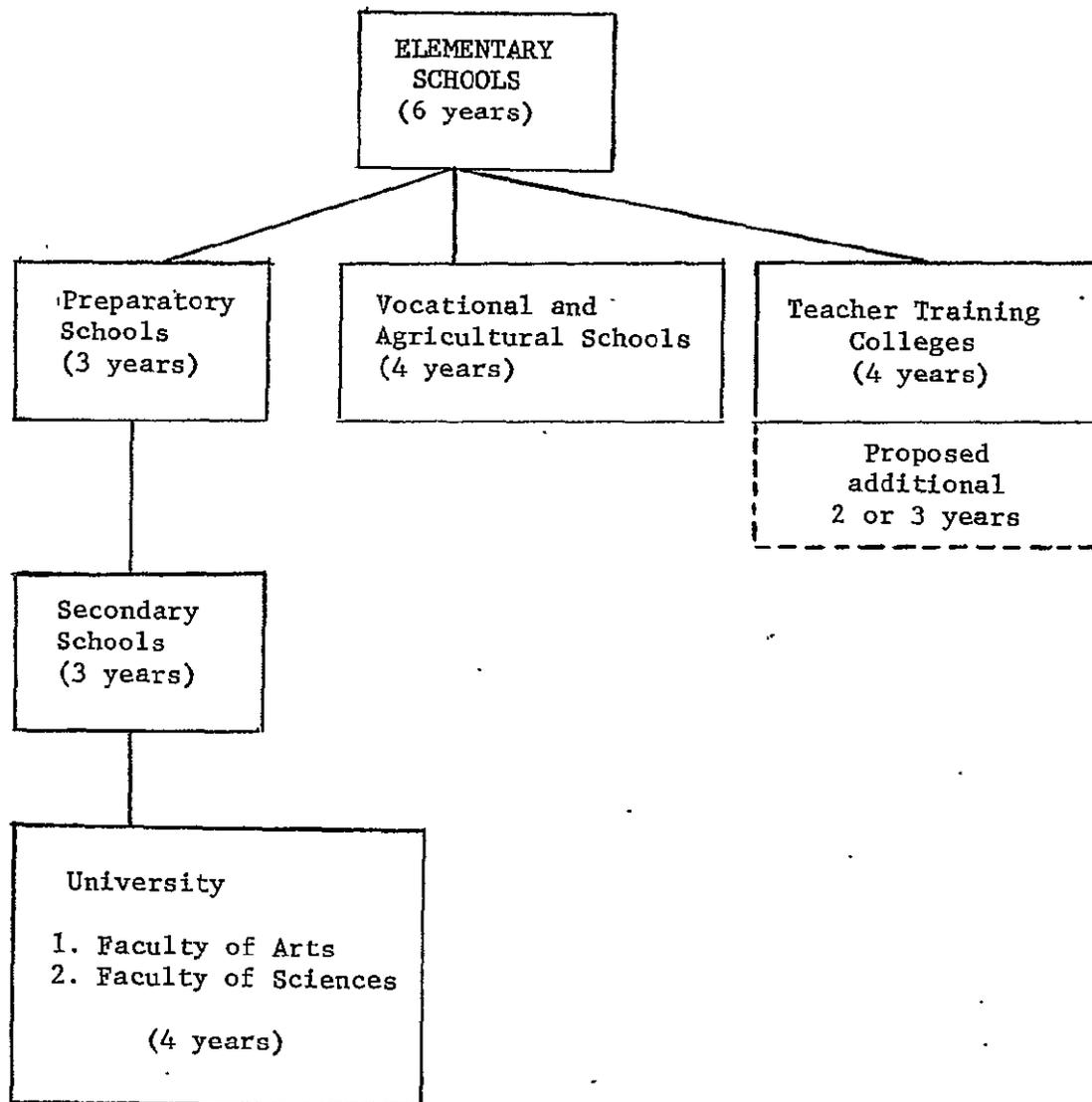
It would be possible to list even more categories or to make sub-categories, but from the foregoing it would seem clear that within the overall educational system of Libya, if the need for English speaking people is to be met, English is going to play a major role. The needs for competently trained English speakers are currently sufficiently great and will remain so for the next ten or more years to warrant major attention being paid to the development of a program for language training and for training language teachers.

During the next five years, which may be considered as critical, when the demand for English speakers is growing rapidly, and while it is not possible to meet this demand with the available number of Libyans whose command of the English language is adequate for the work that must be done, it will be necessary to explore the possibilities for the development of a program that can provide intensive training to people other than students. Such a program would be considered as a temporary expedient, for once the Libyan schools were strengthened to the point that graduates were competent in English, the temporary training program would be abolished. It is within the existing framework of the Libyan schools that English teaching will ultimately be done, and any other program for training will have to be considered as temporary or supplementary or both.

Thus the major objective of any program that is introduced into Libya, or that is implemented under the contract that provides for this report, will be to develop the facilities for English language training within the schools, and to provide for the training of teachers to work in the schools. This report is predicated on the belief that the schools must provide the means for Libyan students to learn English, and consequently that it is the responsibility of the schools to develop their programs, rather than to relegate this responsibility to other organizations or institutions.

To develop a program for upgrading the command of English throughout the country by working through the school system, it will first be necessary to make a preliminary examination of the program as it now exists. After this has been done it will be possible to make suggestions about what changes will have to be made and how these changes can best be implemented in order to guarantee that Libya will be able to meet its requirements for English speaking personnel in all of the categories that have been outlined.

Structure of Libyan School System



Administrative Responsibilities

- I. Ministry of Education (Federal). Responsible for overall educational policy and for curriculum development. Responsible for staffing and for the administration of the University.
- II. Nazirites of Education (provincial). Responsible for the implementation of Federally determined educational policy in primary, preparatory, and secondary schools.

Libyan Government Role in English Teaching.

Within the overall framework of the Libyan educational system there are provisions for English language training in all institutions above elementary school. However, the programs in the various schools differ appreciably and must be considered separately. Before undertaking an examination of the English programs in the schools it is necessary to investigate briefly what the Libyan government does through the Ministry of Education and its subdivisions in the field of English teaching.

Policy guidance for all instruction in the Libyan school system is the responsibility of the Ministry of Education which is a division of the Federal Government. The officials of the Ministry decide what subjects will be taught in the schools, how many hours each year will be allocated to each subject, what syllabus will be followed, and who will do the teaching. It is through the Ministry that teachers for the Libyan school system are recruited, and it is with the Ministry of Education that foreign teachers sign contracts. An exception to this contractual procedure are those teachers who are contracted for by the Libyan-American Joint Services Administration for teaching in the schools - the Teacher Training Colleges, the Agricultural College, and the vocational schools - that are supported by the Joint Services Administration. Regardless of the nature of the individual teacher contracts, all English teachers in Libya are recruited under the supervision of the Ministry of Education and are subject to policy guidance coming from the Ministry of Education.

The actual implementation of Federally determined educational policy in all educational institutions with the exception of the University is the responsibility of the Nazirites of Education in Tripolatania and Cyrenaica. In each of these Nazirites there is an Inspector of English Language Studies whose responsibility it is to supervise the work of English teachers in the province under this jurisdiction. In addition to supervising the teacher's activities, the Inspector has the responsibility of recommending books to be ordered for the programs, although the final approval of such orders must come from the Ministry, of developing procedural techniques in the various schools, and of preparing examinations and supervising their administration. At the present time the inspectors of English Language Studies in Libya are both British subjects who are contract employees of the Libyan government. Not only do they supervise the work of the teachers in the government public schools, but they also have the responsibility for directing the activities of the teachers in the Joint Service Schools.

The Ministry of Education is in charge of the administration of the National University of Libya. Both the Faculty of Sciences in Tripoli and the Faculty of Arts and Letters in Benghazi are under the direct federal control of the Ministry without the intermediary of the Nazirites. In these schools the English language training program is under the supervision of the professors of English who are responsible to the deans, and the deans to the Rector of the University who is in direct contact with the Ministry of Education.

English Instruction in Elementary Schools.

English language instruction is not presently offered in Libyan elementary schools. Up until 1955 there was an attempt made to provide language instruction in the elementary schools, but because of the critical shortage of qualified teachers this plan was abandoned. It does not seem likely that English will be re-introduced into the elementary curriculum in the immediate future, nor does it seem desirable, for there are not enough teachers available to implement such an ambitious program. It is eminently desirable from a pedagogical point of view to introduce all foreign language instruction at the earliest possible time, but from a practical standpoint until there is a much larger reservoir of teachers such a project would be impossible.

The Preparatory Schools.

It is in the first year of the preparatory schools that English is introduced into the Libyan educational system. Presently the majority of the teachers teaching English in these schools are third country nationals, primarily Egyptians and Palestinians. Many of these teachers owe their positions to their ability to speak and understand English, not to their training as teachers, for as far as it is known, none of the teachers now employed in Libya have been trained in modern techniques of teaching English as a foreign language. This does not suggest that the teachers are not doing a good job, for many of them are, but they are doing it in a less efficient manner than would be possible were they to have professional training.

During the first three years of training in the preparatory schools English is taught four hours a week during the entire academic year. Classes tend to be larger than might be desirable from an ideal point of view, for they average over thirty students. The large size of the classes makes it impossible for the teachers to devote much attention to each individual student, and time cannot be taken to correct each pupil's mistakes. As a result many students form bad habits in their first years.

Throughout the first year of instruction the principal objective of the teacher is to develop in his students an ability to deal with the English alphabet and writing system, which is a very demanding task, for not only must a student learn twenty-six characters that are new to him, but he must also master a system of presentation that reverses what he has been taught for the previous six years in elementary school. There has been too little research on the physiological and psychological problems involved in learning a language that reverses the reading direction of one's native language to provide evidence for a definitive statement about what should be done in introducing Arab students to English orthography. Nevertheless, many teachers feel that the first year of instruction, during which the writing system is introduced, is crucial for the student's subsequent development. Undoubtedly one of the chief causes of the difficulties encountered by many students in their advance language courses is their failure to master

thoroughly the fundamentals presented in the first year. Moreover, since throughout the introductory year the most emphasis in the course is placed on written work, insufficient attention is paid to training the students in spoken English, which is understandable if it is kept in mind that students and teachers alike feel that the most important objective is to have the students reading English as quickly as possible. One result of this emphasis on mastering written work is that students complete their first year with a very incomplete understanding of the phonemes of spoken English. Because they do not understand spoken English and because they have had no chance to hear English spoken by native speakers, they develop bad speech habits, if they speak at all, that hamper their later development.

In the second year in the preparatory school English is again taught four hours a week. It is assumed, often with little basis in fact, that second year students have mastered the orthography of English, so considerable importance is placed on reading and beginning composition during the second year. Since large classes prove rather difficult to manage if oral-aural techniques are employed, continued emphasis is placed on developing the student's ability in reading and writing English, unfortunately at the expense of training him to understand spoken English or to express himself verbally. This same problem exists in the final year of preparatory school, so that by the time a student graduates from preparatory school he may be fairly proficient in reading and writing simple English, but is apt to be completely unfamiliar with oral English. Thus his educational experience from the onset is in diametric contradiction to what modern linguistic science accepts as sound pedagogical practices.

While it is desirable from a pedagogical point of view to place as much emphasis as possible on the mastery of spoken English during the introductory years, it is understandable from a practical point of view why less attention than should be is paid to spoken English and a disproportionate emphasis placed on written work. Very few of the teachers are really competent in oral English, and those few who are have not been trained in the methods of passing on their own competency to their students. Also, the examination system, which requires that all students must pass a written exam before they are eligible for promotion, tends to emphasize the written form of the language at the expense of the oral. Consequently, by the time a student is ready for secondary school, he has formed bad speech habits that have not been corrected, and lacks the fundamental skills upon which real mastery of English must rest. In many cases such students have the potential to develop into good speakers, but have had no real opportunities to develop their potential.

