ENGLISH LANGUAGE TRAINING ASSESSMENT

FINAL REPORT

Prepared by:

Academy for Educational Development
English Language Training Assessment Team

Maurice Imhoof
Theodore Gochenour
Palmer Acheson
Jose Goncalves
Brenda Bowman
Peter Shaw
Joan Whitney

January 1987

This report was produced under Contract No. PDC-1406-I-00-4052-00 between the Academy for Educational Development and the Agency for International Development.

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

I. SCOPE AND OBJECTIVES 1

II. METHODS AND PROCEDURES 1

III. MAJOR FINDINGS 2

IV. OTHER FINDINGS 2

V. STUDY OUTCOME 2

I. INTRODUCTION 5

II. STUDY APPROACHES, STRATEGIES, AND METHODS 7

A. THE STUDY APPROACH 7
B. DATA COLLECTION STRATEGIES 7
C. DATA QUALITY CONTROL 8
D. DATA ANALYSIS 9
E. PROBLEMS ENCOUNTERED 10
F. LIMITATIONS OF THE STUDY 10

III. STUDY FINDINGS 13

A. COUNTRY VARIABLES 13
B. IN-COUNTRY ELT PROGRAM VARIABLES 17
C. MISSION VARIABLES 24
TABLE 1, PARTICIPANT NUMBERS & GENERAL ELT COSTS 30
NOTES 31
D. PARTICIPANT VARIABLES 33
E. CONTRACTOR VARIABLES AND U.S. TRAINING INSTITUTION VARIABLES 34
F. COST ANALYSIS OF IN-COUNTRY PROGRAMS 34
TABLE 2, POTENTIAL SUPPLIERS OF ELT TO PARTICIPANTS 42

IV. SUCCESSFUL APPROACHES TO ELT 45

A. PROGRAM MANAGEMENT 45
B. PROGRAM STAFFING 46
C. CURRICULUM, TEACHING METHODS, AND TESTING 47

V. COUNTRY SUMMARIES 49

A. BOLIVIA 49
B. ECUADOR 49
C. EGYPT 49
D. HAITI 50
E. INDONESIA 50

F. MALI 51
G. MOROCCO 51
H. PAKISTAN 51
I. PERU 52
J. SOMALIA 52
K. TUNISIA 53
L. YEMEN 53

VI. DECISION TREE: PARTICIPANT TRAINING ELT 55
DECISION TREE (CHART) - ENGLISH LANGUAGE TRAINING 57

A. ELT CONTEXT 59
B. NUMBERS/YEAR 60
C. ASSESSMENT OF LOCAL ELT RESOURCES 61
D. MANAGEMENT CONSIDERATIONS 63
E. ELT OPTIONS 64

VII. SUMMARY AND CONCLUSION 67

VIII. RECOMMENDATIONS 69

A. ADVANCE PLANNING 69
B. NEW PARTICIPANTS 69
C. SUCCESSFUL APPROACHES 70
D. TESTING 70
E. UNIVERSITY ADMISSTIONS REQUIREMENTS 70
F. COMMUNICATION 71
G. TRAINING OF TRAINERS 71
H. INSTITUTION BUILDING 71

NOTES ON COST ANALYSIS 73

APPENDICES

A: ELT ASSESSMENT INCEPTION REPORT

B: GENERAL APPROACH TO CONDUCTING IN-COUNTRY ASSESSMENT

C: COUNTRY REPORTS

EXECUTIVE SUMMARY

I. SCOPE AND OBJECTIVES

The 12-country English Language Training (ELT) study conducted by the Academy for Educational Development (AED) assessed the following principal and secondary variable clusters associated with in-country ELT. Principal variables studied included:

- Mission ELT policy, management, and implementation factors.
- In-country ELT program background, capacity, and potential to meet the English language training needs of AID's participant trainees.
- Participant trainee profile, language needs, and length of time needed for English language training both in-country and in the U.S.
- Country ELT training experience, and the relative status and role of English as the contextual background for the participant training program.

Secondary variables included:

- Contractors' ELT background, experience, and involvement in the selection and English language preparation of participants for training in the U.S.
- U.S. ELT institutions with long-term and institutional relationships with Missions.

II. METHODS AND PROCEDURES

The Academy's assessment team was composed of seven experts on the various aspects of English language training. The team was divided into four smaller teams which visited two to four countries each. Actual visits were made to 10 countries: Bolivia, Ecuador, Egypt, Haiti, Mali, Morocco, Pakistan, Peru, Tunisia, and Somalia. Because consultants had recently assessed ELT programs and activities in Indonesia and Yemen, two countries not visited by the AED assessment team, reports were produced based on analysis of secondary sources.

A multimethod approach was used to conduct the in-country assessments including interviews, checklists, observations, and review of documentation. Both qualitative and quantitative data were collected and analyzed in the study.

III. MAJOR FINDINGS

Following are the the six major findings of this study:

- The assessment team found a number of quality in-country ELT programs currently meeting AID participant needs.
- Those quality programs observed appear to be cost-effective.
- Each quality ELT program was unique in its own right and responded to specific Mission needs and local resources and conditions.
- No specific ELT program models were identified which could have general application in all locations and contexts.
- A number of successful ELT approaches within in-country programs were identified.
- A number of Missions appear to be unprepared for the anticipated significant increases in the numbers of participants requiring ELT.

IV. OTHER FINDINGS

Other important findings of this study are:

- Mission policy, management, and ELT program implementation vary from country to country.
- Academic candidates appear to reach Test of English as a Foreign Language (TOEFL) call-forward scores in about the same time, independent of program costs, in-country ELT resources, and participant linguistic background.
- In most countries visited, the teams found that the role of English is on the increase, principally due to the perceived importance of English as a technical, commercial, and development tool.
- A number of ELT institutions were identified in the countries visited for potential use by the Mission.
- A number of in-country ELT programs are increasingly making systematic use of language proficiency tests both to screen and to determine the participants' appropriate ELT proficiency levels.
- There appears to be an increasing trend to use the various TOEFL tests as instruments for screening, placement, and determining eligibility for U.S. studies.

