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The Teaching of English  
for Beginners in Damascus

A Thesis

Presented to the Faculty of Beirut College For Women  
in partial fulfillment of the requirement for  
the degree of Bachelor of Arts.

By

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"Yet education is essentially a social process, intimately connected with the stream of life around it, with the currents and crosscurrents of events, with the heritage of the past and the hopes of the future."

BIOGRAPHICAL SKETCH

The writer of this Thesis was born in Damascus, Syria of Syrian parents.

When she was one year old, her family left to Haifa, Palestine where she received her elementary education in a Nun's school.

In 1942, her family left to live in Jaffa, Palestine, where she received her secondary education in Al-Zahra school.

In 1948, due to the Palestinian troubles, she came to live in Beirut with her family. In Beirut, the writer attended the American School for Girls; after which she continued her studies at the Beirut College for Women.

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Last but not least, the writer wishes to express her deep thanks and appreciation to the busy principals and teachers who gave her the chance of observing English classes in their schools.

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## I N T R O D U C T I O N

The aim in writing this Thesis is to present to the teachers of English in Damascus, the best up-to-date methods in teaching English as a Foreign Language to Arabic speaking students.

To arrive at this aim, the writer found it necessary to give in Chapter I, the historical development of English as a second language in Syria when it was first introduced in the year 1938 till the year 1957.

Chapter II consists of a presentation for the development of the Syllabus from 1938 till 1957 with two appendixes giving the list of text books used during that period. A brief description and criticism about the changes in text books for each year is given too. The aims and objectives of English teaching in each year as stated by the Ministry of Education in Damascus is also presented.

The Chapter includes also all the laws and decrees that have passed for either strengthening the language or for weakening it.

In Chapter III, the objectives and aims of English teaching as it must be learned is given. Some practical principles to be followed in teaching, like practice, interest and accuracy are also discussed.

Chapter IV discusses the up-to-date methods for teaching English to native speakers of Arabic, such as the Direct Method and its advantages over others. Other aspects are also discussed, like the use of the text book, vocabulary building, teaching of grammar, spelling and dictation, composition writing, outside reading and Audio-visual aids and the use of the dictionary. A general picture of the situation in Damascus and the methods teachers of English are using are given with comments and suggestions on some

specific problems that the writer has observed in some of the English classes in Damascus.

The general picture revealed by this study shows that the main reasons for having such a low standard of English among the students are the unspecialized teachers, the choice of text books, the lack of interest and supervision on the part of the Ministry of Education, and lastly the indifferent attitude of both teachers and students towards the English language as a foreign one.



THE TEACHING OF ENGLISH  
FOR BEGINNERS IN DAMASCUS

I

ENGLISH AS A SECOND LANGUAGE IN SYRIA

The advent of French culture in Syria dates back to an earlier period than the French occupation of Syria after the First World War; for the Turks took France as the main source of information in the field of education. However, this indirect influence of France during the Turkish rule was destined to become direct and more influential in all fields.

French educational methods and syllabus were adopted and French teaching was made compulsory in all government schools beginning with the elementary classes, thus making the French language the first official language of Syria. 1

In its early stages, the French began to be taught in the first elementary year, but for administrative and technical reasons, it was later changed to be taught twelve periods per week beginning with the third elementary year. 2

As for the methods of teaching, the French ways were applied entirely to all subjects. They included memory work, long assignments, too much written work, high standard in languages, strict discipline and no freedom of opinion whatsoever. Even English teaching, when it first began, was taught in this way.

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1. Sami Dahhan, Syria, pp. 150-152

2. Adel Abdullah, The Teaching of English in Syria, P. 2

In 1938, the English language began to be taught as a second language in Syria when a decree was passed, allowing Secondary students of the Baccalaureat 1<sup>ere</sup> and 2<sup>eme</sup> Partie to choose any of the following foreign languages:- English, German, Italian, Spanish or Russian, besides the French language. 1

But still, the French language remained the second one in importance after the Arabic language. And to strengthen it more and to put a limit to the function of the other foreign languages, the third article of the same decree read:-

I. Baccalaureat 1<sup>ere</sup> Partie:-

- A. written Examination:- either a composition or a translation from the foreign language into Arabic and vice versa with the French counted as one-half and the English as one-third compared with the Arabic composition.
- B. Oral Examination:- It consists of reading a short passage from either English, French or Arabic and counted as one-half of the whole. 2

II. Baccalaureat 2<sup>eme</sup> Partie:-

- A. Written Examination:- none.
- B. Oral Examination:- students have the option of taking this examination. 3

From the above decree we could conclude just the value given to any other foreign language. But what counts more than these examinations are the number of hours per week that were given to each class:-

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- 1. Decree No. 244, March 10, 1938.
  - 2. Third article, Decree No. 244, March 10, 1938. (Translated from Arabic)
  - 3. Fifth article, Ibid. (Translated from Arabic)

Language	7th year	8th & 9th year	10th & 11th years			Philosophy	Math
			A	B	C		
English	-	3	4	3	2	2	2
French	8	8	10	9	9	-	-

This table shows the relative importance of both languages in the secondary years only.

In the elementary classes the ratio is much higher than the secondary as has been mentioned above. This was the condition only during the French Mandate in Syria which extended till 1945.

In 1945, the French Mandate came to an end when the British intervention took hold of the English language that was adopted to replace the French.

As a result, Mr. Sati' El Husari was appointed as a consultant of the Ministry of education at that time. He was asked to put new standards for education, but he was faced with the problem of finding books and specialised teachers too. The result was that those who knew little English, owing to the affinity of the French language with the English, were asked to teach English. But those who had received high school education had other jobs to do, thus giving only a very small part of their time to teaching. Many others were only <sup>a</sup> few lessons ahead of their students in their knowledge of English.

In 1948 many Palestinian Refugees came to Syria. Among them were many matriculated candidates; some had the Palestine Intermediate, a Certificate of two years study after the matriculation, others had B.A's or M.A's. But these were very few especially those specialised in English teaching.



The new teachers were on the whole efficient and active, but they only partially answered the great need for English teachers. Moreover, the need was increasing year after year. Most of the new teachers were asked to teach the higher classes while the lower classes were left to the least efficient teachers. 1

Yet, this problem of teachers became more complex when in 1949 a decree was passed requiring all students after the sixth grade to choose either English or French as a second language. The decree was as follows:- Teaching of any foreign language, mainly English or French is obligatory in all intermediate and secondary classes. 2

The problem that was solved in 1948 by the Refugee teachers again became more complex after this decree of 1949. And again in 1952 the same problem was repeated due to the increasing number of students who wanted to study English. Moreover, some of the Palestinian teachers left their jobs either because they had found better ones or because they thought they were unjustly treated by the Ministry concerning the evaluation of their Certificates and the consideration of their years of service in Palestine.