There is no doubt that the teachers in the Libyan preparatory schools are cognizant of the fact that emphasis must be placed on written work at the expense of oral work, but some of the reasons for this misplaced emphasis must be considered as very negative and quite removed from any application of linguistic science. In the Teacher's Handbook intended to accompany the first primer in English one of the real reasons why so much emphasis is placed on written work is quite clearly stated.

The teacher's decision as to when to start handwriting must depend (among other things) on the size of the class and the shape of the classroom. With a class of under twenty-five boys or girls, well graded, sitting in a classroom which is wider than it is long, oral work is easy. But in a big class each boy gets a question very seldom, and so the boys tend to become restless; and mass petitions are noisy. In a deep class the boys sitting away at the back tend to get out of hand. An oral lesson is in all circumstances a strain on the teacher, and an oral lesson plus difficulty in class-management is a very great strain. (1.)

Thus pedagogical theory is sacrificed to the expediency of maintaining discipline, and instead of getting a sound foundation in oral language work which is indispensable for the development and mastery of any foreign language, students spend their time doing exercises that are devised not with learning as the goal but with discipline in mind. The end that the teacher strives to attain is preservation of the status quo in discipline, and all learning becomes subordinated to this rather cynical goal.

With such an educational philosophy serving as the methodological determinate, it is understandable why the teachers and students alike look upon their hours of English language study as a chore rather than a delight. And, as a result, the methods they employ are pedagogically unsound, since they are predicated on a negative approach to language teaching.

The textbooks employed in all of the preparatory and secondary school language training programs in Libya are the Michael West New Method English series for the Arab world. In some cases these are supplemented by the Johnson Modern Readers. Both of these series are published by Longmans, Green and Company in London. Since this report is of a general nature, detailed analysis of each of the texts will not be given, but instead an overall consideration and evaluation of the texts in general will be presented.

In the hands of a gifted or inspired teacher, the textbooks used in English language education in Libya would be adequate, for such a teacher would make the best possible use of them, using them as a basis for his teaching program, but not limiting himself merely to presenting the material in the texts with no supplementary outside materials. The fact that the books all have supplementary Arabic vocabularies makes them particularly attractive, as does the fact that they were prepared especially for Arab students. However, in preparing these books for Arab students, the emphasis has been placed on the urban cultural situations in which they might be used rather than on the particular linguistic problems that will have to be coped with by native speakers of Libyan Arabic. Until there have been

-
1. West, Michael. New Method English for the Arab World, The Teacher's Handbook to the Primer. Longmans, Green & Co., London, 1951. pp. 7.

textbooks especially prepared for Libyan students and designed to help them overcome their problems, other texts will have to be used, some of which will have the faults found in the books currently employed. The greatest faults in the books are omissions rather than mistakes. The books are not linguistically and culturally designed for Libyan students, which renders them less than perfect. However, the following specific criticisms are applicable:

- I. Emphasis on formal written forms of English that are almost never used in speech and rarely used in writing. (Emphasis on distinction between "shall," and "will," and refusal to use contracted forms "I've," for "I have," and "doesn't he," for "does he not.") It must be pointed out that this is something more than a statement of preference for American to British forms, for the spoken English that one hears all over the world today uses the contracted forms, and even in a comparison of British and American publications one finds that in both the contracted forms are most generally used.
- II. Lack of emphasis on particular sound problems that native Arabic speakers have. Since the approach to language training stresses the written at the expense of the oral this shortcoming is understandable, but it remains a fault. There are no exercises in the book designed to deal with such specific problems as the distinction between the "p" and "b" sounds in English, a problem of considerable magnitude for the native Arabic speaker whose language does not make this phonemic distinction. This is but one example of the failure to include sound drills.
- III. Inclusion of vocabulary items that are infrequently used in common English speech or are used almost exclusively in literary situations. A student is required to learn terms that have no utilitarian value for him.
- IV. Specific development of texts for a context rather removed from Libya. The New Method Readers were developed primarily for use in Syria, Jordan, and Lebanon, while the Modern Readers were developed for use in Egypt. As a result the books are filled with place names that are foreign to Libyan students and hence less meaningful. If a student who knows perfectly well the distance from Benghazi to Tripoli is asked how far it is from Baalbek to Aleppo and can't answer, it is difficult for the teacher to know if he is unable to answer the question because he doesn't understand the question form (How far is it from...to...?) or because he doesn't know the answer.
- V. At the introductory level much of the actual content of the books is derived from cultural situations very foreign to the background and experience that can be assumed to be common to Libyan students. The texts are not sociologically suited for the context in which they are used. That is, while the books might be adequate for teaching English to urban Lebanese students in Beirut, they contain many references to

experiences and situations that someone from Derna or Tobruk might find completely meaningless. As a result, Libyan students are apt to become indoctrinated with the idea that English is useful for them only when they are removed from their own cultural situation.

English Instruction in Secondary Schools.

By the time a student begins his three years of study in secondary school where English is required and is considered as an integral part of the overall curriculum, he has had three years of instruction in preparatory school. In theory he will have mastered English pronunciation, by which it is meant that he will be able to make all the sounds used in English in a recognizable if not exact manner, and will also have mastered the Latin alphabet. He will have developed a certain facility if not fluency in both oral and written expression, and be able to understand either oral or written instruction. He should be ready for the serious study of advanced English where the emphasis will be on literature, style in expression, and continued growth in the understanding of a language and the culture that the language represents.

Unfortunately, in fact, even if the advanced courses that might be expected in secondary school were available for a student, he would not be ready for them. When the average Libyan student - and it must be kept in mind that these remarks in no way are intended to reflect unfavorably on the competence of the Libyan students, who are neither less nor more gifted on the average than students in any other country - reaches secondary school, even though he has had to study English for three years and has had to pass examinations in English in order to be promoted, his ability in English is not very great. He is not used to hearing English spoken at all, and consequently doesn't understand it unless it is so spoken as to bear little resemblance to what he might accept as standard American speech. When he does hear spoken English, in order to understand it a rather complicated process begins in which the student first tries to visualize in a literal sense the words he hears or thinks he hears; i.e. to write them down in English in his mind. Once this has been done he makes a quick translation into Arabic to make sure that he understands what he has heard and written down, and then he replies by thinking of the Arabic response, imagining written translation of this response into English, and then attempting to read the imagined translation. This is what is considered oral English, and this is the laborious process that a student goes through when he "speaks" English.

In writing English the situation is not a great deal better. If a student is asked to write a composition in English and is allowed to make notes before writing out the final copy, which is usually the way compositions are assigned, the notes are generally written in Arabic, and the English composition becomes a translation of the Arabic. If such a composition were written in acceptable English or showed that the student really understood English, the exercise would not be without value, but most such compositions in their final form are rather literal translations

in which the laws of English sentence structure, tense agreement, and meaning are not followed, but Arabic equivalents are substituted on a word for word basis. Any teacher who has read such compositions is instantly able to pick out numerous examinations of literal translation, beginning with the possessives - "John did go to the house of his uncle yesterday" - and proceeding on through vocabulary items - "John was dead yesterday. He went to the sea and sank". While it is possible to attribute to such writing a certain naive charm, it is not possible to consider such compositions as acceptable English.

The reason that the student beginning his secondary education has not mastered the fundamentals that he needs for subsequent development has been shown in the examination of his preparatory study. There has not been sufficient emphasis on oral work and there has been too much emphasis on translation and written work. Unfortunately this distortion continues throughout secondary school, and in fact even increases. The students are assumed to be competent in oral English which they demonstrably are not, and the emphasis in the secondary program is placed on written work, both composition and translation. Bad habits developed in preparatory school are enforced rather than remedied, and the mistakes that students make are compounded rather than corrected.

Fortunately for some few Libyan students there are in several of the secondary schools excellent teachers who do as much as they can to redress the mistakes made in preparatory training. Currently the British Consul provides five teachers in Libyan secondary schools in whose classes much emphasis is placed on the oral mastery of the language while written work is to some degree de-emphasized. To concentrate on oral work at the expense of the written work may be completely desirable from a pedagogic point of view, but as long as the students are tested primarily on their ability to read and to translate this emphasis may produce the undesirable result of having students fail their written examinations. However, in interviewing Libyan students at the University who had graduated from the secondary schools, it was easy to pick out those students whose instructions had been native speakers of the language, for they were both able to speak and to understand spoken English.

Again in the secondary schools the problem of books is paramount. The students are required in terms of the syllabus determined by the Ministry of Education and implemented by the Nazirs through the English Language Inspectors to read certain books in their class work. These are the Michael West graded readers. While some few of these books are interesting from a content point of view and offer absorbing adventure stories, they are essentially unsuited for the students needs and tend to be rather dated. A far more desirable situation would be created if there were a wider range of choice allowing for the individual needs and interests of the students. A single book for the study of grammar in the secondary schools might be used and different readers could be made available, but under the present rigid system of text selection this is impossible. Also, by the time students have entered the last two years of secondary school they should

have developed sufficient ability in reading to do independent outside work, but even if this ability existed, which it seldom does, there are not sufficient library facilities to make books available to the students. As a consequence there are students who, had there been adequate library facilities available and some method of developing the individual initiative of the students, might have made considerable progress in learning and using English, but instead reflect that apathy all too common in American students who have experienced a dull, unimaginative foreign language course.

Partly responsible for the situation in the secondary schools is the rigid examination system, in which students in each successive year are examined in much the same way on the material that was taught to them as well as to the class that preceded them and will be taught to the following class. By making the students' success or failure depend upon the results of a final examination that the actual classroom teacher has no part in developing, disproportionate emphasis is placed on a single aspect of what should be a total learning experience, and the end in studying the language becomes to pass one examination rather than to learn functional English. This emphasis on the preparation for examinations permeates the entire educational system, but its results are particularly devastating in the language training program, where the teachers have virtually no choice but to prepare their students for the exam, even though to do so is to make it extremely difficult for them to learn any useful English.

Thus throughout the secondary schools' English language training program the same faults that plagued the preparatory program exist. The secondary teacher assumes for his student a preparation that he knows from experience they do not have; what the students should know in order to validate the approach to language teaching used in the secondary schools they do not know. Consequently all subsequent development is based on a hypothetical rather than a real basis, and the result is that the language training program is forced into a theoretically sound pattern which is in fact not practical. For example, if a student is assumed to know 2,000 vocabulary items - this means in effect that he knows one Arabic equivalent for each of 2,000 words in English. For example, if asked what the word "light" means, a student will say "not heavy", but will say nothing about "not dark," "to make burn," etc. - when in reality he knows only 1,000 and then is asked to read a book that requires him to know 2,000, he will find the work beyond him and then lose interest.

The program then is constructed not on the realistic basis of what students do know but on the hypothetical basis of what they should know. The teachers are sufficiently experienced and realistic enough to comprehend the discrepancy between a postulated norm for student preparation, an average development, which is below the norm, and the numerous individual students whose level of achievement is below the average and far below the norms established by the educational theoreticians. To give a concrete example of this situation let it be assumed that the syllabus for the third year of secondary school calls for students to have an English vocabulary

of 3,000 words. The teachers know that the students will not know all of these words, so they assume that the students will have a vocabulary of only 2,500 words, but in reality the majority of the students will know only 2,000 words. Thus 3,000 words should be known, 2,500 words are assumed to be known, and 2,000 words are known. With these obvious discrepancies between the postulated basis of the program and the factual reality within which the program must be developed it becomes easier to understand why the students and teachers are apt to look at the work they are required to do in English as a burden to be rid of rather than as a profitable educational experience. Nor are they wrong at looking at it in this way, for in many cases for the students and teachers, because of the faults that have been pointed out, it is a task to be completed rather than a vital learning experience. And yet the need for English speakers is clear.