V. STUDY OUTCOME

The findings of this study led to the development of a decision-making model presented in this report as a "decision tree" for AID management. This decision-making model was designed to assist AID officers responsible for participant training in

determining English language program needs and making choices among ELT options available for their participant trainees.

Additionally, a set of recommendations are made as guidance to AID personnel for the improvement of management and implementation of the ELT component of the participant training program.

I. INTRODUCTION

The USAID Office of International Training for Science and Technology (S&T/IT) commissioned the Academy for Educational Development (AED) to conduct a 10- to 12-country English Language Training assessment. In fulfilling its contractual obligations, AED assembled a team of seven experts in various aspects of English Language Training to undertake the study. The overall assessment team was divided into smaller subteams which made actual country visits to assess ELT issues and activities locally.

ELT assessments were made of 12 countries. Ten country visits were made to Bolivia, Eucador, Egypt, Haiti, Mali, Morocco, Pakistan, Peru, Tunisia, and Somalia. The two other countries included in the assessment, but which the team did not visit, were Indonesia and Yemen. The decision not to visit the latter two countries was the result of mutual agreement between S&T/IT and AED, predicated on the grounds that as a result of recent ELT assessments conducted in the two countries, as well as logistic and time constraints which conditioned this study, adequate secondary data existed to write ELT "paper" reports on Indonesia and Yemen.

Following are the principal variable clusters researched in this study:

1) Country variables, including linguistic make-up of population, demographics of potential participants, employment distribution of potential participants, cultural view of English, economic need for English, and education requirements for ELT.

2) In-country ELT potential variables, including history of in-country ELT, size of ELT institutions, potential for expansion, and ELT center cooperation with other institutions.

3) Mission variables, including Mission policies on ELT, specific project requirements, staff/workload ratio, overall Mission priorities, numbers of participants to be trained each year, participant selection and assessment procedures, policies on ELT-testing, and support for in-country ELT.

4) Participant variables, including employment status, prior formal education, prior ELT, current level of English proficiency, training objectives, and length of U.S. training.

Three other variable clusters also were researched as appropriate:

5) Contractor variables, such as degree of involvement in selecting and preparing participants for U.S. training, organizational ELT experience and staff/workload ratio.

6) U.S. training institution variables, to the extent that Mission has long-term institutional relationships with U.S. training institutions, such as tuition and maintenance costs; ELT facilities and experience; relationship of ELT center to academic or technical programs.

7) Cost variables, including direct and indirect costs, cost-effectiveness, cost comparisons with U.S. ELT institutions with long-term relationship with Mission, USAID-supported programs/institutions, costs of independent institutions employed by USAID, costs of potential ELT institutions.

The assessment team used a multimethod approach to conduct the in-country ELT study, including gathering and analysis of both qualitative and quantitative data on ELT and related variables. Four research strategies were used to gather in-country data: interviewing, checklists, observation, and documentation review. Principal data analysis approaches used for this report were descriptive statistics, frequency counts and content analysis.

The remainder of this report is presented as follows:

- Study Approaches, Strategies, and Methods which briefly presents the methods, approaches, and techniques used in the design, data collection, and analysis of this study.

- Study Findings which thoroughly describes and assesses research data in the context of the variable clusters researched.

- Summary of Country Reports which presents highlights of findings in each country.

- Successful ELT Approaches, described in detail in the in-country programs observed.

- Decision Tree or a management decision-making model designed to assist AID officers in the assessment, management, and implementation of ELT programs.

- Summary and Conclusion, findings presented in this report and implications for ELT policy, planning, and issues.

- Recommendations, emerging out of research findings.

As a final introductory note, the reader is advised that while every effort was made to present systematic data for all countries assessed, this was not always possible. For the 10 countries where actual visits were made, consistent data was collected and therefore presented in this report. In the cases of Indonesia and Yemen, where the report relied on secondary sources of information, data was not always available in conformity with information presented for other countries.

II. STUDY APPROACHES, STRATEGIES, AND METHODS

A. THE STUDY APPROACH

The AED ELT assessment team's multimethod approach to gather, process, and analyze field data was predicated on the assumption that data on the variables to be studied probably would be dispersed throughout various agencies, institutions, and programs and that each agency or institution would tend to collect and process data from its particular perspective or vested interest. Logically, this meant that a considerable amount of data fragmentation was likely to occur and, consequently, no one institution or agency would have comprehensive and objective data on a particular variable. Recognizing this research limitation was particularly important when a substantial amount of data was expected to come from informants who would rely largely on memory recall during the interview or discussion sessions with the researcher; hence the need to cross-check and gather data on specific variables from multiple sources.

B. DATA COLLECTION STRATEGIES

Techniques appropriate to each source and type of information sought were devised to yield the maximum amount of information during visits to the 10 countries. Four complementary approaches were employed to gather comprehensive information on the research questions from various angles and sources of data. These were:

- Informal interviewing
- Data sheets/checklists
- Focused observation
- Review of documentation

1. Informal Interviewing

Informal interviews were conducted with key program officials and project managers actually responsible for the identification of program needs and the selection of participants. The consultants studied the questions beforehand and kept them in mind during the course of meetings with appropriate officials. This procedure was used as a means of identifying key issues. These interviews also took the form of guided discussions that yielded important quantifiable data on participant numbers and costs. Similarly, exit interviews or debriefings afforded an opportunity to review findings with Mission personnel at the end of the country visit, to share the information of particular interviews, and to ascertain that the data gathered reflected the Mission's principal concerns and needs.

Data from the interviews were recorded on the "Operational Data and Costs Questionnaire" (Appendix B), as well as in field notes.

2. Data Sheets/Checklists

Two data sheets/checklists were used to elicit specific ELT-related information: a "National Context of ELT Programs: Assessor's Data Sheet/Checklist" (Appendix B-2), and a "Data Sheet/Checklist on In-country Actual/Potential ELT Contractors" (Appendix B-3).