In 1952 President Adib El-Shishakly, under the pressure of political reasons and the pressing need for teachers of English and with the facilities granted by the French government for University education in France, when neither England nor America were ready to give any effective help, issued a decree ordering all the schools to divide their classes in two equal halves, one of which was required to study French, whether the students wanted to or not, and the other to study English. 3

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1. Abdullah, op. Cit., pp. 2-4

2. Decree No. 42, Article No. 1, Sep. 26th, 1949 (Translated from Arabic )

3. Decree No. 91, Article No. 2, Jan. 29th, 1952.

This system of dividing the classes is still followed today, and yet the great need for teachers of English is still increasing year after year. And with all the efforts that the Syrian government has put in order to hire new teachers of English only five new ones were available for the academic year 1956-1957. 1

In 1953 the English Department in the Syrian University was started mainly with the aim of solving the problem of this shortage of teachers of English.

But after this long period of instability and uncertainty, the greatest change took place, for well organized plans and up to date educational methods and syllabi were put for the year 1956-1957. This was done after the felt need for better and higher standards of foreign languages among the students by appointing a special inspector Mr. RAJALI HAKKI, a well-trained specialist in the teaching of English to supervise the English section in the Ministry of Education.

Upon his appointment, he started working on the syllabus. The first major step he took was to change all the books that were taught before, 2 and to assign a new series to replace the old one. 3 As a second step, he made a schedule for the whole year to go to visit each government school in Damascus as well as other Syrian cities. At the beginning of this year, he gave a lecture on the ways of teaching English to foreign students, and he required all teachers to come and attend it. In addition, individual instructions are given to teachers after frequent inspections for their classes. He is working now on a plan to provide all schools with audio-visual materials necessary to facilitate the teaching and learning of English.

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1. Interview with Mr. Hakki, Damascus, Wednesday, Jan. 2nd, 1957.
  2. Refer to Appendix II, A.B.C.D.E.F, pp. 42-48.
  3. Refer to Appendix II, G. p. 48.

Lectures are given nearly once a month, where complaints, questions, and problems are discussed after the lecture. These lectures are printed to be given to every teacher of English. A report on each teacher is given to the Minister of Education by the inspector to evaluate the work of each one and see the points where he needs some training and instruction.

So far, this effort they are putting in the teaching of the English language has proved to be very successful, and day after day, the students as well as the teachers themselves are feeling the great progress they have made in the last two months.

This is due mainly to the hard work of Mr. Hakki as well as to the efforts of all English teachers in applying the new educational principles in the teaching of English to Arabic speaking students. 1

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1. Interview <sup>with</sup> Mr. Hakki, Damascus, Wednesday, Jan. 2nd, 1957.



II

DEVELOPMENT OF THE SYLLABUS

In the year 1938 when the English language was first introduced, the Ministry of Education set the objectives and the aims of English teaching. The objectives were as follows:-

"To develop in the students the ability to exchange ideas with others by speaking, writing, reading and understanding oral speech. The teacher must create in the students the desire to learn, and by gradually developing their abilities, create in them a sense of mastery and power to use the language." 1

The aims of English teaching were stated as follows:- "The aim in teaching English is to enable the students in the upper classes to understand reasonably well what they read, and to be able to translate from English into Arabic and from Arabic into English. In addition the study of English is expected to widen the students' horizon, and give them an appreciation of the best in English literature. It is expected that students who may wish to carry on their studies through the medium of the English language after receiving their Baccalaureat will be able to do so." 2

In that year, they started giving the English language in the Eighth class, without assigning any book. Instead, teachers were given a list of the material to be covered in each class with a number of recommended authors of English books from which the teacher was free to choose any one he liked. 3 But unfortunately, all the teachers at that time were deficient in English and they were appointed to teach just because of the shortage of teachers of English.

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1. Program of the Secondary School Subjects, 1938, P. 43.

2. Ibid, P. 43.

3. Refer to Appendix II, A, p. 42.

There was no supervision or inspection whatsoever, for the teachers were free to do what was suitable for them. But instructions concerning the material to be mostly emphasized and the method of teaching were given by the Ministry. Teachers were expected to apply them in their teaching. 1

Such instructions dealt mainly with the choice of vocabulary and grammar subjects, for the teachers were asked to enrich the students' vocabulary by selecting words connected with their immediate environment, namely the class-room, the school, the home and the country. Simple questions and answers were required. Students learn mostly by using the words not by hearing them, was the key method for each teacher to follow. 2

From the above applied curriculum during the period 1938 till 1946 we could conclude that there were no set plans for the first two years for English Teaching, 3 for those two classes were left under the direction of the teacher who was deficient in English, and because the English language was not so important at that period, very little attention was given to it. We could say, too, that the material to be covered each year was too wide for so small a number of periods per week. The methods of teaching were also very weak mainly because of the untrained teachers and the poor objectives they had. Their main objective in teaching English was only to prepare secondary students who may wish to carry on their studies through the medium of the English language after receiving their Baccalaureat.

In 1947, when English became more important than French and nearly replaced it, very important changes took place in text books, 4 the hours were increased per week 5, the methods of teaching were improved, and the aims and objectives became wider and more general.

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1. Interview with Mr. Khaled Al-Shalil, Jan. 3rd. 1957
  2. Program of the Secondary School subjects, Ibid. P.43
  3. Refer to Appendix II A, p.42.
  4. " " " II B, p.43.
  5. " " table I. P.49.



"The main aim of English teaching in the Syrian Secondary Schools is to enable the students to acquire full comprehension in reading and fluency in writing and speech." 1

Out of this broad aim and objectives of English teaching at that period, better prepared books, were assigned to each class, thus trying to attain the aims stated for the year. 2

The West Series was selected as text books on the basis that they were only written for Arabic-speaking students. Besides the West Series, the Morris Series was used also. As an experimental approach to the selection of text books, these two series were good. The presentation of material and vocabulary in these two series, although it was not the right way of presentation, was acceptable to the teacher as well as to the students. The teachers were untrained and very weak in English to do any deviation from what was put in the books which they followed without any change.

Grammar was better treated than before when it was extracted from the text. No special hours for grammar were assigned, but were given when it was necessary. The knowledge of the students was increased by assigning new stories for them to read in class and outside. Such stories were Sindbad the Sailor and Gulliver's Travels.

Teachers were given special instruction for their teaching methods. Such instructions dealt mainly with recitations, reading, grammar and ways of teaching and the avoidance of using Arabic in class. Inspection was still lacking at that time and teachers were left all by themselves.

In general, the teaching of English in 1947, 1948 and 1949 has beginning to progress, inspite of the fact that no specialist in this field was available. 3

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1. Program of the Secondary School subjects, 1947, P. 1

2. Refer to Appendix II B, P.43.

3. Refer to Appendix II B, P.43.

As the importance of the English language increased year after year, the Ministry of Education became more concerned. So in 1949, few modifications were introduced in text books. To strengthen the language, additional books were added to the two series of Morris and the New Method Readers. This new addition was the New Method Script Copy for all classes. 1 It helped the students to have more exercises in the use of the language in their daily life, and a better chance to increase their vocabulary and practice talking while discussing the material.