Compounding the problem of discrepancy between theoretical assumptions about student ability and factual realities of students' abilities is the adherence on the part of the Ministry and the individual teachers to a rigidly determined program that does not correspond to students' needs and interests, and which is directed more towards preparing students to pass an examination than to learn English. To modify these concepts will be difficult without introducing sweeping changes in the entire educational system, which in turn will demand some fundamental re-evaluation of educational philosophy in Libya. If this is done there will be the possibility of rejuvenating the program and making it realistic in every way. However, such rejuvenation will demand new methods, new ideas, new materials, and new texts, as well as trained and dedicated teachers.

English Instruction in the University.

Very little will be said about the University program here, as the operational scope of the contract under which the report is being prepared does not include work at the University, and whatever projected changes take place will not occur at the level of the University. The basic obstacle that the University programs face is the lack of preparation of University students in English, whether these be students whose major interest will be in English or those who will have only slight need for an ability to read the language for other work they will be doing. From what has already been said about the programs in the preparatory and secondary schools it is possible to have a fairly clear idea of the proficiency of students by the time they reach the University. Most of them will have little ability in the oral-aural use of English and will be unaccustomed to using English as either a means of communication or as a source of written information in any specific subject-matter field. However, as a result of fairly thorough training in English during their pre-University training over a six year period they will have developed an idea, though not necessarily functionally applicable, of English sentence forms and structure, and a vocabulary which is composed of the words they have learned from their texts and whatever they might have picked up elsewhere.

Basically one may consider that the average Libyan student on entering the University has a poor to fair passive knowledge of English. By passive knowledge it is meant that he is familiar with a good deal of the information about English - i.e. he knows that in complex sentences the verb form in the principal clause determines the verb form in any subordinate clause, and that there are rules of agreement for these verb forms - but that he isn't able to translate what he knows correct English should be into correct English in use. He will know that the auxiliary "did" is used in the question from following the interrogative adverbs "where," "when," "what," etc., but in both writing and speaking he will frequently use sentences such as "What he said?" or "What he did?" Thus his knowledge of English, while it may be relatively extensive, remains essentially inert, and is of little practical value to him.

Those students who are enrolled in the Faculty of Letters in Benghazi, where it is possible for them to major in English and to study under native speakers, have excellent opportunity to turn their passive knowledge of English into active knowledge, but the students in the Faculty of Science in Tripoli, lacking at present any opportunity for instruction in English, will have no chance for much progress. This situation is indeed regrettable, for many of the professors at the Faculty of Science have commented on how indispensable a knowledge of English is for their students, who should be able to do research in source materials written in English. It is important that something constructive be done to provide for the requisite training in English for these students at the Faculty of Science in the immediate future, for if they are going to continue their studies in English language graduate schools, as many of them plan on doing, it will be imperative for them to have some knowledge of the language in which they will be working.

From an academic position it is quite understandable why the emphasis on the Faculty of Arts' English language program should be on familiarizing students with the written literatures of English speaking cultures, for it is assumed that by the time a student reaches the University he has mastered the mechanics of the language and is ready to explore its literature. Unfortunately this assumed mastery of the mechanics, as has been shown, has little basis in fact, for the students have not mastered either the spoken or written mechanics of the language, and before they embark on an ambitious study of English literature that includes Chaucer, Shakespeare, and Milton, they should first upgrade their command of English as a means of communication. Until this is done they waste in their study of literature a needless amount of time in going back to fundamentals that they should have, but have not, mastered before they finished secondary school. This dilemma is clearly apparent to the professors, but within the rather rigid program there is no time, nor should there need to be, for a return to fundamentals. One possible solution to the problem would be the introduction of intensive language training seminars during the summer for University students in which the emphasis would be placed on the development of required communication skills rather than on literature.

Present plans call for the University to provide trained teachers for the Secondary schools and eventually for the preparatory schools, but

nothing is being done at the University to train students to become language teachers, for the entire emphasis of the program at the University is upon literature. No courses are offered in linguistics, in phonetics or phonemics, or in the techniques of teaching English as a foreign language. Consequently, when students are graduated from the University and begin teaching in secondary schools, they will be unable through lack of preparation to attack the fundamental problems that have been outlined in the descriptions of secondary and preparatory education in English, and as a measure of discipline will have to fall back on teaching translation and commenting on the meaning of the words in passages they read from required texts. Until a realistic approach to the problem of training language teachers to operate in the context of the Libyan school system is developed, it will remain very difficult to introduce those changes that must be made if adequate training for such teachers is to be provided. In the meantime it is likely that present methods, antiquated as they are for the real needs of Libyan education, will be followed.

English Instruction in Vocational and Agricultural Schools.

Although the responsibility for the operation and the organization of the vocational and agricultural schools in Libya is primarily under the control of the Nazirites of Education, the Libyan-American Joint Services Administration has a major role and interest in these schools, for they are supported in large measure by direct contribution from the Joint Services and are headed by directors appointed by this organization. The overall educational philosophy of these schools has been determined independently, at least in part, from that of the rest of the educational system, and in large measure these schools serve to train personnel who, when they have graduated, will help alleviate Libya's critical need for trained agricultural workers and for trained technicians. However, in spite of this independence from nationally determined and applied educational policy, the schools offer precisely the same kind of instruction in the English language as is found in the secondary and preparatory schools.

While it is possible to take exception to the rationale determining the direction and techniques of English language instruction in the preparatory and secondary schools, it must always be borne in mind that these institutions must have programs designed to train students who will go on to the University. As a consequence of this purpose the program may seem to be overly academic. The function of the English language training program in the agricultural and vocational schools should not be the same as the program in the preparatory and secondary schools, for they do not train people to go on to the University, nor are they burdened with the rigid examination requirements found in the other schools. In spite of this difference in purpose and flexibility in administration neither the vocational nor the agricultural schools have developed language training programs that differ appreciably from those described in the preparatory and secondary schools. In both of these non-academic schools the emphasis soon becomes on the written rather than the spoken language; and in both the texts used are primarily adventure stories from British literature.

Certainly it would seem clear to the investigating educator that the language needs of students in vocational and agricultural schools are going to be different from those in University training schools. Agriculture and shop must have particular problems that might be of vital interest to students looking into these fields as a life-long career, yet nothing in the existing curriculum reflects these needs and differences. For this there are a number of very cogent reasons:

1. Lack of qualified teachers.
2. Teachers without training in course material development.
3. Lack of specialized course materials.
4. Lack of data on real needs.
5. Lack of understanding of the ultimate role that the English language will play in a student's educational and vocational life.

When a student enters either the vocational or the agricultural schools from elementary school he begins an English language study program that will last four years. In the first year he must become familiar with the Latin alphabet and with the phonemic structure of English. (In fact he does the first but not the second of these.) In the second year he should complete his mastery of the basic sounds and structures of English, and in the third and fourth year study that particular kind of English that will be most useful to him in his career. Instead of following this rational plan, the students in the agricultural and vocational schools, after their second year, go into a third and fourth year that provide them with an educational experience that has little if anything to do with their potential activities for the rest of their lives. As a result of this rather sterile program, since the students can see no remote use for what they are doing, they become rapidly disinterested in the study of English. The total educational consequences of this program may be far more inclusive, for a lack of interest in one subject that is felt to be meaningless and arbitrary may soon become a lack of interest in education in general, the end result of which is all too clear to people who have worked in the field of education. It would be far better to develop a program in which language learning, by being related to the overall educational experience of a student, would have a validity of its own, and play a meaningful part in his work. Such a program, nowhere in evidence in Libya at present, could well be developed by trained and conscientious teachers if they were allowed some freedom in planning the work that their students should do.

English Instruction in Teacher Training Colleges.

A rather detailed examination of the existing program for English language training in the Teacher Training Colleges will be made, for it is in these colleges that the proposed new program to be provided by the contractor has been first activated. In view of the specifications of the contract

that call for development of teacher training programs, brief notice should here be given of the fundamental problem that looms large at present: no graduates of the Teacher Training Colleges are being employed as English teachers and no students of these schools are being trained to become English teachers. When a student graduates from the Teacher Training Colleges his only source of employment, if he is to remain in the educational field, is to teach in the elementary schools, and as has been shown, English is not taught in the Libyan elementary schools at the present time. Furthermore, there is no opportunity now for a graduate of the Teacher Training Colleges to go on to the University or any place else for additional training that might qualify him to teach above the elementary level. Consequently the discussion of the language training program for these students, since they are neither going to teach English nor use it for advanced programs, becomes rather academic. However, if some of the changes that are at present being considered by the Ministry of Education are introduced into the Teacher Training Colleges, there will be an immediate need for a revitalized language training program, for these changes will make it possible for a student who graduates from the Teacher Training Colleges to be used as an English teacher in the preparatory schools. However, the present concern is with the existing program.

"The aim (of the English language training program) is to develop the habit of independent reading to acquire general culture indispensable for a teacher. This culture may enable him to know something about the world around him and the current events. The material studied should enable him to communicate in a satisfactory manner in both the spoken and written forms.

"It is important that the teaching should be vigorous and appealing. Students should be made to feel that their active cooperation in the lesson is essential. Every means should be utilized into activity, both mental and physical. English is a living language and this characteristic should be exploited to the full. For example, the conversations that occur in the readers should be rendered as such, with necessary intonation, stress and gesture, and not merely read.

"Written work is intended to develop free and confident style of expression."

The above quotation, from a mimeographed paper prepared by the Ministry of Education outlining the program of English education in the Teacher Training Colleges, states quite clearly the function and method of the program as it is officially interpreted. It could be argued that it would be far better to place more emphasis on the mastery of language in a general way rather than to stress reading, for if the students are really going to deal with English as a living language they need to have an adequate command of the phonemes of the language as they exist in fact, not a distorted idea of these phonemes derived from a theoretical discussion of the sounds of spoken English. Moreover, with the limited material available for teachers in the

training colleges, it is not likely that it will be possible to develop in these students the habit of independent reading, for there is almost nothing to read except the assigned text books.

The program, having been conceived as has been indicated with the emphasis on the development of a student's ability to use reading as a means of acquisition of general culture, is carried out in all four years of the Teacher Training Colleges. In the first year, which is also the student's first year of English, five periods a week are devoted to the study of English. The teachers this first year in both the college in Benghazi and the one in Tripoli are Palestinians who have a good command of English, but their work is hampered by having very large classes to deal with - thirty or more students in each of the beginning classes - and a certain apathy on the part of their students, who, since they are studying English for the first time and know they cannot teach English when they graduate, seem little interested in spending any time studying or practicing English. Nor do they, it may be added, seem interested in using English as a means of acquiring general culture, for most of them feel, with considerable justification, that anything they want to read or need to read they can read in Arabic. It should be pointed out that those students at the Teacher Training Colleges do receive a great deal of material directed at them in Arabic, much of which is translated from foreign languages including English. So while one may argue that a knowledge of English is indispensable for a cultured person it should be done with the cognizance that the governments of English-speaking countries are doing a great deal to make sure that the best representative works of their cultures are translated into Arabic.

If it were true today as it was in the recent past that very little foreign literature was being translated into Arabic, undoubtedly there would be more effort on the part of the students to learn English, but in fact there is a large amount of such material translated into Arabic each year. Furthermore, there are an ever increasing number of Arabic language publications in the field of literature, travel, commerce and general news to compete for students' interests, so that in fact it is possible for today's students to develop an extensive knowledge of the world around him as well as a considerable understanding of divergent cultures by reading widely in Arabic. This is not to suggest that English is not useful for the students in Teacher Training Colleges, which it undoubtedly is, but it has to compete with other languages that also serve to present a rich body of information and cultural knowledge to the students.

In the first year of his studies the student is introduced to Longmans, Green Modern Reader book II and the supplement to it. Both of these books are designed and should be used for students younger than the average beginning student at the Teacher Training Colleges, who is sixteen years old, and finds the books he is required to study woefully immature and in no way compatible with his interests or plans for the future. According to the syllabus for the Teacher Training College four periods a week during the first year should be devoted to reading and oral work. What happens is that each book is read aloud in class, the students being called on in turn, and the teacher sitting at his desk and marking each student on his performance.