The first of these provided information on the general country context from which participants were drawn. Much of this information was completed in advance of country visits, although more specific details were collected in-country from multiple information sources.

The second data sheet/checklist was employed to obtain information from ELT program managers and teachers. The structured data sheet proved to be an appropriate means of gathering information from administrators and teachers regarding their ELT programs in a systematic manner across programs. The data sheet was completed by the researcher. The survey was used to acquire as much information as possible about the few ELT programs that were already providing ELT services to AID Missions as well as institutions that are not being used at the moment, but which exhibit potential for quality in-country English language training. This instrument was not administered exclusively to institutions with established track records.

3. Focused Observation

Another method used focused observation of ELT through the use of a "Teaching Assessment Checklist," (Appendix B-4). This instrument was employed as a guide for the researcher to obtain descriptive information on the teacher's personal qualities, professional abilities, and impact of the lesson on the students. It fulfilled its function of being a systematic and time-efficient means of gathering standardized descriptive data on teaching methods.

4. Documentation Review

Review of existing documentation on ELT was another data-gathering procedure. Documentation consisting of reports on file, correspondence, and internal memoranda were reviewed for this study. Review of project documents and initial discussions with key officials helped to place issues in historical perspective as well as establish research priorities at the outset.

C. DATA QUALITY CONTROL

To assure that the best quality field data was obtained, AED team members used various techniques in the verification and quality control of ELT field data. These included researcher training, multisource probing, research cross-checks, and data review with Mission officials.

Because multiple researchers used the same instruments in conducting field research independently, it was important that each team member became fully acquainted with the research instruments and the operational definitions of key terms and concepts used to elicit informant responses. AED team members participated in research training as a group. Training sessions focused on the mastery of the research instrument, interview approaches, and clarifications of terms and concepts to assure that consistent research procedures were applied in the field. Comprehensive researcher training helped to ensure that field data were consistent and of high quality, and therefore of significant validity.

Multisource probing was another research technique used to control the quality of field data collected. Multisource probing was used from two complementary perspectives. First, researchers were trained to ask the same questions of different pertinent individuals involved with ELT programs and activities. Answers were then

compared for corroboration or contrast until an acceptable level of consensus was reached. This technique of data gathering assured that each variable was researched from all pertinent sources and angles, and that the information obtained was indeed valid. The second multisource technique involved rephrasing or proxy questions for eliciting responses to sensitive questions and issues.

Cross-checking was used as a means of verifying both informant data and documentation reviewed from multiple perspectives in a complementary and mutually reinforcing way. This was done by having more than one team member look for data on specific variables from different sources. Through the use of this matrix-type approach--multisource, proxy questions, and multiple researchers--the most comprehensive and high quality field data were collected for this study.

Another means of data quality control while still in the field was verification of findings with Mission officials. At the end of the country visits, the team had a debriefing session with Mission officials and appropriate staff. The main purpose of the debriefing session was to provide final verification of field data prior to the research team's departure, as well as to ascertain that data gathered reflected the Mission's concerns and yielded information deemed pertinent to the ELT component of the participant training program. Additionally, the debriefing sessions provided an opportunity to review the highlights of the team's in-country draft report left with Mission officials.

Finally, data collected by the assessment team was further refined at AED's Washington D.C., office prior to writing the final report. While each subteam was individually responsible for the "clean up," verification, and refinement of its own field data, all three subteams worked jointly in processing and refining the data gathered in the field.

D. DATA ANALYSIS

Both qualitative and quantitative approaches were used to analyze the field data. These two approaches were viewed as complementary strategies which, together, provide a comprehensive assessment of data gathered through multiple approaches and instruments. While the majority of data gathered were of a qualitative nature, field data also were generated which could be analyzed quantitatively. The principal quantitative techniques used were frequency counts of event occurrence, financial analysis, and general descriptive statistics. These quantitative techniques were used in the analysis of data gathered partially through interview questionnaires, data sheets, and checklists. Data gathered through other complementary instruments were analyzed qualitatively.

Because the majority of in-country data collected were of a qualitative nature, analysis of these data employed qualitative techniques, particularly content analysis. While different approaches to content analysis were used to analyze field data, each approach was consistent with the instrument used and data gathered. Thus, for example, different and appropriate types of content analysis approaches were used for data collected through informal interviews, data gleaned from documentation review, and data from notes on focused observation. This combination of quantitative and qualitative techniques permitted the comprehensive analysis of data gathered during the implementation of the present study.

E. PROBLEMS ENCOUNTERED

Below are the five main problems encountered in the field during the implementation of this study:

1. Several Missions indicated that they would have preferred more lead time to prepare for the visits of the assessment team.

2. Complete participant training data was dispersed throughout the various locations, projects, and programs in the Mission. This made data difficult and time consuming to collect.

3. Similarly, the assessment team found that other agencies and programs visited did not appear to collect and store ELT-related data in any systematic and topical fashion. This resulted in unavailability of information as well as data gathering delays.

4. Information relating to cost breakdowns, estimates of indirect costs--especially pertaining to ELT--were often not available nor retrievable within the limitations of the country visit period.

5. In light of the logistical constraints above, the assessment team felt that the time spent in some countries was inadequate considering the broad research questions addressed by this study.

F. LIMITATIONS OF THE STUDY

Several constraints limited this study and therefore established the parameters within which this report should be considered. These were: (1) time constraints, (2) unavailability of discrete data, (3) dispersed data in various organizations, agencies, and program, (4) sampling limitations and (5) limitations in generalizability.

Chief among these were time constraints. As with most applied research activities, there always seems to be a shortage of time for adequately addressing all the research questions with the same level of detail and thoroughness. Time limitations were a particular problem during the field data collection phase of the study. Of the 10 countries visited, actual work days averaged less than six days per country. This was a major constraint for countries like Morocco and Ecuador which have a long history of ELT activities and a number of language programs available.