Some changes were also introduced in stories where a higher standard was chosen for the higher classes like Robinson Crusoe and Learn to Speak by Speaking. But the teacher's problem was becoming more complex when the decree of 1949 was passed requiring all students, starting with the sixth grade, to choose either English or French as a second language. Being the more popular language at that time, English was chosen by most of the students. 2

This problem stood in the way of progress, but later it was solved by the Palestinian Refugees who came to Syria.

Again aims and objectives for maintaining higher standards were the concern of everybody Ministers, teachers and students. In 1951 further changes were made in the text books, teachers, instructions, and the division of hours.

The New Method Reader of West was replaced by another series for West called the New Method English for the Arab World with a companion. For handwriting, two books were assigned, the Script for Beginners and Penmanship by Ibrahim Khoury. These were added to the series of Morris. 3

This new series is built on a different system from that of the New Method Reader. It includes passages for dictation,

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1. Refer to Appendix II C, p.44.
  2. Decree No. 42, op.cit.
  3. Appendix II D, p.45.



special lessons for conversation built upon the vocabulary of the previous lessons and special composition lessons and reviews. It is a more systematic book which put more emphasis on the objectives in English teaching.

Dictation, penmanship, vocabulary and grammar were stressed more in all classes, except for the sixth grade which included no grammar, a step which reveals a tremendous progress in the teaching of grammar as an integral part of the Syllabus and an hour every two weeks was allotted for it. Short compositions and translations became part of the Syllabus beginning with the eighth class.

A real understanding of the value of the oral approach in the learning of a foreign language seems to have emerged, because in 1938 hearing a language and using it orally was looked upon as the wrong way of teaching. So oral conversations in class became the key to a good method of teaching.

Further changes were made in giving the instructions to the teacher where a special books were assigned for the teachers to study and follow in their teaching method. Each lesson in the text, has a lesson plan in the teacher's handbook.

In general, the new changes in text books brought about better results and better understanding. The English language became of more concern to the Ministry and more attention was given to it when more strict regulations were put in the acceptance of English teachers.

In 1952, the Morris Series was abolished completely. The only text book used was the New Method English for the Arab World by West with its companion. And as the New Method English did not include anything about grammar and the Morris Series was abolished, special book of grammar had to be assigned; thus separating grammar from the text which I think was an unfortunate change at the time. The new grammar book assigned was called Brackenbury's Grammar Exercises Series. 1

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1. Refer to Appendix II E.p.46.

Writing of free composition started by stages in the Eighth class. The earlier work consisted of separate sentences and was assisted by guide words. Then in the ninth class it had to be paragraphs on familiar subjects like descriptions, narratives, and letters to friends.

Continuous instructions for teachers were given providing them with necessary information. They were asked not to depend too much on text books, but to create variety all the time. 1

Another notable change in this period was made with reference to the hours per week for each class, for more emphasis was put on the sixth and ninth years 2, thus giving more hours to these two classes and fewer hours to the two intermediate classes.

In 1953, and after the last decree, students seemed to show more interest in English than in French. This might be due to many political, social and individual reasons. As a result, the English language problems came to occupy the Ministry officials all the time. So changes were expected nearly every year to raise and maintain the standard of English. But changes in this year were not of great importance.

The major modification made in this year was replacing the Brackenbury Grammar Exercises book by another one English Grammar by Steps by A.C. Gray. 3 This is of course another sign of weakness that was prevailing at that time and also a sign of instability, for the teachers under such conditions had to assign separate classes for grammar only.

Again we could say that the Ministry was trying its best to find out ways to facilitate the teaching and learning of English all through, but still there were no specialists in the field that

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1. Program of the Secondary School subjects, 1952, pp. 3-5.

2. Refer to table 1, p. 49.

3. Refer to Appendix II E, p. 47.



would devote all their time to English. And as long as there were many unspecialized officers working on it, the condition had to be unstable and not well adjusted to the needs of the students.

Upon the appointment of Mr. Hakki he started working on the Syllabus. The first major step he took was to change the books that were taught before and to assign a new series to replace the old one. This new series is the Direct Method English Course by E.V. Gatenby. Other books that he assigned are Longmans Cursive, King Arthur and the Knights of the Round Table, Stories of the Great Heroes, and the Children of the New Forest. 1

This change in text books raised the standard of English in Syria. This series contains chosen passages for dictation, well-chosen vocabulary, and drill exercises in grammar.

As a second step, he made a schedule for the whole year to go and visit each government school in Damascus as well as in other Syrian cities. 2

Just one look on the changes in text books in each class from 1938-1957, 3 shows the great progress attained from these changes and the attention given to the English language each year. This change has occurred not by the will of the Ministry, but on the demand of the students who are very ambitious and willing to continue their studies abroad.

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1. Refer to Appendix II, p.47.

2. Refer to PP. 7-8.

3. Refer to Appendix 1, pp. 37-41.

III

OBJECTIVES OF ENGLISH

"What does learning a language mean? And on what does it depend?"

"Learning a language means the mastery of the sound system, to understand the stream of speech, to hear the distinctive sound features and to approximate their production, in general, it is the mastery of the features of arrangement that constitute the structure of the language." 1

Therefore the language is a means by which and exchange of ideas takes place. And this means must be mastered. To master a language, the students must speak clearly, understand speech easily, pronounce correctly, spell accurately and have good penmanship. His tone and emphasis on the words that form a sentence must convey to the listener the required ideas, and if he is writing, his punctuation and arrangement of words must facilitate the conveyance of ideas. Any mistake in one of these areas will stand as a hindrance to the free exchange of idea. 2

On what does the learning of a language depend?

"Learning a language depends on the type of language activities carried on in the school and it is greatly influenced by the way in which the school itself is organized. Time allotments in the daily program policies that determines whether or not reading, spelling penmanship and language are to be taught as separate subjects, the absence or presence of the departmentalized teaching measures taken to cultivate the program from grade to grade or from year to year and the objectives of learning English are strong factors in determining the character of the instructional program in language arts learning. 3

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1. Charles Fries, Teaching and learning a Foreign language P. 3
  2. Henry Nelson, Teaching language in the elementary school. PP 110-111
  3. Ibid, P. 113



From the above quotation we can deduce four objectives of English teaching and every teacher of English must realize the fact that during the first year he is going to lay the cornerstone for learning English as a second language. So he must know what he wants to establish in his students and what kind of skills he is going to build. Not only that, but he must know his objectives in teaching. But unfortunately teachers of English in Damascus lack knowledge of these guiding objectives and how they can achieve them.