As a means of getting through a class hour with a fair measure of discipline this is not a bad program; as a step forward in the language learning process it is almost nothing. What should be done, if proper fundamentals have been established, is to do the reading outside of class and discuss it or dramatize it in class, thereby producing more total participation and more spontaneous and natural use of language in the class. Almost no one uses his knowledge of a foreign language to read it aloud, yet in this type or system of study it is easy for one to get the idea that reading aloud in a foreign language is the ultimate objective of instruction.

During the first year part of each week is set aside for the study of grammar. The method during this study that is most frequently employed is to have students memorize rules and examples of the rules. While it is important for students to develop a sound grasp of the functional principals of language structure - what is conventionally called grammar - it must be borne in mind that there is a reason for this, and that it should lead to a student being able to write lucidly and well. His knowledge of grammar should make it possible for a student to avoid making mistakes. But all too frequently the emphasis is not on the concrete faults made by students, but is instead on the abstractions they are required to memorize, which then remain abstractions. How frequently a boy who knows by heart all of the rules for the placement, agreement, and order of adjectives makes mistakes that no native speaker of a language, however poorly informed about grammar rules, would make! Grammar should indeed be studied and learned, as it can be, but not in terms of abstractions that are meaningless to the students.

The second year is essentially a prolongation of the same type of training as was received in the first year with three periods a week being devoted to reading and oral work, one to written exercises, and one to composition. The same juvenile reader unrelated to the students' needs or interests are used, and the same method is followed in presenting them. Usually by the end of the second year whatever potential for independent reading that a student may have initially had has been destroyed, and the study of English becomes the least meaningful and most tedious of all subjects. This is the result of two factors, methods and books, and points up the critical need for doing something about the development of a sound teacher training program. The lack of interesting books - and by this it is meant books that are of interest to any particular student because they are related to his needs and interests - does much to jeopardize the possible success of such a program, and the poor presentation of admittedly dull material does the rest. It is quite astonishing that there are after two years students who still have some interest in going ahead with their language studies.

In the third year of the Teacher Training Colleges the time allocated for the study of English is reduced to three hours a week. Two periods a week are to be devoted to oral work and reading and one period a week to written exercises and composition. Prescribed readers are used in the reading and oral work, while the study of grammar is intended to develop the student's mastery of clauses and phrases and the idiomatic use of prepositions. Free compositions - the student is allowed to select the subject himself - are assigned weekly and the forms for letter writing are.

introduced. Finally, some time each week is devoted to formal exercises in translation.

The fourth year program for students of the Teacher Training Colleges is very much like the third year, the only difference being that of texts. It must be remembered that this selection is not made by the teacher who has charge of the class but by an official from the Ministry of Education, and that the examinations for which the students are prepared are given by the Ministry of Education and not by the classroom instructors. All of this impersonalization tends to complicate the teacher's position and make him more of an intermediary between the students and the Ministry of Education than a direct creative teacher. In fact, his potential for the creative presentation of a dynamic language training program is largely circumscribed by his need to comply in the presentation of a body of pre-determined material that must be taught in a rather arbitrary way.

Thus we see that the problems faced by the potential English teacher in the Teacher Training Colleges are very similar to those dealt with in other schools and colleges in Libya. The different kinds of problems that have been discussed are found in all Libyan educational institutions; the degree of difficulty presented by each of these problems may vary from institution to institution. For example, the selection of text books is a major problem everywhere, but it is particularly important in the vocational and agricultural schools, because the work of these schools is quite far removed from the problems dealt with in the available texts, while in the secondary schools and preparatory schools the existing texts, while far from perfect, can at least be profitably used.

Summary of Problems Common to All Libyan English Training Programs.

In summary it is possible to give the categories of language learning problems that occur in all educational institutions in Libya where English is taught, and to list other factors that complicate the situation in all instances. It must be remembered that there are exceptions to the statements that are made as generalizations. The purpose of this summary is to focus critical attention on those areas of difficulty in which much will have to be done to develop a program that can meet Libya's needs in the future.

I. Teachers.

- A. Most teachers are not Libyans, and consequently they do not have the same degree of dedication that might be expected of Libyan teachers.
- B. Few of the teachers have had any professional training in methods or principals of teaching English as a foreign language.
- C. Before the teachers can do a good job as English teachers their own command of the language needs to be greatly improved.

II. Teacher Training.

- A. No teacher training for potential language teachers is available.
- B. The framework for developing teachers for the secondary and preparatory schools has not been clearly defined.
- C. No general statement of qualifications has been made, so there is no basis for teacher training.

III. Schools.

- A. Classrooms are not acoustically suited for oral-aural teaching.
- B. Class sizes are too large for good results.
- C. Library facilities for supplementary material are non-existent.

IV. Students.

- A. Motivation for many of the students is lacking, and nothing is done to generate increased student interest.
- B. Fundamentals have not been mastered by advanced students, so time must be wasted in redundant teaching.

V. Ministry Control.

- A. The examination system is overly rigid.
- B. There is not sufficient teacher freedom for individual initiative to be developed.

VI. Materials.

- A. Books in current use are in no way geared to student interest or needs.
- B. The linguistic basis for many of the books is something other than local spoken Arabic and common English usage.
- C. The books are not suited for the cultural situation in which they have to be used.
- D. There is no choice of books.
- E. Many of the books are dated.

With this brief recapitulation of areas of difficulty the comments on the existing educational facilities in English will end. It should be observed that in spite of all of these obstacles for students and teachers to

overcome, there are a number of students who do learn to use English well, and make it an important tool for their daily life, even if such development is in spite of rather than because of the system of instruction that has been analyzed in the preceding pages.

PART II

Five-year Language Development Project: Objectives.

In the initial sections of this report the existing language training facilities in Libya were subjected to critical examination. In the sections that follow a program designed to make it possible for the Libyan government to meet definite objectives that are considered to be consistent with the country's needs will be developed. These objectives will be considered in a detailed examination, but before this is done an outline of the objectives will be given, so that in the lengthier discussion that follows it will be possible to keep in mind the ultimate goals. It will be necessary to:

- I. Establish in Libya a training center for Libyans who will become English teachers, or introduce into the curriculum of already existing institutions whatever changes are necessary to enable them to train teachers. This training center must be able to:
 - A. Teach English to potential English teachers in such a manner as to guarantee their competence in all aspects of the English language oral and written.
 - B. Train teachers who have mastered English themselves in the techniques of teaching English as a second language. Only after the language has been well mastered should training in methodology be introduced.
 - C. Graduate within a five to seven year period enough trained teachers to fill the classroom spaces that will exist for them in Libyan schools.
- II. Provide advanced graduate training-abroad for people who will hold key positions such as department heads in English teaching. Plans must be made to train those Libyan teachers who will become supervisors of other teachers and those who will work in the actual Teacher Training Colleges. To this end some system of providing adequate instruction in linguistic sciences and educational techniques must be developed.
- III. Assist in the preparation of new text materials specifically designed to be used in meeting the language training needs of Libyan students. These materials must be both linguistically accurate and socially pertinent.

At the end of the five year period envisioned for a successful program the critical needs of Libya for trained English teachers should be able to be met by Libyan teachers, and the facilities for making sure that there will always be qualified teachers available should have been well established.

The selection of a five year period for the operation of the project designed to make Libya self sufficient in English teachers and in teacher

training for English teachers is not intended to be arbitrary, but genuinely reflects an awareness of the present educational development of Libya and takes into consideration those obstacles that will have to be overcome to make sure that any new program is successful. The operation and implementation of the five year teacher training project, for it is considered to be primarily a teacher training project, is conceived of as a total effort with a beginning, a middle, and most important of all, a termination. At the end of the project, which might take as long as seven years, and which can be projected only with the assumption of assured cooperation between the Libyan government and the United States Operations Mission to Libya, there will no longer be any need for American technicians or any foreign technicians in the field of English language training, although it might prove desirable to keep one or more exchange professors of English and teaching methodology active in the University and the Teacher Training Colleges. However, in the secondary and preparatory schools there will be trained Libyans doing the English language teaching.

In essence, the proposals for the long range improvement of the existing facilities for English language instruction in Libya during a five-year development program are all centered on one objective: to guarantee that at the completion of such a program the Libyan Government, through its Ministry of Education, the Nazirites of Education, and the institutions under its auspices, will have a complete degree of independence and self sufficiency in language training programs. Libyan students, educated in the Libyan school system, taught by Libyan teachers trained both in Libya and abroad, will be able to develop a mastery of the English language that will render them capable of fulfilling whatever the requirements of their particular jobs are, or of meeting the language requirements for any study they might want to undertake, either in Libya or in institutions using English as the language of instruction.

To introduce the changes into the Libyan educational system that will be needed if the program objectives outlined on preceding pages are to be realized, it will be necessary to have the complete cooperation of the Libyan Government. This cooperation will of course depend upon the effectiveness of the program and the priority allocated to it. Furthermore, it will be necessary to bring into Libya to work in the program a number of highly trained and qualified language training technicians, teachers, linguistics, and course writers, all of whom will be expected to work closely with Libyan teachers in the development of the program. Without the employment of such experts, any program that demanded considerable innovations would suffer from technical inertia, and the end product would reflect the lack of professionalism that went into its development. Thus a poorly staffed and poorly organized program would be extremely wasteful of both Libyan and American money, time, and energy, so in the initial planning the possibility of such pitfalls must be recognized so that care may be taken to avoid any potential difficulty in program development.

Outline of Five Year Plan.

- I. First year: September ¹⁹⁵⁸ 1950-September, 1959.
- A. Introduce English language instruction by American teachers at Teacher Training Colleges by establishing language clubs for advanced students.
 - B. Assist in adult language training program in Tripoli and organize comparable program in Benghazi.
 - C. Conduct summer seminar for participants who will be trained in overseas courses and for prospective English teachers.
- II. Second year: September 1959-September 1960.
- A. Continue language instruction at Teacher Training Colleges, but substitute actual classroom instruction for clubs.
 - B. Conduct or assist in the conduct of adult programs.
 - C. Begin utilization of language laboratories for student, adult, and participant training.
 - D. Assign overall project development supervisor.
 - E. Organize summer seminar providing intensive training to participants and prospective teachers.
 - F. Send first Libyan students who have completed first summer seminar to the States for instruction during this entire period.
- III. Third year: September 1960-September 1961.
- A. Continue language training in Teacher Training Colleges, now doing all English teaching in four year program.
 - B. Begin teacher training in the fifth and sixth years of Teacher Training Colleges. First potential teachers will graduate this year.
 - C. Continue adult programs.
 - D. Continue language laboratory work and program supervision.
 - E. Begin preparation of texts to be used in the school system.
 - F. Conduct seminar at which first students to be trained as teachers are familiarized with new texts and given practice teaching work.

- G. Send second group of students to the States for training. First group begins second year of study.

IV. Fourth year: September 1961-September 1962.

- A. Continue language training at Teacher Training Colleges, but in the program utilize two of the returned teachers from America.
- B. Continue professional training of prospective language teachers and observe teaching of first graduates.
- C. Continue adult programs, but utilize newly trained teachers under supervision of program directors.
- D. Continue language laboratory work, utilizing one of returned teachers who will be trained to take over the program.
- E. Continue work on texts.
- F. Conduct annual summer seminar for teachers and participants.
- G. Send additional students to America and supervise activities of the first group to return.

V. Fifth year: September 1962-September 1963.

- A. Continue language inspection program in Teacher Training Colleges, but begin complete substitution of Libyan for American Teachers.
- B. Continue professional training of teachers for preparatory and possibly secondary schools.
- C. Continue adult programs, but offer more advanced work.
- D. Continue language laboratory work, but prepare for turning over all supervision and operation to Libyan teachers. The same is true for program supervision.
- E. Complete work on texts, leaving a complete series of basic books for preparatory and secondary schools.
- F. Conduct annual seminar, which in the future can be staffed by Libyan personnel and a few people assigned for summer months to the project.
- G. Integrate the teachers returned from America into the Libyan educational system, giving them a chance to use their training and experience in jobs with potential responsibility.