Unavailability of discrete data on specific research variables was another constraint which hindered data collection and therefore limited this study somewhat. Although not a major problem for the general study, accessibility to available data in the field varied from variable to variable. While it was not expected that Missions would have a vast repository of systematized and catalogued data by topic, the assessment team often found that there was no breakdown of data on cost variables and specific ELT and participant factors. Similarly, what data was collected were often kept in various projects and programs throughout the Mission. This combination of factors--lack of discrete data and the dispersed nature of the data--proved to be a major limiting factor to collecting equally comprehensive information on each of the major variables. While the AED team felt that all readily available data were collected to address most research questions adequately, this combination of constraints was most evident in the dearth of data available on direct and indirect ELT costs.

Sampling limitation was the fourth constraint to this study. No effort was made to select countries on the basis of random, cluster, or any other conventional sampling technique. Rather, a few guidelines relating to program size and ELT experience, as well as Mission interest in participating in the study, were the principal factors in decisions to visit a particular country. Notwithstanding these sampling limitations, however, team members generally felt that the countries visited provided a representative cross-section of the diversity of ELT programs in the areas of principal participant training activities.

It should be added that, as a result of the limitations of this study, one should refrain from using this report to draw general conclusions about ELT programs worldwide. The conclusions reached in this report are based on the 10 countries visited, and the secondary data available for the two countries not visited by the research team. Indeed, in the findings of this report, ELT programs in the countries visited stand out more for their uniqueness than for their similarities. Hence, while models of successful ELT programs were found in many countries, these models were sui generis and may not function as adequately when exported to other contexts. At best, it may be the successful features of particular programs which can be considered in sharing the findings with programs in other countries.

III. STUDY FINDINGS

The following findings, stated in narrative form, summarize data for each variable and subvariable studied.

A. COUNTRY VARIABLES

Countries visited under the ELT assessment reflect more diversity than similarity. With regard to the country context of ELT, patterns of similarity do emerge, however. These patterns are discussed below for each of the subvariables: linguistic make-up, cultural view of English, development need for English, English language capabilities, and demographics of potential participants.

1. Linguistic Make-up of Population and Role of English

Findings

The notable characteristic of the linguistic context of targeted countries ranges on a continuum from simple to complex. The level of complexity depends on the number of languages spoken or studied in a particular country. Simple linguistic contexts are essentially those in which only a common first language and one second language are used for education and/or commerce. Few of the countries visited are this simple. The most relevant characteristic of the linguistic context for ELT is the role of English.

With respect to English, Egypt and Pakistan appear to have the most supportive contexts. Egypt has a common first language, Arabic, although the colloquial differs markedly from "school" Arabic. English is the major foreign language. It is taught beginning at the lower secondary level for most students and continues as a major language of instruction through university level in several colleges and departments. There are a number of exceptions to this pattern within the educational system, but the basic pattern dominates. English is not an official language, but the preferred foreign language of instruction.

Pakistan is similar, but English has a more important role as a medium of instruction and has more widespread usage in higher education and in the society at large. English has been downgraded from the official language to the official foreign language.

Somalia also has a common first language, Somali, used for education. English is taught as a foreign language, but is not used as a language of instruction except in a couple of colleges within the university. Italian is used as a medium at the university, although students have no prior instruction in Italian. An ambivilant language policy in Somalia has resulted in no dominant second language, although many individuals have excellent skills in a second language, usually either English or Italian.

Another category is those countries where there are a number of native languages, an additional language used as the national and/or official language, predominately in education and commerce; and additionally, English as a school subject or a foreign language. English does not play a major role in these societies. Countries in this category include Haiti, Indonesia, Mali, Morocco, Tunisia, and those in Latin America.

Analysis

Successful language programs were identified in all three categories. Complexity of the language situation does not necessarily relate to language capabilities. Access to and quality of ELT are probably more important than the linguistic complexity described here. It is possible that linguistic complexity influences ELT in other ways, such as participant and supervisor attitudes, risk-taking in language learning, etc., although none of these has been adequately researched.

2. Cultural View of English

Findings

The role of English in the educational system is one reflection of the status of English in the society in general. From this perspective, Pakistan and Egypt would seem to have the most positive views toward English. This does not tell the whole story, however. Growing interest in English language capabilities is reflected by burgeoning ELT programs in Morocco, Peru, and Tunisia; the opening of private language schools in Somalia; and the successful expansion of British Council teaching operations in Ecuador and Francophone Africa.

Mission personnel in these countries all mentioned anecdotally the growing interest in English--from the common person on the street who sees English as a marketable skill to academic and professional people who feel English gives them access to information and technology faster than any other language.

Analysis

Trends of growing interest in ELT were observed in the growth of non-intensive ELT programs in Egypt, Mali, Morocco, Pakistan, Somalia, and Tunisia. Administration of questionnaires and other sampling techniques could quantify the extent of this growing interest in a country, but the exact relationship between interest and quality of ELT programs is not known in any case.

One could hypothesize that programs that are initiated or expanded to meet these needs may lead to competition and increasing quality. Haiti and Somalia may disprove that hypothesis, in that the private language schools currently being created are ill-equipped to provide an acceptable quality of instruction. Most of the administrators and teachers have no preparation for language teaching other than language speaking ability.

3. Development Need for English

Findings

Although no standard measure for the needs of English in development activities exists at present, there is a general feeling that English or another international language is needed for the exchange of information and technology. Where there are technical assistance activities by Western donors, English is most often the language of communication, except in Spanish- and French-speaking countries. In Haiti, Morocco, and Tunisia, comments from Mission personnel directly involved in projects emphasized the importance that host-country counterparts attach to English language capabilities "in addition to French".

In general, there seems to be some agreement that an international language is necessary for economic and educational development. French, Spanish, and English appear to be the most preferred languages for research and communication, with English a clear favorite for access to technology. Based on these informal conclusions, Somalia seems most in need of ELT for development. Although it has a single national language, Somali is spoken only in Somalia and by Somalis living in neighboring countries and abroad. Somalia has no functional second language for communication with the outside world.