These objectives in teaching English are four in number:

1. the ability to understand speech.
2. the ability to speak.
3. the ability to read.
4. the ability to write. 1

To carry out these objectives and to put them into action the teacher must break each objective into its component parts, and then he must work on these parts aiming at establishing the larger objectives. Although there is much overlap in the component part, of the four objectives, the teacher must understand how to develop each one and try to associate it with the main objectives.

The component parts of skill in speaking are vocabulary, idiom, grammar, pronunciation, enunciation, fluency, expression, rhythm and tone.

The component parts of skill in understanding speech are the recognition and interpretation of the component parts of the speaking skill.

The component parts of skill in writing are vocabulary, idiom, grammar, penmanship, spelling, punctuation, composition and form.

The component parts of skill in reading are the recognition and interpretation of the above mentioned skills in writing.

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1. Lealie Leavitt, The teaching of English to foreign students, pp. 10-12.

Upon this division the teacher must concentrate on the perfection of these component parts which stand not only for one skill, but are common for all objectives; for we can hardly separate them from each other.

However, there are certain component parts that are not common to all; so the teacher must pay special attention to them. Such parts are enunciation, fluency, pronunciation, expression, rhythm and tone which are the component parts of oral expression and understanding. Spelling, penmanship, punctuation and composition are special component parts of written work and the understanding of it. 1

When the teacher knows this, he must try to give more time to the component parts that the students need more help to master and less time to the ones that they have already mastered. He must know also how to evaluate a certain exercise in finding out its contribution to each of the component parts. How to develop each skill will be discussed in the following chapter.

One of the most important principles of language is practice. The teacher must realize that the mastery of language skills involves the formation of new habits. Therefore, the students must not acquire a skill through rational thinking, but through practice; for he learns speaking when he practices to speak, reading when he reads, and listening when he practices to listen.

It has been proved that short practice periods are more effective than long ones, and by this, the students will acquire certain habits indirectly without being conscious of them.

Many linguists support the fact that "it is easier to learn than to unlearn",<sup>2</sup> and this is why it is appropriate to have a second guide for teachers of English and that is Accuracy. Therefore all first year classes of English must be taught by experienced teacher and this unfortunately does not exist in the schools of Damascus where such classes are usually taught by teachers whose

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1. Leavitt, op.cit. pp. 12-16.

2. Leavitt, op.cit. pp. 16-17.



pronunciation and technical knowledge are deficient. This is not due to the ignorance on the part of the supervisors of English, but to the lack of experts in this field. And when such experts are found, they are selected to teach the higher classes.

To all Arab students, learning a foreign language is not an easy thing; it needs energy, hard work and strong incentives to challenge them to study. Therefore, the third principle in teaching English must be the interest. So, it is the job of the teacher to create and put forward stimulating incentives for all students to look for in studying.

Variety in techniques and methods used may add greatly to the general interest of the students in learning English. The good teacher is the guide who diversifies his means and methods and who encourages his students to feel the responsibility of attaining the standards set for them.

Therefore, the teacher must inform the students about the objectives of learning English and must help them to understand their part in learning. Upon knowing this, they will start to work cooperatively together.

Too much emphasis on the first two principles - mainly practice and accuracy - may lead the teacher to the negligence of interest; and as a result, this interest needed will be killed completely. So, the teacher must be moderate in the usage of any of these three principles mentioned above.<sup>1</sup>

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1. Leavitt, op.cit., pp. 17-21.

IV

THE TEACHER AND HIS WORK

After presenting and discussing the objectives of English teaching comes the role of the teacher who is the first person to consider for applying and following these objectives. It is to this role played by the teacher that we shall turn in this chapter.

The Teacher and the educative process:

Most of the teachers of English in Damascus are part time teachers, either because they are still students at the University or because they have other work and responsibilities. Others are so much absorbed in their teaching ability, that they neglect the main aims of teaching and the educational policy of the school as a whole, forgetting the fact that their work is but a part of the whole. And what they are doing is only spending the period in reading the text book, covering the required material and nothing more.

The majority of the English teachers in Damascus have neglected the importance of their personality and their behavior in class. Their aim is just to concentrate on transmitting the material in the books without cultivating any of the above mentioned habits. They do not show any interest in the students and they do not treat them as adults. As a result, the students themselves lose interest in the subjects they are learning and in the teacher. And unless the interest needed starts on the part of the teacher, the students are apt to lose themselves.

So the teacher must not lose sight of making his contribution to the total educational processes. It is true, however, that people do differ in their conception towards the aims of schools, but, undoubtedly, most of us do agree in expressing our aims in terms of getting information, acquiring skills, cultivating habits, attitudes and ideas. Or we would express them in terms of leading



a happy life either with ourselves or with people; or in terms of behavior and well-developed personalities; or in terms of clear and logical thinking and the ability to show friendliness, courtesy, self-control, reliability and initiative.

All these are best realized when the teachers and the students are not conscious of them. For students start cultivating sound judgement when they are pushed into situations where they can practice and exercise that judgement. They get it indirectly from the personality of their teacher and from all those who come in close contact with them. They learn courtesy by practicing and exercising it and by forcing them to appreciate and evaluate the happy results brought about by practicing these habits.

This is what makes the role of the teacher an important one. Therefore, he must have them on his mind, trying to cultivate them in his own personality and classroom methods that he is perpetually guiding his pupils towards, with the aim of fulfilling the larger goals of the school and of education. 1

The Ministry of Education for the year 1956-57 is paying a great deal of attention to this problem and if some of the teachers neglect their duty it is their fault and not that of the Ministry.

#### THE TEACHER AND HIS STUDENTS:-

To begin with, the teacher-student relationship is the most important factor to consider in our discussion.

Love, interest, mutual understanding, sympathy, a friendly attitude, reciprocal respect, combine to form the pillars of the ideal classroom situation. If these are found the best results will be obtained.

Most of these pillars are lacking in our teachers in Damascus, mainly because they change their schools every year or two, and so have little time to know their students well. And the sympathy which usually springs out of long contact between the teacher and the students diminishes.

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1. Leavitt, op. cit., pp.103-105

Moreover, all the attention and care are usually given to the best students in class and all the weak students are completely neglected, a problem that must be really the concern of every good teacher. For teachers never bother themselves to help them in any way.

The teacher's work is like that of a doctor who analyses the illness and tries to cure it by a certain medicine. Therefore, the ability of finding out mistakes and giving ways to overcome them is the most important difference between a good teacher and a poor one.

An inexperienced teacher may say that a student is weak. But an experienced one states his problem in a different way by saying, "This student is written or oral English, reading, or in grammar or dictation." What are the causes of this weakness? Is it because of a poor foundation, or of low mental ability, or lack of interest? Upon knowing the cause, the teacher is in a better position to find a solution.

The teacher has to put in mind that there must be a reason for every defect or mistake a student makes, it is his duty to find out these underlying reasons. Of course, this will take a long time, but still it is his duty as a teacher. †

Weak students must be interviewed individually and be questioned so as to find out whether there is a psychological, social, financial, physical or emotional problem, and on the light of these results, individual treatment must follow, remembering that the teacher is dealing with a humanbeing and nothing more.