OUTLINE FOR PERSONNEL REQUIREMENTS OVER FIVE YEAR PERIOD

Type of Position	Location of Position	1st. year 58-59	2nd year 59-60	3rd year 60-61	4th year 61-62	5th year 62-63
Instructor in English as a foreign language	Teacher Training Colleges, Benghazi and Tripoli	2	2	4	4	2
Language education specialist in methods of teaching English as a foreign language	Teacher Training Colleges, Benghazi and Tripoli			2	2	2
Instructor in adult education program and in participant training program	Adult training programs, Benghazi and Tripoli		2	2	2	2
Program development supervisor	Countrywide		1	1	1	1
Language laboratory specialist and materials development for labs	Countrywide		1	1	1	
Textbook production specialist	Countrywide			2	2	2
Libyan students in America for special training	America		4	12	16	16

First Year of Five Year Project in Language Development.

If at the end of the first year's operations a detailed feasible plan for the step by step development of the five year program will have been worked out, and if this plan is realistic in terms of overall program objectives as well as applicable in terms of the existing situation in Libya, then a great deal will have been accomplished. In this context a feasible plan means one that not only provides a guide for the achievement of minimum program objectives but is also acceptable to all of the many people and the organizations they represent who will be in a position to examine and pass judgment on the plan. There is no difficulty in developing a plan for a language development program that is theoretically sound, but to develop a plan that can be implemented may be an entirely different problem. Past experience in Libya and other countries has made it clear that there are many difficulties that are sure to be encountered in program development, not the least of which is the difficulty in maintaining operational continuity over an extended period of time during which many of the individuals who either participate in the operation of the program or judge its effectiveness change and are replaced by people with no knowledge of the program or with no first hand experience in its operation. To write out a five year program that begins with "Other things remaining constant..." is to invite disaster, for "other things," whatever they are, don't remain constant, and the human factor in the type of program that will have to be developed is very great, so the area of control is difficult to define. Therefore, the first year, even with a tentative written guide, will be one of exploration and fact finding, so that when the time for expansion or acceleration comes, the program variables will be known and it should be possible to go ahead and develop a program that takes into consideration the technical difficulties that will have to be overcome. Such an ideal program, developed after a year's experience, would take into consideration accumulated linguistic data, the experience of the teachers, and the known human qualities that will have bearing on the program development. These last are probably the most important of all, and unlike non-human elements, not subject to projection or control.

Teacher Training: First Year.

As has been pointed out in the preliminary sections of this report, there are presently no facilities in Libya devoted to the training of English teachers. The first objective of the program then must be to establish these facilities for teacher training. At the present time, regulations of the Ministry of Education are interpreted as requiring teachers in the preparatory and secondary schools to have university degrees, hence graduates of the Teacher Training Colleges are not under these regulations now in force able to be certified to teach in preparatory or secondary schools. However, there is a plan that has been developed by the Ministry of Education to increase the Teacher Training Colleges' courses by two years, so that during these last two years teachers can be trained to teach in the preparatory schools. In the program for the development of a teacher training course, it is the basic assumption that such training will take place in the two years that are

to be added to the Teacher Training Colleges' course. If such a program is found to be acceptable to the Libyan Ministry of Education, and if two additional years of training for prospective preparatory teachers are added to the existing curriculum of the Teacher Training Colleges beginning with the academic year 1959-60, it is expedient that planning for a program to train these teachers begin immediately. Thus the prime objectives for the first year of the program in Libya are to develop a grasp of the educational situation and how it relates to the overall political-sociological-economic condition of the country, and to prepare for the proposed changes that will make possible the development of a long-range teacher training program. To that end, the following steps have been taken.

1. Permission has been secured from the Ministry of Education with the concurrence of the Nazirites of Education and the heads of the Teacher Training Colleges in Benghazi and Tripoli for American instructors from English Language Services' staff to do some of the teaching in the Teacher Training Colleges.
2. Language clubs offering instruction in English to second, third, and fourth year students at the Men's Teacher Training Colleges have been formed, and instruction is being given here instead of in the actual classes where the curriculum requirements were of such a nature as to preclude the flexible use of new instructional material.

The objectives of this program are three-fold. Firstly, they provide the American instructors with an opportunity for the general upgrading of a number of students' language abilities. Some of these students may become English teachers. Secondly, these classes in the newly-organized clubs provide an opportunity for the American instructors who will be working in the development of the program to work with Libyan students and to ascertain from this experience what the common problems in language learning are for Libyan students, and what students from among those in the clubs show particular aptitude for becoming English teachers. Thirdly, the precedent of American language teachers providing actual classroom instruction to Libyan students within the framework of the Libyan educational system is firmly established, and this precedent is indispensable for further growth.

By following this plan during the academic year 1958-59, it will be possible for the contractor's staff to place themselves in a position to go ahead and establish the next step of the program for the summer of 1959 and to plan for the program in the schools in the year 1959-60. Furthermore, the two language instructors at the Teacher Training Colleges will have established personal contacts with prospective teachers as well as having established professional contacts with their colleagues on the faculties of these schools. The teachers will also have been provided with the opportunity of demonstrating their professional competence to the Nazirites of Education and to the Ministry of Education, where they will have been able to establish personal contacts with those people with whom they will be working during the projected five years of the program.

Adult Education Program in English: First Year.

During the first year of the project the two technicians who are in Libya will be active in the adult education program that has already been established. In Tripoli this will mean assisting in the program that has been organized by the United States Information Agency with the assistance of the United States Operations Mission, while in Benghazi it will mean setting up a program comparable to the one in Tripoli. To establish an adult educational program is a rather ambitious undertaking, and is really outside the scope of the contract under which services are being provided, for it is primarily an interim measure, and if the long range objectives of the teacher training program are accomplished it shouldn't be necessary to have a very large adult program. However, since the interim period before the envisioned program begins to produce results may stretch over seven years, an adult educational program is very necessary, and it will be the responsibility of the technicians to do all they can to assure the successful development of adult programs. In the first year in Benghazi this program will demand that whoever is in charge of it do the following:

1. Secure permission from the proper authorities to conduct evening classes in English for adults.
2. Locate suitable spaces for such classes as are established.
3. Determine in conjunction with Libyan officials what fees are to be charged. (The idea of paying for lessons is important, because by such a system a measure of discipline is introduced that is usually absent in classes conducted without charge. The payment need be very little, but it should be sufficient to insure that only those students who are genuinely interested will enroll. At the same time provisions must be made for the enrollment of students who cannot afford even a modest tuition. These students must be able to demonstrate satisfactorily their interest in the course and their inability to pay.)
4. Recruit and train teachers.
5. Select teaching materials and make sure that adequate supplies of all materials exist.
6. Arrange class schedules.
7. Publicize classes.
8. Conduct registration, which includes testing and evaluating.
9. Assign students to classes.
10. Establish an administrative and records system, and arrange to inspect all classes to determine that the quality of the work is acceptable.

As a general rule it is felt that the organization and conduct of English language classes for adults is a full-time job, but during the initial year of the program in Libya the teachers who are supposed to be working at the Teacher Training Colleges will be expected to help out in every way they can in the adult program. It must be noted that after the second academic year of the program begins such work in the adult education program will require a full-time employee.

Participant Training Program: First Year.

During the first year of the overall program operation the two instructors from the Teacher Training Colleges will necessarily have to lend some of their time to the development of a program for adult participants who will be sent to those countries in which English is used as the language of instruction. However, it will not be possible for them to devote full-time activity to the participant program as their teaching duties at the Teacher Training Colleges and in the adult evening programs will make considerable demands on their time. Consequently the most that they will be able to do during the first academic year is plan for the development of a participant training operation for the second year and for a seminar for participants the first summer. Such planning will have to be done in conjunction with United States Operations Mission officials and representatives of the Libyan government in order to insure the development of a participant training program that will meet country needs.

Summer Program - 1959.

The development of a special summer program offers many advantages that as a rule cannot be found in other programs. The full time attention of all the contractor's staff can be directed to such a program, for the time consuming demands of regular academic programs, both student and adult, at institutions are at least in abeyance during the summer months.

Summer Program Students.

A summer seminar offering intensive oral-aural English language instruction will be offered to a limited number of students from the University, the Teacher Training Colleges, and the graduates of secondary schools. The maximum number of students who can be accommodated cannot exceed fifty, and preferably the number would be even less, as the success of such a seminar would depend in large measure on the potential for small group instruction. The idea of such a seminar would be to provide intensive English language instruction designed to upgrade the language command of potential teachers. Instruction would be given to groups of not more than ten - preferably eight - by native speakers employing the informant drill technique. The two instructors from the Teacher Training Colleges would be active as instructors in the summer program, as would be the United States Information Services' grantee from Tripoli. As the proposed personnel implementation plan shows (see page 26) there should be more technicians available for such a summer program.

The maximum length of a summer seminar could be determined only after consultation with officials in Libya who should be able to suggest if the students would be willing to attend the seminar and if they would have to be subsidized if they attended. The question of subsidy for students in summer seminars is very important and should be settled before the first seminar begins. If the seminar were held in Tripoli in all probability it would be possible to arrange with the Nazirite of education to accommodate students at the Men's Teacher Training College, but it would also be necessary to arrange for some kind of allowance to be paid to the participants. Instruction could be given over a six week period, or for less time than this if it were felt that such a summer program would demand too much of the student's time. Classes would meet at least six hours a day, so that a minimum of thirty hours a week of instruction would be assured. This would mean that it would be possible to have a total of 180 hours of class over a six-week period, sufficient to enable a great deal of progress to be made in upgrading the command of English on the part of the students, and equally sufficient to familiarize the teachers with the problems that would be common to most Libyan speakers. In addition to the live instruction each student would be expected to spend some time of each week working with the language laboratory that will have been established by that time. This work in the laboratory, supplementary to the classroom study with native speakers, would concentrate on common problems shared by all students or on the particular problems of any individual, and in addition to providing adequate practice in overcoming the designated problems, the laboratory work would familiarize the students with one of the most modern techniques of language training.

Personnel for Language Development Program.

It is obvious if an overall five-year program is going to be developed it will be necessary to have sufficient personnel, as outlined on page 26, to accomplish program objectives. Past experience in Libya has shown that for a person to arrive in Libya in June or July is necessary for his application for a position to be submitted to the contractor's office in Washington no later than March of the year in which he wants to arrive. Thus, if four added technicians are needed for the summer of 1959, they would be recruited in the early spring of 1959 if they are to arrive in Libya in time to participate in the summer program.

In order to recruit the individuals who are needed and to make sure that the best possible people are obtained for each position, it is necessary for the contractor to have four or more months prior approval for each position to be filled. Once the positions have been approved it is possible for English Language Services, working through its wide network of associates in American universities and linguistic societies, to begin selecting individuals who are qualified for the various positions. It is of the utmost importance that this recruiting begin well in advance of the teachers arrival, for most of the people who will be recruited are in academic positions or in graduate schools, and it is in the first six months of each year that they begin to search for and frequently to find new

positions. To recruit the kind of people who are needed in March and April is not overly difficult; to recruit them in July is impossible.

Arriving in Libya in June or July, new teachers have a chance during the summer months, when the work load is the lightest, to make whatever personal adjustments to life in a new environment they find necessary, so that when they begin their heavier academic duties in the fall they do not have trivial adjustment problems to cope with and are to some degree familiar with the problems they will face. For this reason, as well as for convenience and selection in recruitment, it is imperative for all new personnel to be recruited so that they may plan on arriving in Libya during the month of July. Many people finish their work at American universities in June and are ready to come overseas in July, so by following the schedule suggested they arrive in time to participate in the summer seminar.

For the summer of 1959, if the overall development plan is to be followed and the outlined program achieved in its entirety, it will be necessary to recruit four more people for positions in Libya. Before arriving in Libya these people will have to be given some training and orientation in America, and then depart in order to arrive in time to participate in the seminar. The contractor's senior staff member in Benghazi would assume the position of program development supervisor, working in all fields of program development, teaching where and when required, and serving as liaison officer with the Libyan government while directing all phases of the program's implementation.