Analysis

Further research is needed in this area. Although some Missions affirm the importance of English language skills in their development activities (Morocco and Egypt are notable examples), others reluctantly budget for ELT as something of a necessary evil. These are perceptions of the assessment team based on informal discussion, however, and no specific assessment tool was developed to sample Mission personnel attitudes or opinions about ELT in development.

In general, there was strong recognition of the importance of English in specific projects, but also a feeling that ELT took up too much of the project budget earmarked for other development activities.

4. English Language Capabilities

Findings

Another area for study in these countries is the extent to which English is used as a medium of communication. The countries surveyed fall into three categories:

- Those countries in which English is taught in the formal school system as a foreign language; English is not a means of communication for most of the people. These include Bolivia, Ecuador, Haiti, Indonesia, Mali, Morocco, Peru, Somalia, Tunisia, and Yemen.

- Those countries in which English is taught in the formal school system as a foreign language, in this case, Egypt. In a few select schools, English is used bilingually. In many institutions of higher education, it is used as a medium of instruction. English does not, however, achieve the status of a second or official language in the society at large, however.

- Pakistan, in the third category, teaches English and continues to use it as the medium of instruction in higher levels of education, and English is the official foreign language of Pakistan. There is a general feeling, however, that the level of English proficiency is declining. This is substantiated by the experience of the Development Support Training Project in which increasing numbers of participants must take ELT in order to achieve TOEFL scores sufficient for U.S. university admissions.

These general categories do not reflect the language skills of individuals. Motivation, aptitude, opportunity, and necessity are all factors which influence individuals. In many of the countries visited, large numbers of highly proficient speakers of English are working with development projects and in private enterprises.

Analysis

In all countries surveyed, ELT is needed to guarantee that participants are able to gain university admission and carry out their academic programs. In countries in which English is used only as a school subject, one can predict that most participants will need AID-sponsored ELT. Generally speaking, participants from this background need from nine to 12 months of intensive ELT. Examples are Indonesia, Mali, and Morocco. Exceptions are those participant training programs which are so selective that only candidates who are already able to demonstrate English proficiency are chosen.

In Egypt, large numbers of participants need ELT, but academically oriented participants fall into the upper skills levels and require limited ELT, usually from two to four months.

In Pakistan, an increasing proportion of participants need ELT. The reason seems to be that candidates with higher English skills were selected earlier, and the pool of candidates now includes those with limited English proficiency.

5. Demographics of Potential Participants

Findings

Academic participants, with the exception of Tunisians, are overwhelmingly graduate-level students. For the most part, they hold public sector positions and have some years of work experience before they are nominated as participant training candidates. Since they have typically held government positions for some time, they most often live in the large cities.

The majority of the Tunisian participants come from the Technology Transfer Project and are undergraduates. They are selected directly upon completion of their secondary education through a rigorous selection process which assures participants of the highest academic achievement.

Technical participants may be individuals from any educational background, but often are small groups of people from the same development sector.

A new type of academic participant is exemplified by the Central America Peace Scholarship (CAPS) Program, the newly initiated Andean Peace Scholarship Program, and the Presidential Training Initiative for the Island Caribbean (PTIIC). Most of these participants will receive undergraduate training and are to be drawn from a different segment of society--women as well as men, both rural and urban, and disadvantaged as well as established leaders.

Analysis

Mission experience in each country enables Training Officers to predict well what the ELT needs are for the participants at that Mission. This is largely true because the demographics of participants has changed little in the past few years. Initial experience in the CAPS program, however, indicates that the new type of participant has different ELT needs. Ecuador, for example, has thought about the implications, but other Missions affected have only just begun planning for the program.

B. IN-COUNTRY ELT PROGRAM VARIABLES

Seven subvariables are assessed in this section, both in terms of ELT programs actually used by AID participants, as well as those programs which show the potential for future use. The subvariables are: history, size, intensiveness, responsiveness to Mission needs, possibilities for expansion and/or improvement, linkages with other institutions, and cost.

1. History of the ELT Programs

Findings

The oldest institution surveyed was the American University of Cairo, founded at the beginning of this century, and long committed to the teaching of English as a foreign or second language. The binational centers of Peru (Lima, 1938; Trujillo, 1949), Haiti (Port-au-Prince, 1942), and Bolivia (La Paz, 1946) are institutions which have established themselves as important language teaching centers in their respective countries. The American Language Center in Rabat and the Bourghiba Institute in Tunisia date from the 1960s, and enjoy strong reputations in the field of language teaching. At the other extreme are those institutions which have been set up in the last few years to provide a specific ELT program for a particular AID Mission. Mali, Pakistan, Somalia, and Yemen are some examples.

Analysis

As a factor in indicating the kind of ELT provided, the history of a program can be read in different ways. In some institutions, programs evolved over decades and may now respond to local needs in order to keep the institution financially viable. Such is the case of the binational centers in the Caribbean and South American countries visited. These programs may not be suitable for AID's needs, and their administrators and teachers may resist the necessary changes to accommodate a different kind of student.

As a result of a long, successful history of catering to young learners of English, a large proportion of some binational center students are children as young as five years of age, and teenagers looking to improve their English grades in school. The centers have few students who will be studying academic subjects at an advanced level in an English-speaking country. They are therefore inexperienced in handling academically oriented AID participants.

This is quite the opposite of the case of the American University in Cairo, or even of the binational center in Rabat. Both of these institutions have a long history of successfully responding to the needs of participants and are sensitive to their special goals. Although the longevity of a general-purpose ELT program is not a guarantee of effectiveness to meet AID participant ELT needs, there may very well be a significant

positive correlation between the length of time that an AID-specific program has been in existence, and its effectiveness. Again, the American Language Center in Rabat has both a general and an AID program. Each draws on the resources of the other to provide flexibility and variety.