#### THE TEACHER AND HIS PROFESSION

The main reason and the most important one for the low standard of the English language in Damascus, is due to the unprofessional teachers employed and the methods they use in teaching this foreign language. "This is why we must blame the teachers only because they have not proved to others that teaching is an art. †

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†. Leavit, op. cit., PP.116 - 117



They are greatly to be blamed not because they are not fully equipped to do their job, but because they do not try to achieve a respectable standard. Yet we cannot blame them when they are overloaded with work. Most of them do not prepare their lessons and do not pay attention to the students' problems whether they are individual or collective ones.

Another reason is that a great number of the English teachers are not included in the Secondary Teaching Staff either because they do not have the qualification or because teaching is an additional job to them. They are allowed to teach because there are no better ones to replace them.

Most people think that teaching as a profession is an easy job and whenever they do not find work, they think of teaching as the only field that they can do and earn money at the same time. This attitude of easiness arouses one's curiosity to ask "why is it that people do not have such an attitude towards engineering, law or medicine?" The reason may be found out when we look at the years one spends in school where he has seen his teacher at work. Another reason is that teaching to them is only a matter of transmitting knowledge to young people and not more.

Teachers of a foreign language must continue to be students of the language they are teaching, especially the non-English teachers of English. They must read widely in English, keep in touch with English-speaking people and must lose no opportunity to add to their knowledge. They must keep their own notebook where they can collect examples not only for class use, but for their own guidance. The teacher of any foreign language must keep up with the new methods and techniques in language teaching and must try to test and apply them in his classes. "The teacher must make no claim to infallibility, but must admit any slip or mistake at once, and this will cause the students to trust their teachers more." 1

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1. E.V. Gatenby, English as a Foreign language, op.cit. pp. 33-34

A good leader, if the teacher has that position, must not be a dictator. "He is expected to be a source of inspiration, to put new life and energy into those who follow him, to approve honest endeavor and cheer those who find their burdens heavy." 1

It has been proved that visiting other teachers at work and inviting other teachers too, have their advantages for both teachers. By that, teachers may see the weak as well as the bad points in teaching. Discussing some of these points may help more in understanding some of the better methods followed in teaching foreign languages.

"In general, teaching and especially teaching of English is a task in which to stand still is to stagnate. We must constantly move forward with the realization that we are engaged in a task that demands the very best we can give." 2

#### THE TEACHER AND HIS METHOD

It has been concluded after a long period of experimentation that the best method to use in teaching a foreign language is the Direct Method.

The Direct Method follows the natural approach of learning that the child uses when he first starts to speak his own native language. It is built on the following principles:-

1. Learning by sound hearing and not by sight: in the early stages of teaching English, the students must hear an utterance pronounced several times and not by reading it from the book. Therefore, the teacher must make sure that the students have mastered the sound very well with the ability of connecting it with its object before helping them to form a visual picture of the word or using any symbol for it.
2. The second, but very important principle is the association of names with objects. At the very beginning, words

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1. Gatenby, op. cit., p. 35.

2. Leavitt, op. cit., pp. 114-115



should be limited to objects that are available in the classroom like chalk, door and window. The teacher must point out or hold the object while pronouncing the sound. Students must be asked to repeat after him individually and in choral form. With these sounds, few names of qualities that can be easily illustrated should be given like big, high and black.

Words of action that can be demonstrated while pronouncing them may be introduced too, like to sit, to eat and to walk.

The teacher must make sure that only one tense is introduced in order not to confuse the students.

Some of the prepositions that can be easily demonstrated may aid in explaining like in, on and over. 1

3. Learning a foreign language needs conscious mimicry which "means noticing carefully such matters as the position of the lips, the quality of the sounds, the speed of utterance, the intonation of the voice, the swing of the sentences, and even the characteristics gestures."

It consists of three parts:

- a. "Acute and constant observation.
  - b. Throwing oneself to it.
  - c. Continual practice." 2
4. The avoidance of using the learner's native language is another important principle in the Direct Method. The teacher has to do his best not to use the Arabic language, because this will lead to translation that must not exist in any language.
  5. No formal grammar with sets of rules must be given. This will be discussed ahead.

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1. Gatenby, op.cit., pp. 20-25

2. Eugene Nida, learning a foreign language, p. 24

6. Words must be learned in sentences and not in isolation. So it is the duty of the teacher to create the situation suggested by the work, so as to be used immediately while connected with some words that are known to the students. 1  
"For language development is a unified not a fragmentary process." 2
7. Repetition.
8. Audio-visual aids must be supplied and used whenever possible to facilitate learning. Some of these aids will be discussed later.
9. Constant revision:- always try to go over the material that is not very well mastered.

Each teacher must keep in mind a rule that less time must be given for understanding the work that is already given and more time for the new material. The teacher has to keep on repeating old material until it becomes a mechanical habit with all the students, so that they speak the language without thinking too much. 3

## II. THE USE OF THE READING BOOK

In applying the first principle listed in the Direct Method, the teacher must realize the fact that the students hear and speak before they see the printed page. They learn to ask questions as well as to answer them in a natural and conversational manner. With this in mind, the first three or four lessons during the first year of learning English must be devoted to oral work. After this aural and oral practice with constant repetition, the text book must be used so that the students can visualize the symbols that stand for the language they are about to study.

Fortunately enough, the Direct Method is in use for the scholastic year 1956-1957 in Damascus and all teachers, old and new, are receiving special instructions on how to follow it in their teaching methods.

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1. Gatenby, op.cit., pp. 25-27.

2. Pies, op.cit., p. 7.

3. Gatenby, op.cit., pp. 30-32.



The text book is used mainly for reading aloud where the students train their oral speech. Enough time must be allotted to each student to read in class, but unfortunately, in most of the schools in Damascus where we have fifty or sixty students in one class, this can hardly be applied.

While the students are reading, the following points must strictly be emphasized:

1. Pronunciation which combines sound and accent, is not fully perfected even among the teachers of English. Special attention must be given to this point.
2. "Enunciation:- which means clear articulation" 1 is well perfected with teachers as with all the students.
3. Expression:- When the students read, they tend to read each word correctly and pass on to the other, thus neglecting the expression needed. So the teacher must help the students "to speak while bringing out the thought, feeling and quality of what they are reading." 2
4. Fluency:- "It means speaking smoothly, and without awkward pauses." 3 This point is also lacking because the students do not know the rules of punctuation.