Since the operation of a language laboratory would play an integral part in the complete development of the countrywide program, it would be necessary to bring in a laboratory specialist who would develop over a three year period particularized laboratory training materials. Unless such materials specifically designed to provide solutions to the problems faced by Libyans are developed and introduced into the training programs, progress in English will be difficult for the Libyan students and the laboratory equipment will not be being used to best advantage. Furthermore, the laboratory technician, recruiting an assistant from one of the summer seminar graduates, or from among the university students, could begin training a Libyan to take his place, which is imperative if the operation is to have a termination as well as a beginning.

The operation of a language laboratory is a skill that can be learned, a skill that will be of considerable importance to the Libyan government, for the individual who develops this ability plays an important role in the development of language training programs. After one year on the job such a person might be sent to America for additional linguistic training, but he should have developed the requisite proficiency for this job during his initial year of training.

A language instructor for the Teacher Training College to replace one of the contractor's officers who would become the project supervisor would

have to be sent to Libya in time to teach in the first summer language program. Such a person would have the general responsibility of a language teacher, and in addition to his duties at the Teacher Training College, where he would teach English as a foreign language, he would also be expected to serve as a teacher in the adult education program, but in the second program he would not have the administrative responsibilities that are currently being assumed by the man he would have to replace. Again, by inaugurating such action as long ahead of the time the person will have to report in Libya as possible, it will not be difficult to assure that the needed instructor arrives in Libya in time for the first summer seminar. However, if such action is delayed it may prove to be impossible to find the person who is needed.

To work under the direction of the program development supervisor two instructors in the participant training program who will also serve as directors of the adult education program will have to be recruited. These two new teachers should arrive in Libya during the early summer of 1959 because the services they will be required to do will demand their participation in the participant training program during the summer. Both of these instructors will have to have had either experience or training in teaching English as a foreign language, and both of them should be familiar with some of the problems they will have to face. In order for these participants who are to be sent to the United States or other English speaking countries for supplementary or specialized training to make valuable use of their time while they are in training they will have to develop some command of English. The International Cooperation Administration and most of the governments in the countries around the world where ICA operates realize that there is a urgent need for participant training in English if the programs of overseas study that participants enter is to be meaningful, so it will be the function of the two instructors, acting under the guidance of a qualified supervisor, to provide this training.

Since most programs for participants take place in American or European universities during the normal academic terms of these universities, the initial language training program for those students who will be sent abroad to study must take place during the summer months immediately prior to their departure. For this reason it is desirable to plan on a participant seminar in English during the summer of 1959, and to have two instructors present to teach in it, for the instructors from the Teacher Training Colleges will be busy with the summer program for prospective English teachers. In addition to working in the participant training seminars, the two new instructors will take over the administration of the adult evening English language programs, leaving the instructors from the Teacher Training Colleges free to devote their time to their own programs. However, it is assumed that these teachers will continue to teach, but not to serve as administrative directors, in the adult programs.

At the beginning of the second year of operation there should be six full time American technicians actively engaged in the operation of the language development program. Two instructors working in the Teacher Training

Colleges will be teaching English to those students who may eventually become English teachers in the preparatory schools. Two instructors working in the participant training program and in the adult program will be affording instruction to those students who will be studying in English language situations overseas, and to those Libyans who feel they need to upgrade their command of English to perform more successfully whatever they are doing in Libya, or to improve their positions.

One language laboratory specialist will be working in the training of a laboratory technician and in the development of suitable material to be used in all of the different language training programs. This person will also be supervising the use of the laboratories that will be set up as supplements to the live instruction programs in Benghazi and in Tripoli. These laboratories will be instrumental in the work of the Teacher Training Colleges and in the participant training program for overseas students, so the presence of a full time laboratory expert is important if the labs are to be successfully used.

And finally all of these operations will be under the supervision of the senior program development officer for the English language development program. This officer will be responsible to the International Cooperation Administration and to the Government of Libya for seeing that all work is carried out in an acceptable manner and that all of the multitudinous details that will arise are successfully handled. The presence of this senior officer is intended to assure that maximum efficiency will be maintained at all times in carrying out the proposed project.

Overseas Training For Libyan Students.

The overall program objectives outlined in this report can be achieved only when a number of Libyan students have received the training that will enable them to carry on the program without outside assistance and to take over all of the key positions. To make sure that these people are trained it will be necessary during the course of the five year project to send a number of Libyans to institutions of higher learning in the United States where they will be able to receive that training that is indispensable for their development. Which students are selected for this training and what requirements they will have to meet will depend on the teacher qualifications established by the Libyan government and the admissions requirements of the various American institutions to which they will go. Under the existing program it is most likely that only University graduates will qualify for training in overseas institutions. Consequently there are a number of problems inherent in the overseas training program that should be examined before any unalterable decisions are reached.

As a general rule it is desirable to send students to America for graduate training only after they have had a certain amount of experience in the field in which they will be trained. In the case of this program for the development of language teachers and language training specialists it is impossible to follow this principle, for there are currently no Libyans working as English teachers within the Libyan educational system. Therefore the

students who are chosen will have to be selected because of their ability as demonstrated during the University training and because of the interest they express in becoming English teachers. To use this criterion in making the selection of students is not completely desirable, and in fact can be considered only as an alternative to demonstrated ability and interest. There is a grave danger that students who have had no experience in teaching English as a second language will not get the maximum benefit to be derived from a program offering instruction in Teaching English as a Foreign Language. There is an equally great danger that once they have completed their studies in America and returned to Libya they will have modified their interests to such an extent that they no longer will be interested in working as English teachers within the Libyan school system.

Furthermore, there are potential problems in addition to those cited that should be realized. To call attention to the areas in which problems can arise and to suggest some of the specific problems that may occur is not to question the overall value of the total training program, but is to insist that a realistic approach be taken from the outset. Educated in American schools and introduced to American techniques in language training, Libyan students may, on their return to their own country, be so dismayed at the discrepancy between what they have learned to be theoretically sound in the United States and what they see applied in Libya that they will dissipate their energies in criticizing what they find rather than use their abilities in introducing constructive improvements. Although there is a great deal to be said in favor of sending Libyan students to America for language training and for training in the techniques of teaching English as a second language, there is an equal amount to be considered in the way of potential weaknesses in such a program. In spite of these weaknesses there is really no valid alternative to sending the students to the United States, for the type of training that is needed if the program is to be developed can best be obtained there, and definitely cannot be found in Libya.

There are a number of American universities offering graduate level programs for foreign students who are going to work in their native countries as English language training specialists. These programs, staffed and taught by American specialists who have had training in linguistics and practice in teaching English as a foreign language, are designed to cope with the problems foreign students will have. As a rule they require that candidates for admission to the program be able to communicate with fluency in oral English, to understand spoken English, to read at approximately the same rate as American students, and to write recognizable English. Furthermore they require that the candidates for admission to the program hold valid degrees from recognized universities. Some of the American programs in Teaching English as a Foreign Language are open only to candidates who have had actual classroom experience, but in the case of Libyan students it might be possible to have an exception made to this last requirement. The Libyan students who would be proposed for this program would gain their requisite oral fluency through participation in the summer seminars, and would have to be in possession of a degree from the University of Libya.

Once a student were selected for the training program in the United States he would be put in the participant category and come under the control of the Training Officer at the United States Operations Mission. Through this office he would be processed before going to America for his training at an American institution. It is possible and desirable to describe very briefly the type of training a Libyan student would get at an American institution offering a program in teaching English as a foreign language. This description is based on an examination of the programs offered at the University of Michigan and Columbia University, and on detailed discussion with the linguists in charge of the program at the American University in Washington, D.C. In all cases these Universities offer courses leading to the Master of Arts degree in teaching English as a foreign language. Three aspects of training are emphasized:

1. The development of complete fluency in English, which is basic to all subsequent work in the program.
2. Training in the linguistic basis of languages, with emphasis on English and one language outside of the student's experience and removed from his native language family. (For example, a Libyan student might be required to work in an Asian language such as Cambodian.)
3. Training in the techniques of language teaching.

In the first year of such a program a student would be expected to take courses in basic linguistics, language and culture phonetics and phonemics, the phonemes and structure of modern English, and a foreign language. In addition to this program, the student would be expected to spend a number of hours each week in laboratory work where he would try to develop his command of English and try to overcome any difficulties he might have.

In the second year of such a program a student would be expected to take courses in the techniques of teaching English as a foreign language, English idiom and syntax, morphology, American literature and civilization, and possibly continue his work in a foreign language. He would also be expected to do practice teaching under the supervision of teacher training specialists.

During the summer between his first and second year it would be possible for a student to attend the summer Institute of Linguistics on the campus of one of America's major universities, staffed by outstanding linguistics professors from various universities. This would make it possible for a student to have first-hand information of different opinions and tendencies in contemporary linguistics, and should contribute to his professional growth. At the end of the two year program a student would be very well qualified to return to Libya and teach English as a foreign language, and after two or three years of actual classroom experience the graduates of the program in America should be able to make a major contribution to teacher training in Libya based on their own experience and education.

In the best interests of program development a number of students should be sent to the United States as soon as possible, the number depending on such things as the availability of students, the availability of financial support for exchange work, the capacity of the Libyan educational system to absorb and utilize such trained teachers, and the performance of the teachers themselves. By following the suggestions for a training program it would be possible to prepare a number of teachers to work in the Libyan schools system and to utilize them to great advantage in additional training. At the end of the first summer seminar for prospective teachers four graduates of the seminar should be sent to the United States for training, and on their return in 1961 they would immediately begin teaching in secondary schools to gain practical experience. After two years of such teaching they would begin more responsible positions as teacher training specialists in whatever framework for teacher training had been established, for by this time they would have the combined background of undergraduate experience in learning English as a foreign language, teaching experience, and graduate training.

The final selection of educational institutions to which the candidates for training would be sent would depend upon a number of factors. The Ford Foundation in the United States has recently granted funds to the American University in Washington, D. C. to enable it to undertake the development and expansion of its training program in English as a foreign language. Since this program is conceived of to provide training for people who will become English teachers outside of English-speaking areas, it seems particularly suitable for the students from Libya, and since the American University is located in Washington, it is recommended that the first participants sent from Libya to America for training as English teachers enroll in the American University. Such a plan has the advantage of locating the students in Washington, D. C., where they will be close to their own Embassy and will be able to contact and confer with International Cooperation Administration officials should the need arise. Also, the main offices of English Language Services are in Washington, so the contractor's Washington staff can observe the development of the American aspect of the overall program. Subsequent students might well be trained at the different institutions offering comparable programs so that ultimately the various American universities with programs in the field of English for foreign students would be represented by graduates in Libya. Such an overall training program would assure the development of a catholic approach to the language training problems of foreign students, and would avoid committing the Libyan teachers to the educational ideology and methodology of a single institution.

Second Year of Five Year Project in Language Development.

During the second academic year of the program's operation, from September 1959 through June 1959, major efforts will be made to develop a firm foundation for the training of potential English teachers. It is assumed that by this time the Libyan Ministry of Education will have decided what the official policy for teacher training will be, and where teachers who will work in the preparatory schools will be trained. If two years of additional study will have been added to the present four year program at the Teacher

Training Colleges to provide a training framework for preparatory school teachers, as current plans indicate will be done, then it will be within this newly created framework that the training of potential preparatory teachers will take place. The 1959 graduates of the current four year training program in the Teacher Training Colleges would be the first class to enter the additional two year program, from which they would not be graduated until 1961, so that if it is within this program that Libya's English teachers are to be trained it will not be possible to produce any teachers before 1961. However, since some of these potential teachers will have participated in the intensive summer seminar before entering the supplementary two year program, it might be possible to train them in one year to become English teachers, particularly so if they complete a second seminar during the summer of 1960.