In the case of new AID-specific programs, some are untested. They may take several years to develop appropriate curricula, staff, and methods. The new SOMTAD program in Somalia is an example of an ELT program that is still evolving.

A newly created AID-specific program may be less attuned to AID needs than an older one, but it can be effective. Close collaboration between Mission personnel (Training and Project Officers) and ELT specialists appears to bring together the essential ingredients of successful programs: understanding AID's objectives and program needs, identification of participants, educational background and goals, and the application of the full range of resources available to the TEFL profession.

2. The Size of ELT Programs

Findings

AID-specific programs vary considerably in size. There is none in Bolivia, Haiti, or Peru, although the binational centers there may be very large. The center in Lima, Peru, has over 10,500 students during its most active terms, taught by some 180-full-time and part-time teachers.

The largest AID-specific ELT programs are:

- Somalia (516 students, of which some 200 of the least capable will eventually be dropped from the semi-intensive ELT program).
- Egypt (530 participants and over 5,000 trained so far)
- Pakistan (187 in training)
- Morocco (112).

The following chart summarizes the current situation in the countries surveyed.

Country	No. of Participants Receiving In-country ELT in 1986
Somalia	516
Egypt	530
Pakistan	187
Morocco	112
Yemen	92
Tunisia	94
Ecuador	38
Mali	11
Bolivia	1
Haiti	1
Peru	0
Indonesia	Not available

Analysis

The size of an in-country ELT program is obviously a reflection of the participant programming level of the Mission. Where numbers are small, Missions do not provide in-country ELT. Mali is currently small, but previously had large numbers, and in FY'87 has 22 participants. Ecuador is exploring in-country options in anticipation of the burgeoning Andrean scholarship program.

3. Intensiveness of ELT Programs

Findings

The programs vary considerably in how much instruction they provide--(or in the case of Bolivia, Haiti, and Peru, what they could provide through their currently available programs.

Country	No. of Hours per Week	Programs
Morocco	30	American Language Center
Pakistan	30	CIELS
Mali	28	Cours de Langue
Yemen	25	OSU/YALI
Tunisia	20 (+10 optional) summer only	Bourghiba/USIS
Bolivia	15	Binational Centers
Egypt	14	AUC
Somalia	15	SOMTAD
Haiti	10	Haiti American Institute
Peru	10	Binational Center/Lima
Ecuador	5	CILDSE
Indonesia	Not available	

Analysis

The cost of a language training program is partly a function of the time involved: more hours of instruction means a more expensive program, other things being equal. The program in Egypt was made less intensive (15 hours instead of 25 hours) to make it less costly. This was felt to be justified because an initial analysis showed progress on the ALI/GU to be the same or even faster in the 15-hour program.

There is a dearth of empirical information that indicates the optimal amount and intensity of instruction for successful language learning. The consensus in the language teaching profession is that at least 20 hours of classroom instruction a week is needed to ensure a satisfactory rate for learning foreign/second languages.* It should

* Peppin, Suzanne. Report of ALI/GU consultation to USAID/Dominican Republic, February 15, 1985, p.2.

not be forgotten, however, that AID participants are also having to improve (or even learn for the first time) many related academic skills, such as skimming and scanning printed material, and note-taking from books or discursive lectures.

4. Responsiveness of ELT Programs to AID Needs

This variable will be examined in terms of the curricula, teaching methods, testing procedures, qualifications and skills of the staff, and the physical facilities.

a. Curricula

Findings

The AID ELT programs in the following countries have developed curricula: Egypt, Mali, Morocco, Pakistan, Tunisia, and Yemen. The curriculum in Mali is typical of the ones seen. It is designed to act as a teacher's guide through some of the options and choices in ELT. For each level it outlines the objectives targeted in the four language skills, in vocabulary acquisition, in mastery of structures, in test-taking strategies, and in cultural orientation. It lists the core texts and supplementary materials to be used in achieving the outlined objectives.

In other programs visited, either no curriculum existed, or else a list of textbooks together with a suggested rate of progress through these books had been substituted in the place of curriculum.

Analysis

The existence of a curriculum does not, of itself, guarantee that an ELT program will be responsive to AID needs. If there is no written curriculum, then it is highly likely that teachers involved in the program do not have a consistent or coherent idea of what, where, or how they are supposed to teach. On the other hand, a written curriculum, such as Mali's, helps to establish standards, indicates when supplementary print or audiovisual materials are needed, and so on. Students in the program do not have to be supplied with the full curriculum, but it is good policy to provide them with a shortened version, so they know what to expect of the program and what is expected of them.

b. Teaching Methods

Findings

The assessment team visited classes in programs currently offering ELT to participants, as well as classes in programs not currently used by AID. Teaching was assessed with the help of a checklist. The assessment focused on the teacher's use of English, the teacher's personal qualities and professional abilities, and the impact of the lesson on the students.

The majority of teachers observed were non-native speakers of English. Students' reaction to these teachers was mixed. In some programs students said they preferred native English speakers because these teachers spoke English correctly. In other programs the issue was not even raised, and teachers who are non-native speakers of English appeared to command the same respect as their native-English-speaking colleagues.

The teaching methods observed fell into two categories: traditional and participatory. In the traditional group, lessons were teacher centered and textbook driven. Activities observed included long periods of choral work and drills, memorizing vocabulary lists and grammar rules, and following exercises in the text with little attempt to adapt the content to the students' experience or world view.

The participatory methods were less teacher centered and less textbook driven. Discussion among students was encouraged and materials were adapted to their experience. Activities included group work, information transfer exercises, and debates.

Analysis

In programs where managers had the option of employing native English speakers as teachers, they did so. Many managers, students, and Mission officials appear to believe that native English speakers bring prestige and validity to a program. In countries where native speakers were not an option, teachers were recruited according to their knowledge of English, their qualifications, and their experience. Qualifications such as advanced degrees were considered the least important factor.