Another use of the Text Book is Silent Reading, a use to which sufficient attention is seldom paid. "By it we mean the ability to getting the thought rapidly and accurately." 4

It was found out that the important physical causes of slow reading are the "failure of the eyes to take in enough words as they move across the page, the habit of forming words with the lips and the habit of following words with their fingers." 5

On discovering any of the above mentioned causes, the teacher must start giving enough practice, a variety of exercises, drills in

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1. Leavitt, op.cit., P. 34

2. Ibid., P. 34

3. Ibid.

4. Ibid., P. 46

5. Leavitt, op.cit., P. 52

class and much guess work. The teacher must not allow the students to use their fingers or lips while reading, but he must observe this for a long period until the students stop using them. Easy and interesting questions and material must always be given to challenge the students to read, and upon any sign of improvement, the teacher must praise the students. 1

Thirdly comes the oral work in the use of the text. To master a language, it is not necessary to read it fluently, but it is very necessary to master it orally, and "unless one has mastered the fundamentals of the new language as a language, that is as a set of habits for oral production and reception, then the process of reading is a process of seeking words equivalent in his own native language." 2

English text books are a good medium for providing basic material for oral work. So the teacher must have variety of techniques in presenting the oral material. Such variety may include a speech-making, class-discussion, telling stories, giving summaries, writing dialogues, and memorising. 3

Memory work must be given very often, as it provides practice for the students in pronunciation, rhythm, and tone. It also decreases the fear of making mistakes in the language they are using, thus giving them a chance to concentrate more on expression, voice, and tone. 4

### III. THE USE OF THE GRAMMAR BOOK

The Direct Method applied in teaching English that we have already discussed, rejects the use of traditional grammar, mainly because the child does not learn grammar when he first starts to speak his own language. 5

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1 Leavitt, op.cit., pp. 52-53.

2. Fries, op.cit., p. 6

3. Ibid., pp. 6-9.

4. Leavitt, op.cit., pp. 82-84.

5. Fries, op.cit., p. 27.



"Therefore, grammar must be as a basic structural material which the beginner must master on a productive level, should include only those items that will provide one pattern for each of the situations in which the language is actually being used."1 And this can only be done by constant repetition and imitation .

Grammatical instructions must not be given as a set of rules, "for we learn to speak by pattern rather than rule and that we learn living languages more by imitation than by rules."2 They must be given in sentences from the text book and never isolated from it.

It has been proved too, that knowledge of grammar has very little effect upon correct usage, for correct usage is primarily a matter of establishing correct habits of speech and grammatical knowledge is useful only as far as it helps to establish such habits." 3

#### IV. VOCABULARY BUILDING

Words are used mainly for the communication of ideas, so the teacher's duty is to enrich the vocabulary of the students by different ways, and must guide them to the right direction so as to master the word, not only as it is given in the text, but in many different usages and as Leavitt says "it is better to use ten words in ten sentences." 4

Informal classroom situations are very effective in learning, so the teacher must get up frequently and walk around the room pointing out to the various objects found in the room as the new word arises. Class discussions must be produced in a natural conversational manner, where the students feel free to talk and express themselves. But unfortunately, most of the English teachers in Damascus are like dictators and the students never feel free to talk, because upon making any mistake, they are either scolded or left standing in their places.

Naturally, this leads to the participation of only the best students in the class, thus neglecting all others.

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1. Fries, op.cit., p.27.

2. I. Morris, the teaching of English as a second language, p.50

3. Ibid., pp. 49-50

4. Leavitt, op.cit., p. 40



In the first year, the most common words that are limited to the classroom and to the immediate use in the life of the students must be introduced first. Arabic translation must be avoided completely, but most of the teachers in Damascus use the Arabic language as the only means of explaining things.

Not only this, they also ask the students to list words in a special copybook with their Arabic equivalents beside them and then to memorize them. This method is completely wrong, because the proper situation must be created before introducing the word itself, or else the students will learn them in isolation and can never use it in a correct and complete sentence. 1

#### V. COMPOSITION WRITING

A good way to measure the progress of the students is to ask them to write a composition, because by that they show their ability in vocabulary, grammar, punctuation, spelling, penmanship and organization.

Composition writing must start in the first year by writing very short sentences followed by short paragraphs, then a whole subject of about two pages in the upper classes. A well-developed, long composition must begin in the higher secondary levels.

Because the Arabic language is not broken up into separate sentences as English is and it differs greatly in its construction, it is necessary to give early instruction in joining related and single sentences together so that the students will not mix between the procedure of the two languages.

Common mistakes among the students must be taken over in class and explained. Giving comments on the paper too, helps the students to feel that the teacher is interested in their work and that there are people with whom they are sharing their ideas. 2

#### VI. SPELLING AND DICTATION

Spelling and dictation are the most useful exercises in

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1. Gatenby, op.cit., pp. 37-40

2. Leavitt, op.cit., pp. 65-80

learning a language, mainly because they comprise learning of speech, writing and reading of it. 1

The students must recognize the fact that misspelled words retard the free communication of ideas. So the teacher must select the most common misspelled words and drills the students on their use.

But most of the students of English in Damascus are very weak in dictation, mainly because the teachers pay very little attention to such an important and fundamental point in teaching a language whose pronunciation differs from its spelling.

In preparing a dictation assignment, the students must study the words as an integral part of the sentence and not words in isolation. 2

While dictating, students must not be allowed to start writing before the teacher finishes reading the sentence, but they must follow the words dictated while listening. And if the teacher thinks that a certain word is difficult, he must write it on the board.

To create variety in the procedure, give chances to the students to dictate the assigned work to each other while the teacher is listening, criticising when necessary or correcting the pronunciation when needed.

Upon giving the dictation, all punctuation marks must be dictated too. This may develop this habit without being conscious of it. 3

#### VII. AUDIO-VISUAL AIDS

In teaching English many audio-visual aids will be of use, such as the recorder. By this machine the students will find out their mistakes in pronunciation. It will train them in the ability

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1. Gatenby, op.cit., pp. 46-47.

2. Leavitt, op.cit., pp. 43-44.

3. Gatenby, op.cit., pp. 46-47.



of listening and hearing the spoken language and it will increase their discriminating ability of sounds. 1

Film strips and wall pictures are of great use too, because they will enrich the students' vocabulary and their reading ability other than the text. It will help also in having it as a motivation for expressing oneself and in building up new ideas. 2

Dramatization is also very important because it may discover hidden talents in acting. Students may practice their oral speech as when they have to study things by heart, thus helping them to pronounce better and to speak more fluently while giving the exact expression. 3

Exhibits, motion pictures and opaque projectors all work for the perfection of the language. Not only this but the students will have strong incentives to motivate them and stand as an aim to be reached in handling and working on them. Some of the Audio-visual aids help in conversation and aids to increase the vocabulary of the students. 4

It is true that seventy per cent of our impressions are gained through the sense of sight, but still we must not neglect the fact that what can be heard, felt, smelt and tasted is also important in language learning. So it is the duty of the teacher to bring each ~~scene~~ of our life into the class, to make the students walk, talk, feel, hear, smell, and taste what is necessary in facilitating learning. 5

#### VIII. THE USE OF THE DICTIONARY

During the first years of learning English, the students must be urged to use a dictionary that gives simple definitions, but in the higher classes, standard dictionaries must be used. Its use is a skill that must become a habit with all the students.