Teacher Training: Second Year.

The two instructors in the teacher training program will continue to work with the third and fourth year students in the Men's Teacher Training Colleges as well as with the first year students in the new program, but instruction will be given in classes rather than in clubs as it was the first year. It is anticipated that these instructors will be carrying class loads of no less than thirty hours a week, devoting most of their time to teaching basic language skills. The emphasis within the program will be on upgrading the fluency of third and fourth year students before they enter the new program. Existing materials available for such instruction will be used as well as any new materials that the instructors are allowed to introduce. Those students who show some interest and ability in becoming English teachers will spend as much time as they can supplementing their class work with language laboratory drill, where their work will be supervised by the language laboratory technician.

Adult Education Program in English: Second Year.

As was pointed out in the outline statement of the adult education program during the first year's operation, the conduct of adult language training programs is essentially outside the province of the envisioned teacher training program. Nevertheless such a program plays a major role in the overall development and upgrading of the English language in Libya, and for a lengthy period it is expedient that such a program be kept active. If over a prolonged period of time favorable relations continue to be generated by the adult English program and the demand for such a program is not abated by the increased competence in English produced by the improvement of instruction within the existing educational system in Libya, then the adult program should be made permanent. In order to plan for this eventuality it is best if, during the interim of project development, the adult program, while assisted in all phases by the teachers working at the Teacher Training Colleges, remain under the administrative control of the United States Information Program, for it is this agency that is most interested in the continuing support of adult education programs in English, and it is also this agency that provided the personnel who initially started the program in Libya.

By working out operational agreements in the field as well as in Washington, a decision can be reached as how best to assure a continuing smooth operation of adult educational centers as well as teacher training programs, and all of this can be done in such a manner as to minimize the potential for any conflicts within the operation that would dissipate energy needed for language training programs.

In view of the demand for language training as evidenced in the past years in Libya, during the second year of the proposed five year development project it will be expedient to maintain adult training programs in Benghazi as well as in Tripoli. In order to make sure that these training programs for adults are successfully run it will be necessary to have in each city one person whose full time responsibility is to see to the operations of the programs. The full-time instructor-supervisor will continue to be assisted by qualified third-country nationals as well as by Libyans, and the native speakers who will be active in the teacher training program will, of course, be expected to lend whatever assistance they can to the adult educational program.

Program Development Supervision: Second Year.

The total program in Libya will be under the supervision of the program development officer, who will serve also as liaison officer with the Libyan Government as well as with various American agencies that are interested in the language training programs.

Language Laboratory Specialist: Second Year.

The language laboratory specialist will continue the work that he begun in the first summer in Libya, assisting in the development of materials to be used in the language laboratories, and training Libyan technicians in the operation of the laboratories. The utilization of these laboratories will depend upon the needs that arise as the program develops. To insure flexibility of use, the specialist will be able to work wherever is necessary.

Students in America: Second Year.

The first four students to go to America, having graduated from the intensive language training course offered in the summer of 1959, will be enrolled in American University working in the field of English as a foreign language. They will be following the program that has been proposed and outlined in detail. During the course of the academic year the teachers in the Teacher Training Colleges and in the adult programs will continue to look for prospective English teachers who might be suited for training in American institutions the next year.

Summer Program - 1960.

Again in 1960, as in the summer of 1959, a summer language training program for potential teachers and participants will be organized and conducted. The entire contract staff of English Language Services will be available for

the operation of this program, which will last from three to six weeks, depending upon the demand. If the desire for English teachers to begin in preparatory schools is particularly great at this time, a number of students who have completed the first year of the proposed additional two years at the Teacher Training Colleges can be given intensive instruction in both language and teaching methods so that in the fall of 1960 they can begin actual classroom duties as teachers of English as a foreign language in the preparatory schools. For them the summer program would consist of intensive language drill, probably three hours a day, instruction in the methodology of teaching English as a foreign language, and supervised practice teaching. Such a course, while very demanding on the students who would participate in it, would serve to prepare students on a crash basis to serve as instructors in the preparatory schools, and would provide an ultimate backlog of qualified teachers to work in the adult education programs. Finally, these students would establish the important precedent of Libyans serving as English teachers in their own school system.

While it might be desirable to give a detailed resume of the proposed summer programs here, such a statement would not be realistic, for without some experience in what is possible in the way of program organization it would be difficult to project a future course in detail. However, in other countries a basic pattern for both participants and teachers is well established, and it may prove possible to utilize in Libya the techniques that have been successfully employed in other countries. The first few days of the seminar are spent in finding out the needs and abilities of individual students, so that the subsequent program can be developed realistically. Once this has been done the details of the courses for each group are worked out, usually with a period in both morning and afternoon sessions devoted to language drill to groups of not more than eight or ten students. Then if the group is composed of people who will eventually become language teachers, a lecture on linguistic principals is introduced into the program every day, as well as a lecture on methods of teaching English as a foreign language. Designed to strengthen student command of English, the seminar must provide ample time for discussion, so that there is some time every day set aside for group participation in discussion of interesting topics. In these discussion periods students have the opportunity to develop ideas and to participate in spontaneous conversation outside the more formalized program of the classrooms.

If most of the people taking part in the seminar are participants who will be going to America for additional training at the conclusion of their six week's seminar, then the emphasis on pedagogical methods and linguistic science will need to be changed. Instruction in English on an intensive basis designed to upgrade the student's command of the language and increase his ability to use it in normal conversational situations will be used as the basis of the seminar. In addition to this intensive language work, students will attend lectures on cultural orientation, so that when they leave Libya for study in a foreign country they will have been familiarized to some extent with what will take place when they arrive, and will not be so shocked by the impact of a new cultural situation as to minimize their chances for a successful educational program within the new context in which they will be working.

In addition to the language drill work and the lectures on professional or cultural studies that all students and participants will have to attend in the summer seminars, there will be some required outside reading and some required written work. The purpose of these outside requirements is to make sure that the student employs his time purposefully during the seminar, and also to give him a chance at developing his abilities in the written language. It is assumed that most of the students in the summer seminars will have had little time or opportunity to use English in a face-to-face situation with native speakers, so the emphasis during the program will be on the oral-aural aspects of the language. But reading and writing, while subordinate to listening and speaking, cannot be eliminated from a well rounded program, so allowance for their inclusion must be made.

Third Year of Five Year Project in Language Development.

The third and fourth years of the program cover the period in which maximum activity will take place. It is during this period of time that the operation of the teacher training program will be at its height. The first two years may be considered as developing the foundations for the program and the last year as a period of phasing out American participation in the program, so the middle years are of greatest importance, for it must be assumed that by the beginning of the thirty years definite decisions as to methods of training and location of training activities will have been made. Also, by this time the added two year program in the Teacher Training Colleges will include both the first and second years, and it is at the end of this third year that the students who have completed the overall training program will have been graduated.

Teacher Training: Third Year.

Two instructors for Benghazi and two instructors for Tripoli will be needed at the Teacher Training Colleges during the third year of the program's operation. By this time there should be six years of inspection offered at each of these schools, so it will be impossible for one person to handle all classes, since there will be more than one class in each year. There is also the possibility that the teachers working in Tripoli will have to offer instruction at the Faculty of Science as well as at the Teacher Training College, which would constitute an added demand on their already limited time. Also there may be the problem, which has occurred frequently in other countries, of some demand for classes by special groups, such as Customs Officials or Police Officers, and while it is important to provide instruction for these groups it cannot be done unless there are adequate instructors. In order to plan intelligently for the prospective development of the program it will be necessary to allow for the potential demand, and to have instructors available to meet the demands.

Language Education Specialists: Third Year.

The distinction between language teachers and language education specialists is both real and meaningful, as any educator will realize. The job of the former is to teach students how to speak, understand, read, and write English;

the job of the latter is to teach students how to teach English to other students. Before a student can profitably study teaching techniques and methodology of classroom procedures, he must have mastered the skills imparted to him by a language teacher, but once he has done this, as it is assumed he will have by the time he reaches the final year of the Teacher Training College, he is ready to begin the study of pedagogical methods with a specialist.

In the third year of the program there will be a number of students who have completed one or more summer seminars and who will have had as many as three years of formal academic English language study. They will have sufficient background to enable them to be trained as English language teachers, for they are the real candidates for the positions, and it is for them that the program has been developed. To give them the added instruction in methods that they will require and to supervise them when they are doing practice teaching will require the services of teacher training specialists who have had experience in teaching English as a foreign language and in training teachers.

The two positions as teacher training specialists are central to the entire development project, and in many ways are the key positions. The specialists working in this capacity will be responsible for turning students who speak English with the requisite degree of proficiency, which they have developed during their educational experience, into teachers who teach the English they have learned to successive generations of Libyan students. The success or failure of the entire program will depend in large measure on how well the students who study under the teacher training specialists learn the techniques of presenting a foreign language and apply these techniques in the classroom of the Libyan preparatory schools where they will be teaching.

It would be very desirable, as has been suggested before, for these teachers to arrive in Libya in time to participate in the 1960 summer seminar so that they have a chance to familiarize themselves with the problems faced by Libyan teachers and Libyan students. Then when they begin their teaching duties in the fall of 1960 in the Teacher Training Colleges they will be sufficiently familiar with the problems involved in teaching English to Libyan students who are native speakers of Arabic to organize their material in a meaningful way and to direct their approach to the particular real problems. This will enable them to prepare the students under their tutelage to attack the most serious problem areas when they become teachers, and will make their first year in the classroom very productive.

Adult Education Program in English: Third Year.

It is not anticipated that there will be any need to introduce changes in the adult program in the third year. It will continue to function as it has during the first two years.

Program Development Supervisor: Third Year.

The duties of the program development supervisor would remain unchanged during the third, fourth, and fifth years. He would have more responsibilities during the third and fourth year by virtue of there being more people in the operation, but the nature of his position would remain unchanged.

Language Laboratory Specialist: Third Year.

The language laboratory specialist would continue to work in the laboratories, both in supervising their use, scheduling the hours that would be used by different groups (i.e. university students, teacher training college students, government workers, etc.), and developing special materials for use in the laboratories. He would also be active in training someone to take his place.

Textbook Production Specialists: Third Year.

Inherent in the project for the development of an adequate English language training program designed to meet the total needs of Libya is the division of the overall project dealing with the development of texts suited for Libyan students, and so written as to be interesting to Libyan students in the context in which they will be using them. Without such texts there is considerable chance that the development of English teaching in Libya will always remain hampered, because the use of materials developed for other linguistic and cultural backgrounds cannot but retard program development. There is already ample evidence that linguistically and culturally unsuited texts make learning difficult, and often irritate students so much that they lose all interest in learning English. Therefore, if English is to play an important role in Libya, as it undoubtedly will, it will be important to develop adequate texts designed to cope with the specific linguistic problems faced by Libyans in learning English and suited to the interests and backgrounds of Libyan students. The development of such texts will have to be the work of specialists.

The textbook development project will demand extremely close cooperation between Libyan and American technicians, for without the help and the knowledge of the Libyans, it would be impossible for American linguists to do the job well. The knowledge of sociological data requisite for textbook production cannot be gathered quickly, so it is better to have as a consultant someone who knows something of the Libyan context in which the books will be used.

Before the writers are recruited and before the texts are written it will be necessary to establish the whole-hearted support of the Libyan government for this aspect of the project. For two highly trained technicians to devote three years' efforts to the development of texts that would never be used would be so wasteful that the soundness of the entire project could well be questioned. Therefore it is imperative to have the assurance of the Libyan Ministry of Education that the new texts will be used. By the beginning of the third year of the project there will be enough experience on the

part of many Libyan students for them to realize that the present texts are not well suited for the Libyan school system, so that the demand for new texts will be genuine, and should not meet with any objections from the Ministry of Education. Moreover, such new texts as would be produced would reflect the particular interests of the Libyan government, which would make them even more acceptable.