In discussing teaching methods, some teachers and students indicated a resistance to changing traditional methods. These methods appear to be what is known and expected of a learning experience. Students and teachers who had attended Koranic school, and had been in education systems where classes were large and textbook-driven curricula the norm, do not expect individualized or participatory activities. These same teachers and students do not appear comfortable with textbooks which take a communicative approach. This may be due partly to the change in methods required by these books, and also to the cultural barrier felt when working with texts based on western experiences.

Not all teachers and students resist changes in teaching methods, however. In Pakistan, students were seen to respond well to communicative approaches, especially where teachers were comfortable with such approaches.

In programs such as those in Morocco, the ELT institution becomes the locus of the professional ELT community and teachers seek out positions there to learn new teaching methods. Mali similarly offers Malian teachers the opportunity to interact with the larger professional community.

c. Testing

Findings

A wide range of tests was used, including standardized tests such as ALI/GU, the Michigan Test, and the TOEFL. In-house tests also were used in some programs, especially for placement and advancement to higher levels. The use of standardized tests requires more advance planning and program management than in-house tests. In the ELT programs visited, testing was conducted for various purposes: entrance, placement, assessment of progress, and exit/call-forward.

Two programs mentioned the problem of test security. One had suspended use of one test as it was believed that the answers were freely available in the capital of the country.

Analysis

The use of standardized tests encourages teaching for the test. In at least one AID-specific program (Yemen) there was a tendency to focus on the TOEFL and to design the curriculum around it.

Attention to testing procedures appears to be the mark of a well-managed ELT institution. The results provide teachers with benchmarks of progress and identify the students' specific problems. Statistics based on student progress, by which a program can be evaluated, are possible if adequate testing instruments and records are used.

d. **Qualifications and Skills of Program Staff**

Findings

ELT program administrators varied, but appeared to be satisfactory in programs actually used by AID.

With regard to the qualifications of teachers, a good proportion of them in AID programs were trained in TEFL. The number varied from program to program, with the highest numbers of qualified teachers being found in the programs in Yemen, Egypt, Morocco, and Mali. The lowest numbers were in Haiti and the Andean countries.

Analysis

In some programs, the remuneration of teachers may relate directly to the teacher's qualifications and skills--e.g., The American University in Cairo versus private comercial language schools. In other programs, there was little evidence that low salaries meant less-qualified teachers. Mali is a good example. Some administrators use low salaries to provide low-cost programs; however, it is difficult for some of the ELT programs visited to attract and retain qualified teachers from within their borders, and too costly to do so from the United States.

While this study did not research correlations between salary and teaching skills, nor salary and qualifications, it is not unlikely that some correlation between qualifications and teaching skills does exist. It is evident that some countries offer more incentives for qualified English language teachers, not all of which are necessarily monetary. Some countries are able to recruit qualified teachers locally at lower salaries than they would otherwise have to pay to expatriates; others are not. An analysis of teacher availability is important in planning new, or expanding existing, ELT programs.

e. **Possibilities for Expansion and/or Improvement**

Findings

Generally speaking, all in-country programs have the potential to expand, albeit with some difficulty. The major constraint is ready availability of qualified local teachers. Additionally, in a few cases, there is a shortage of classroom space. Although not generally assessed, some small operations may need significant upfront development support to expand.

Even in the best programs, there is always room for improvement. Of the programs observed, the good ones have a built-in capacity for continuous self-assessment and improvement.

Analysis

Program expansion and improvement relate primarily to physical and professional resources. Several programs already have systems in place which can ensure that quality is maintained while the program expands. Egypt and Yemen are examples of programs with strong academic institutions which can support expansion. Minimally acceptable programs--often minimal because of limited resources--probably can expand or improve only with additional development funds. The current ELT program in Ecuador is a case in point.

f. **Linkages between the ELT Programs and Other Supportive Agencies or Institutions**

Findings

The team found three groups of linkages between ELT programs sponsored by AID and institutions or organizations:

- In the first group, linkages are with universities. For instance, in Egypt and Yemen the programs are bound by contract, respectively to the American University of Cairo and Oregon State University.

- The second group are linkages with government agencies such as USIS or the British Council. USIS linkages range from Somalia, where under a PASA, USIS has contracted to run the ELT participant program, to Ecuador where AID is linked to USIS through the Fulbright Commission which will assist in the participant selection process, to other countries where USIS might help recruit short-term ELT contractors and occasionally supply books and other materials. The British Council links range from offering joint seminars in Mali to sharing part-time staff in Somalia.

- The third group of linkages comes from efforts of individuals--directors, advisors, and teachers--to overcome isolation through, for instance, research projects, studies for a higher degree, or membership in professional organizations such as TESOL.

Analysis

The programs in Egypt and Yemen may be described as succesful in meeting their objectives. Their high quality of professional expertise might be said to derive much from the support these programs receive through their links with outside institutions.

The British Council is expanding, especially in Francophone Africa, and is, in the process, pursuing links with AID. For the Missions, this expansion has several results. First, some Missions find in the Council another option to their present ELT arrangements. The Council prices are competitive and its record for delivering consistent ELT proven. Second, through programs aimed at developing higher teaching standards, the Council is enlarging the pool of well-qualified English language teachers available for employment in AID ELT programs. In Somalia, some of the teachers have been trained in Britain on Council scholarships and work with the Council on curriculum development, and part-time at the AID ELT program.

There is no quantifiable program improvement as a result of these linkages, but it can be hypothesized that greater professionalization of teachers and resources is likely to increase ELT program quality.

C. MISSION VARIABLES

Training variables are highly interdependent. Missions make decisions regarding training, and ELT specifically, based on a number of variables. The variables discussed in this section, therefore, are often the result of the Missions having analyzed their own development priorities and the local social and educational contexts. Relevant Mission variables include:

- Mission ELT policies
- Project requirements
- Staff/workload ratios
- Participant numbers and ELT costs
- Participant selection and assessment procedures.