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1. Gatenby, and Eekersley, General Service English Wall Pictures, pp. 12-14
  2. Edgar Dale, Audio-visual Methods in Teaching, pp. 55-60
  3. Leavitt, op.cit., pp. 44-45
  4. Dale, op.cit., pp. 54-57.
  5. Gatenby and Eekersley, op.cit., pp. 12-13.



Special instructions in the use of dictionary and its devices like the abbreviation, index, appendix etc... must be well mastered by all the students in all classes.

In Damascus, the use of the dictionary among the students is very rare, the students prefer to ask their teachers for every Arabic equivalent either because they do not have a dictionary or because they do not know how to look it up. 1 Teachers of English must not encourage the students to do so. He must give special assignments in the use of the dictionary very often.

By using the dictionary, the students are pushed forward great extent towards independent work in which their main opportunity in building up their self-education inside and outside the school lies. 2

#### IX. OUTSIDE READING

The aims of the schools must not be to stuff the students' mind with different kinds of knowledge which evaporate in less than one year or two as the situation is in all the schools in Damascus. The successful school is the one who forms in the students, the habit of reading and assimilating what they read and selecting the material that is most needed to be studied, not only in the text books, but through outside readings too.

Students must understand that one way of mastering any foreign language is by the outside readings when one can enrich his vocabulary, increase his reading ability and widen his knowledge in that language.

But unfortunately, we can hardly find a student in Damascus who reads any English book beside the assigned text. This may be due to the lack of libraries which can provide such books. But still the students themselves have no interest in building libraries of their own. So the teacher must urge them to read by giving them lists of good books or recommending to them some interesting books he enjoyed reading. 3.

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1. Interview with Mr. Hakki, Damascus, Jan. 3rd., 1957

2. Leavitt, op.cit., pp. 95-97

3. Leavitt, op.cit., pp. 98-99

### C O N C L U S I O N

In the course of this study, an attempt has been made to prevent the best educational method for teaching English as a second language. The need for trained and qualified teachers, giving suggestion for better class-room situations and teacher-student relationship in the light of what the writer has observed in some of the schools in Damascus. Yet we have to mention some of the major problems still present which need special attention. These problems are:-

1. A uniform and adequate modern philosophy of education pertaining to Syria is still lacking.
2. Clear-cut objectives to direct the academic preparation and professional training of teachers are completely neglected.
3. There is lack of cooperation between government and private schools.
4. The demand for teachers is greater than the supply.
5. There is a lack of attraction to the teaching profession.<sup>1</sup>

These are the present problems which the Ministry of Education is facing nowadays.

Yet there are some trends towards a more hopeful situation observed from the attitude of the Inspector of English, principals, teachers and all students.

If we examine the changes that are introduced in teaching English for the academic year 1956-1957, we find a tremendous desire and inclination towards the application of new methods in teaching and learning English as a second language, not only on the part of the teachers but also the students themselves. For these new changes in teaching methods proved to all, the advantages of the Direct Method and the success of mastering the English language.

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1. Clotilde Mansour, Teacher Training in Lebanon, conclusion.

However, the new Inspector Mr. Hakki is working now on many new plans to put into action in the two coming years. It is hoped that within the coming years, the English Section at the Syrian University will help to solve the shortage of English teachers and will help in raising the standard of the English language so as to become important one.



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APPENDIX I'A'Sixth Class

<u>YEAR</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS./WEEK</u>
1938	---	---	---
1947	West (Primer) Morris West	New Method Reader Book I New Method Reader I	8
1949	West (Primer) Morris West	New Method Reader Book I New Method Reader I New Method Script Copy Books: I & II	8
1951	West	New Method English for the Arab World and its supplement (Primer)	8
	Ibrahim Khoury " "	Script for Beginners Penmanship I	
1952	West West	New Method English for the Arab World (Primer) Arabic Companion Script handwriting	7
1953	West West Ibrahim Khoury " "	New Method English for the Arab World (Primer) Arabic Companion Script handwriting Cursive " I	7
1956-57	H.V. Gatenby Ibrahim Khoury " "	Direct Method English Course, Book I Script handwriting Longmans Cursive I	7

SEVENTH CLASS

<u>YEAR</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRB/WEEK</u>
1938	-----	-----	-----
1947	Morris West -----	Book II New Method Reader II Simplified Reader I	7
1949	Morris West ----- -----	Book II New Method Reader II Supplementary Reader I New Method Script Copy III	7
1951	Morris West ----- Ibrahim Khoury	Book II New Method English for the Arab World II Supplementary Reader I Penmanship II	7
1952	West ----- West ----- Brackenbury -----	New Method English for the Arab World I The Arabic Companion I Supplementary Reader I Brackenbury's Grammar Exercises I Cursive handwriting II	6
1953	West ----- West A.C. Gray ----- -----	New Method English for the Arab World I The Arabic Companion I English Grammar by steps I Supplementary Reader I Cursive handwriting II	6
1956-57	H.V. Gatenby ----- -----	Direct Method English Course II Supplementary Reader I King Arthur & the Knights of the Round Table Longmans Cursive handwriting II & III	6



EIGHT CLASS

<u>YEAR</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
1938	Suggested Authors to the teachers	No Text (Reading & Vocabulary) (Grammar & Dictation) Material to be covered:- 1. The Alphabets:- Vowels & Consonants 2. The Articles:- definit & indefinite 3. Parts of Speech:- a. The noun:- Singular, Plural & Gender b. The pronouns:- Personal, Cases, Interrogative & Demonstrative. c. The adjective:- Comparisons. d. The preposition:- Simple preposition used with verbs of action. e. The verbs:- Conjugation of simple verbs to be and to have, present, past and fu- ture. Affirmative, negative and interrogative, continuous tense of simple verbs.	2 1
1947	Morris West ----	Book III New Method Reader III Stories of Sinbad the Sailor	7
1949	Morris West ----  ----	Book III New Method Reader III Supplementary Reader II Culliver's Travels and other Stories New Method Script	7
1951	Morris West ----  Ibrahim Khoury	Book III New Method Reader III Supplementary Reader, Fables and fairy tales Penmanship III	7
1952	West	New Method English for the Arab World II	6

EIGHT CLASS (Cont.)