During the first year that the textbook development team is active in Libya they will devote their attention to the development and collection of data on which to base their books. This will necessitate their doing some work in descriptive linguistics on spoken Libyan Arabic, which has not as yet been done. One of the men working on the development of the texts will have to be a linguistic scientist who can gather material that will serve as a basis for the development of the texts, while the other man will be a writer who can, during the first year, familiarize himself with the pedagogic as opposed to the linguistic problems that will have to be accounted for when actual writing begins. Thus by the summer of 1961, after they have been active in Libya for a year, the requisite data will have been assembled and the task of developing the preliminary manuscripts can begin.

Students in America: Third Year.

The number of Libyan students who, having graduated from the expanded program in the Teacher Training Colleges, will be sent to the United States for additional training as described previously will depend on the funds that are available for such a program and how successful the program is considered to be. If at the end of their first year of training in the United States the four students who were first sent seem to have genuinely profited from their experience and education, then it will be worthwhile to send more students. It is proposed that at the end of the intensive summer course in the summer of 1960 eight more students be selected for additional training and sent to American universities. These students will follow the same kind of program as the first students who went, but not necessarily in the same institutions. Thus in the third academic year of the program's operation there will be twelve students in America, eight in their first year and four in their final year.

Summer Seminar: 1961.

As in previous summers, a seminar will be conducted for prospective teachers of English as a foreign language and for participants in the overseas training programs. The summer institute in 1961 will be of particular importance, because the first graduates of the extended Teacher Training Colleges' program will be able to participate in it prior to assuming their duties in preparatory schools in the autumn of 1961. These students will have already participated in two previous summer sessions with American instructors, so they should be adequately prepared to teach, although they not all become good teachers.

During this summer program the emphasis for the graduates of the Teacher Training Colleges will be on practice teaching for both classroom situations

as they will exist in the Libyan schools and in the adult education programs, for it is assumed that the graduates of the Teacher Training Colleges will teach not only in the schools but also in the evening programs.

The participant training program will follow much the same lines as it did in past summers, with prospective overseas students being given language and cultural orientation courses. By this time it will be possible for the technicians and program officer to judge to some degree the effectiveness of such a program, for there will have been sufficient numbers of Libyan students sent abroad to find out what their weaknesses are and to what extent the summer seminars have been helpful.

One of the important contributions that can be made by the program development supervisor is for him to correlate the results of all the pre-training tests, post-training tests, and performance figures from the Universities to which participants are sent in order to determine exactly how much training is usually required for Libyan students in order to fit them for university-level work. It is necessary to develop this information if the training programs for Libyan students are to be meaningful and productive rather than mere wastes of time and money.

Fourth Year of Five Year Project in Language Development.

The third and fourth years of the project are the most important, for it is during this time that the most intensive language training takes place and the greatest efforts are spent on material development. It is during the fourth year that the first students trained in the summer seminars and new Teacher Training Colleges' programs will begin to work as teachers in preparatory schools. Additionally, four students, trained at American University in the most modern methods of language teaching and linguistic science, will be able to assume roles of considerable importance in the program.

Teacher Training: Fourth Year.

The program in the Teacher Training Colleges will remain basically unchanged, with students beginning their study of English in the first year they enter and continuing it through all four years and through two additional years if they are to become teachers in the preparatory schools. Their final two years in the four year program they will have the opportunity to study with native speakers, and both years in the extended program they will have American teachers. This continued exposure to professionally qualified language teachers should make it possible for the students to develop complete mastery of English during their term of study at the Teacher Training Colleges, while the instruction in pedagogic techniques they receive during the two year program and during the summer seminar should enable them to become skilled teachers of the material they have mastered.

Adult Education Program in English: Fourth Year.

The adult educational program will continue during this period, but for the first time it will be possible to employ Libyan teachers as instructors in the adult program. The role of the American teachers will become less important, for there will be qualified teachers able to take his place. However; it will remain desirable to have native speakers in the program as long as it exists, for it will be a long time before any Libyan teachers develop native proficiency in English.

Textbook Production Specialists: Fourth Year.

The textbook production specialists will enter into active production of materials in the second year they are in Libya, but they will do it in conjunction with two of the students who have returned from the United States. They will begin by planning an overall series of books to be written for the Libyan school system, including in this plan what material is to be covered, how it is to be presented, etc. Then once this has been done they will begin on the production of the first book to be used as an introductory book. When the lessons have been written they can be mimeographed and copies of them circulated to teachers who will try them out and then comment on them. Of course with the books will be a teacher's guide. The students working with the textbook production team will do the actual teaching, and since they will have had the benefit of two years' training in America, they should be able to make particularly pertinent comments. Once these comments have been examined and evaluated any necessary revisions in the texts can be made, and then the new lessons tried again and evaluated by the teachers who use them. Then a final form can be prepared and printed, so that new texts can be introduced in the final year of the contract, but only at one or two levels, as each text must build on its predecessor, making it unwise to try to introduce all new texts in the same year.

Students in America and Libya: Fourth Year.

The four teachers who have returned to Libya after two yeras' training in America will have to put their training to work, but no matter what else they do they should teach in the Libyan schools. To make advisors or administrators of them before they get some classroom experience would be a grave mistake, for without the immediate experience of teaching their educational training would remain one-dimensional, lacking the depth of experience. Nor should these teachers be assigned as part time teachers or change from school to school. They should work a full academic year in a single school so that they can gain first hand experience of the problems that all teachers face in a classroom when confronted with a student audience to whom they must impart a skill, and to whom they must address themselves day in and day out four times a week for a year.

But to use these four teachers only as classroom workers, however important such work is, would not be consistent with the time, money, and efforts spent in preparing them to assume positions of responsibility, so in addition to their classroom duties they should have other work. One of them should

work with the language laboratory specialist, two of them should work with the textbook writers, actually assisting in the preparation of the texts. It will be their responsibility to determine what material is culturally suited for the level, interests, and background of the students for whom it is being prepared, and to provide all information about Arabic that is required before texts can be produced.

The fourth returned teacher should in all probability work in one of the Teacher Training Colleges, for by the end of the fourth year it will be desirable to have at least one Libyan teacher with experience in the Teacher Training Colleges. During the fifth year this same student would begin to teach full time in the Teacher Training College in Benghazi or Tripoli, and would assume the additional responsibility of planning and scheduling classes in one of these institutions.

In addition to the eight students who would remain in America to take the second year of their training at an American institution, eight more students should be sent, so that during the fourth year there would be sixteen Libyan students in America being trained to become senior English teachers. How many are sent each year will depend on the number who are available for such assignment and the amount of funds that can be used to defray the expense of such training. The goal is to have at least one American trained teacher in each of the preparatory schools; this teacher serving as head of the department and as mentor to other younger teachers. Also, there would be a need for teachers at the Teacher Training Colleges and at the specialized schools where instruction in English is offered. Moreover, such individuals should be utilized eventually as inspectors of English working through the Nazirites of Education, possibly in secondary schools, and elsewhere when there is demand for someone with technical competency who has had both training and experience.

Summer Seminar, 1962.

The summer seminar for English teachers and participants should by this time have become an established tradition, so that the mechanics of its organization and operation should present minimal difficulties. The intention would remain the same: to prepare students for study abroad in institutions using English as the language of instruction, and to provide opportunity for both teachers and participants to increase their command of spoken English. The returned teachers from America would certainly be utilized in such a program, as would the remaining American technicians assigned to the project. In subsequent years, if the idea of a yearly seminar has been found to be generally accepted, native speakers and outstanding linguists could be recruited to work in Libya during the summer months when the seminars are given.

Final Year of Operation of Five Year Language Development Project.

The prime goal of the final year of operation is to maintain continuity while making sure that the newly qualified Libyan teachers are put into positions of increasing importance. As can be seen from the chart on page 26,

fewer Americans will be required for the program during its final year, and were a sixth year to be shown, there would only be four Americans in all, two serving as teacher training technicians and two in the adult education programs.

Teacher Training: Fifth Year.

The final year of the project will need only two teachers instead of four working in the Teacher Training Colleges, and they will do as much in the way of supervision as in actual teaching. The first group of Libyan students to be trained in the States may provide two of the teachers, and from the eight students who return before the final year begins two more may be drawn. By this time curriculum, texts, and methods have been firmly established, so there are no major obstacles to highly trained and qualified Libyan teachers assuming the actual classroom responsibilities.

Language Education Specialists: Fifth Year.

The two technicians serving as language education specialists will be the most difficult to replace, for they will be the most highly qualified and specialized of all the American technicians working in the project. If it is possible through other sources to provide for the continuous presence of teacher training specialists in the Teacher Training Colleges it should be done, for the future Libyan English teachers will need this kind of professional guidance until some of the Libyans who have been trained in the United States have had enough classroom experience to learn the basic problems of language presentation.

If it seems at the beginning of the fifth year impossible to plan on utilizing American techniques in the Teacher Training Colleges on a fairly permanent basis, two returned teachers should be selected to work with the American teachers in the last year, so that the Libyans will be able to take over from them after the Americans leave. These teachers should have had some classroom experience as well as sound theoretical training.

Adult Education Program in English: Fifth Year.

By the fifth year the adult educational program should be completely separated from the teacher training program, and should operate independently of it. If it is possible to keep two American technicians in this program on a permanent basis it will be insurance for continued program accomplishment, but if it isn't possible there will be no shortage of trained Libyan teachers to handle the basic teaching requirements.

If the adult educational centers develop into organizations to promote cultural understanding, which they may very well do, it will be necessary to keep at least two Americans in the program as representative knowledgeable authorities on American culture, but this type of program is outside the contract considerations and should be considered separately if at all.

Program Development Supervision: Fifth Year.

There will be no major changes in the duties of the senior officer during the final year of the program's operation. It will be his chief concern to see that all key positions have been filled by trained, competent Libyan technicians, and that the foundation for a continuing program in English language training is firmly established.

Language Laboratory Specialist.

The American technician serving as language laboratory specialist will have departed from Libya at the conclusion of the program's fourth year of operation, and his place will be taken by a trained Libyan who will have had ample time to learn the duties he will take over.

Textbook Production Specialists: Fifth Year.

By the end of the fourth year the development of texts should be well under way, but in order to complete the projected series of books for the Libyan schools and the teacher's manuals to accompany them a third year of textbook development will be required. The technicians will strive to leave a complete series of texts behind them, having made sure that the material was all tested through application as it was developed. Moreover, they will, in cooperation with the instructors from the Teacher Training Colleges, make sure that Libyan teachers are trained in using the new material that has been developed.

It is impossible to overestimate the importance of the textbook program and the care that needs to be taken in introducing the texts. Fortunately the texts will be used by new teachers, so there will not be a reaction pattern established against them by traditional teachers. Nevertheless, the introduction must be done gradually, and all teacher's comments must be taken into consideration. If the texts prove to be better than the existing ones there is little doubt that they will be accepted and utilized in the schools, but they must stand on their own professional merits.

Conclusion.

At the end of five years of operation the program should have trained at least one hundred teachers of English as a foreign language within the established school system, and should have firmly established both the framework for training teachers at the Teacher Training Colleges and the precedent of such training. Each of the one hundred teachers would have had six years of instruction in English, including four years of training with native speakers. In addition to this, each would have participated in at least three seminars, would have taken courses in pedagogy and methods, and would have done supervised practice teaching. In the process of training the first one hundred teachers the institutional framework of the Teacher Training Colleges would have been developed to the point that additional teachers could be trained.

Not only would teachers have been trained and the means for continuing such training been established, but an entire series of books to be used by

the new teachers in the schools would have been developed, and these books would reflect the true needs of Libyan students. Suitable materials for adult education would also have been developed, and a permanent supply of Libyan teachers for adult educational programs provided.

In short, in a space of five years it should be possible to achieve the overall objective of the program: to make Libya virtually self-sufficient in meeting its needs for English language training. This would have been done by developing materials, training supervisors and teachers, and establishing training courses. As a result future graduates of Libyan schools would be sufficiently proficient in English for their or their country's needs.