<u>YEAR</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/ WEEK</u>
1952	West West Brackenbury -----	The Arabic Companion II Supplementary Reader, The story of Ousama Brackenbury's Grammar Exercises II Cursive handwriting.	
1953	West West L. Leavitt A.C. Cray -----	New Method English for the Arab World II The Arabic Companion II Stories from the Near East English Grammar by steps II Cursive handwriting Book III	6
1956-57	E.V. Gatenby ----- -----	Direct Method English Course Book III and IV (first half only) Supplementary Reader Stage II, Stories of the Greek Heroes. Longmans Cursive handwriting IV.	6

NINTH CLASS

<u>YEAR</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
1938	---	No Text (Reading and Vocabulary) (Grammar and Dictation) Material to be covered:- 1. The verb:- Conjugation of compound tenses, present and past perfect, the three principal parts of the verbs, the infinitive, the participle uses, the active and the passive voices. 2. The Adjectives and Adverbs:- Comparison of regular and irregular adjectives. 3. The Pronouns:- relative, interrogative and reflexive etc... 4. Construction of simple sentences 5. Selected poetry.	2 1
1947	Morris West ----	Book IV New Method Reader Book IV Gulliver's Travels (simplified)	6
1949	Morris West ---- West	Book IV New Method Reader IV Robinson Crusoe Learn to speak by speaking IV	6
1951	Morris West ---- West	Book IV New Method Reader IV Robinson Crusoe Learn to speak by speaking IV	6
1952	West West ---- Brackenbury	New Method English for the Arab World III. Arabic Companion III Monte Cristo. Brackenbury's Grammar Exercises III.	7
1953	West West J.M. Falkner A.C. Gray	New Method English III Arabic Companion III Moonfleet (simplified) English Grammar by steps III	7
1956-57	E.V. Gatenby -----	Direct Method English Course V Children of the New Forest.	7



APPENDIX II

1938 'A'

Eighth Class, First year English

<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
8th, 1st. year English	-----	No Text (Reading and vocabulary) (Grammar and Dictation) Material to be given:- 1. The Alphabets:- vowels and consonants 2. The Articles:- definite and indefinite 3. Parts of Speech:- a. The Noun:- singular, plural and Gender b. The pronouns:- Personal pronouns, cases, interrogative and demonstrative pronouns. c. The adjectives:- comparison of d. The prepositions: simple prepositions used with verbs of motion. e. The verbs:- conjugation of simple verbs including verbs to be and to have, present, past and future, affirmative, negative and interroga- tive, continuous tense of simple verbs.	2 1

9th class  
(Brevet)

-----	No Text Material to be covered:- (Reading and vocabulary) (Grammar and Dictation)	2 1
	1. The verbs- conjugation of comp- ound tenses, present and past perfect, the three principal parts of the verb, emphasis on irregular verbs, the infinitive, the parti- ciple uses, the active and passive voices. 2. The adjectives and adverbs:- comparison of regular and irre- gular adjectives. 3. The pronouns:- relative, interroga- tive, reflexive etc... 4. Construction of simple sentences. 5. Selected poetry.	

1947 'B'

<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
Sixth	West (Green Primer) Morris West	New Method Reader I Book I New Method Reader	8
Seventh	Morris West ----	Book II New Method Reader II Simplified Reader I	7
Eighth	Morris West	Book III Stories of Sindbad the Sailor	7
Ninth	Morris West	Book IV New Method Reader Book IV Gulliver's Travels (simplified).	6

1949 'C'

<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
Sixth	West (Green Primer) Morris West ----	New Method Reader Book I New Method Reader I copy New Method Script copybook I & II	8
Seventh	Morris West ---- ----	Book II New Method Reader II Supplementary Reader I New Method Script copy III	7
Eighth	Morris West ---- ----	Book III New Method Reader III Supplementary Reader II, Travels and other stories New Method Script copy IV	7
Ninth	Morris West ---- West	Book IV New Method Reader IV Robinson Crusoe Learn to speak by speaking IV	6



<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/ WEEK</u>
Sixth	West	New Method English for the Arab World and its supplement, Primer.	8
	Ibrahim Khoury	Script for Beginners	
	"	Pennanship	
Seventh	Morris	Book II	7
	West	New Method English for the Arab World.	
	Ibrahim Khoury	Supplementary Reader I	
		Pennanship II	
Eighth	Morris	Book III	7
	West	New Method Reader III	
	Ibrahim Khoury	Supplementary Reader, Fables and fairy tales.	
		Pennanship III	
Ninth	Morris	Book IV	
	West	New Method Reader IV	
	----	Robinson Crusoe	
	West	Learn to speak by speaking IV	

1952 'B'

<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
Sixth	West	New Method English for the Arab World (Primer)	7
	West	Arabic Companion	
	----	Script handwriting.	
Seventh	West	New Method English for the Arab World I	6
	West	The Arabic Companion	
	Brackenbury	Supplementary Reader I	
		Brackenbury's Grammar Exercises I	
		Cursive handwriting II	
Eighth	West	New Method English II	6
	West	The Arabic Companion	
		Supplementary Reader, the story of Ousama.	
	Brackenbury	Brackenbury's Grammar Exercises II	
		Cursive handwriting.	
Ninth	West	New Method English III	7
	West	The Arabic Companion	
		Monte Cristo	
	Brackenbury	Brackenbury's Grammar Exercises III	

<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/WEEK</u>
Sixth	West	New Method English for the Arab World (Primer)	7
	West	The Arabic Companion	
	Ibrahim Khoury	Script handwriting	
	" "	Cursive handwriting I	
Seventh	West	New Method English I	6
	West	The Arabic Companion	
	A.C. Gray	English Grammar by steps I	
		Supplementary Reader I	
		Cursive handwriting II	
Eighth	West	New Method English II	6
	West	The Arabic Companion II	
	L. Leavitt	Stories from the Near East	
	A.C. Gray	English Grammar by steps II	
		Cursive handwriting Book III	
Ninth	West	New Method English III	7
	West	The Arabic Companion III	
		Moonfleet	
	A.C. Gray	English Grammar by steps III	



1956-57 'G'

<u>CLASS</u>	<u>AUTHOR</u>	<u>TEXT</u>	<u>HRS/ WEEK</u>
Sixth	E.V. Gatenby	Direct Method English Course I Script handwriting Longmans Cursive I	7
Seventh	E.V. Gatenby ----- -----	Direct Method English Course II King Arthur and the Knights of the Round Table Longmans Cursive handwriting II & III	6
Eighth	E.V. Gatenby -----	Direct Method English Course III and Book IV (First half only). Stories of the Great Heroes. Longmans Cursive handwriting IV.	6
Ninth	E.V. Gatenby	Direct Method English Course V Children of the New Forest, Supplementary Reader.	

T A B L E I

CLASS	1938	1947	1952	1956 - 57
6th	--	8	7	7
7th	--	7	6	6
8th	3	7	6	6
9th	3	6	7	7

I N T E R V I E W S

- I Al Khalil, Khaled, Employee at the Ministry of  
Education, Damascus, Syria.
- II Hakki, Haj'i, Inspector of the English  
language, Ministry of Education,  
Damascus, Syria.



DECREES

- I Decree No. 244, First Article, March 10th, 1938
- II Decree No. 244, Third Article, March 10th, 1938
- III Decree No. 244, Fifth Article, March 10th, 1938
- IV Decree No. 42, First Article, Sept. 26th, 1949
- V Decree No. 91, Second Article, Jan. 29th, 1952