1. Mission ELT Policies

Findings

Missions indicated that they follow, at minimum, the Handbook 10 regulations regarding ELT. Additional policies are developed to meet local situations. Generally, the policies take into account the special nature of the socio-educational context of the host country. Project activities, particularly the size of projects, affect the implementation of regulations, but policies are more a feature of host country resources or constraints. Individual variation of in-country programs occurs largely in response to the host country needs. The following programs illustrate interesting variations.

In the new SOMTAD Project, in-country training is being emphasized as a means of ensuring that participants who will become trained professional managers remain in Somalia. Participants studying for master's degrees will spend only a brief period of their studies outside the country. English, nevertheless, plays a large role in the project because most of the instructors are English speakers, and English is seen as an important development tool for Somalia. The Mission ELT policies therefore support in-country ELT to a level equivalent to U.S. training needs.

In Pakistan emphasis on ELT is growing, not just because numbers of participants are increasing, but from evidence that the pool of candidates with sufficient English language capabilities is diminishing.

In Indonesia, government policy affects Mission ELT policies. Recently the management of ELT was strengthened by the creation of the Overseas Training Office, with technical assistance from Midwestern Universities Consortium for International Affairs (MUCIA). In-county ELT and academic selection are coordinated through this office.

Similarly, Tunisian government policy also affects Mission ELT policies. The Tunisian government, which manages the selection and placement of participants, has determined that it is more cost-effective to provide most of its language training in the U.S. as part of academic programs. The emphasis on undergraduate academic training is also a decision of the Tunisian government.

Analysis

All large programs require policies that go beyond the minimum regulations and are influenced to a significant extent by local situations. ELT policies, of course, must be consistent with the total project design and the development objectives of the Missions. There is no evidence that Missions are creating ELT policies without attention to cost-effectiveness. Mission capability to assess effectiveness of ELT, however, is not always available.

2. Project Requirements

Findings

Pakistan and Somalia exemplify how project requirements influence ELT. These projects are not unique in the demands they make for quality ELT. There are many examples of projects in the past which required the development of special ELT programs to meet program needs. Recent agriculture projects, for example, often incorporated ELT in the project activities, often under the auspices of the project contractor. Some of these examples include Morocco's Agronomic Institute Project which, as part of its institutional development activities, created an ELT program that continues to offer training to its participants. The Range Management Project in Central America also offers its own ELT programs. And, the agricultural sector of USAID and the MidAmerica International Agricultural Consortium (MIAC) from the University of Missouri are both assisting the agricultural university of Peru, the Universidad Nacional Agraria, to improve its human resources and instructional programs, particularly in the area of English language instruction.

Analysis

Extensive participant training requires a high level of planning and contract management. The ELT component itself may require not only a significant budget but also ongoing evaluation of the program and perhaps considerable management time on the part of Mission project personnel. ELT programs created to meet the specific needs of AID do not necessarily have previous experience in this. Although trained English language training specialists should be able to create and manage such programs, frequent interaction between the ELT program and project officers should be built into the management system.

3. Staff/Workload Ratios

Findings

Participant training activities are centralized in the training offices at all Missions. In a few instances, large projects, usually under the management of contractors, manage their own participant placement and ELT arrangements. Training offices, are at minimum, informed of these activities but may not be directly involved in monitoring the day-to-day operations.

Management and monitoring of in-country ELT is minimal in many Missions. Host-government selection and clearance procedures may be the most significant factor in the workload of training offices. Large programs, such as in Pakistan and Egypt, have U.S. officers and additional staff who monitor ELT and perform other functions as well. Morocco has a large ELT component in its Sector Support Training Project for participants going abroad for either academic or technical training and for in-country counterparts. This requires two local-hire training officers and close collaboration with the in-country ELT institution. Somalia, which is just beginning its expanded ELT operations, also will require a higher level of effort for monitoring the ELT program.

In-country ELT in all instances requires monitoring and some management. Where Missions feel secure about the quality of the institutions they work with, the management activities are minimal. In fact, the ELT institutions work in close collaboration with the training offices and provide as part of their regular service, additional consultation on selection, participant progress, regular testing, counseling, and so on. Professional advice on ELT, both in-country and U.S., also can be provided to the Mission by qualified professionals. Where there is uncertainty about the quality of ELT, Mission personnel may spend considerable time discussing options and resolving problems in the ELT process.

In general, training personnel indicate that they are stretched to the limit in providing the administrative and management services required.

Analysis

Generally speaking, there are no specific capabilities in ELT assessment in the Missions. Training officers or other project officers do not have professional training in ELT, although some have experience in ELT programs or in project activities in which ELT has played a large role. There is no particular reason why any of these officers should have ELT experience.

In addition, beyond Handbook 10 and notices from S&T/IT, there is little guidance for training officers on appropriate and effective assessment of ELT arrangements or methods of monitoring and evaluating ELT institutions. Growing attention to in-country ELT suggests that additional training for AID training personnel may be needed to increase the effectiveness of in-country ELT.

Increased responsibilities in making decisions regarding in-country ELT and in monitoring or managing those activities are beyond the workload limits of most training offices.

4. Participant Selection and Assessment Procedures

Findings

All of the Missions indicated that they follow at minimum Handbook 10 regulations. Some apply more rigorous standards to meet university admission requirements.

In general, participants are nominated by the host government institution in conjunction with the funded project. AID or contractor project directors and other project personnel may be involved in the selection process by recommending candidates.

English language proficiency of candidates most often is not a factor in initial selection, except perhaps in a non-measurable way. For example, a potential candidate may not be nominated by a supervisor because the supervisor has an impression that the person does not have adequate English for an academic program.

Only two Missions--Egypt and Morocco--seem to make extensive use of the ALI/GU language proficiency tests. For academic candidates, Morocco requires a minimum score of 40 for selection and placement in ELT, and a score of 85 for call-forward. For technical participants, a minimum of 50 is required for selection and 75 for call-forward. These tests are administed by the American Language Center, as is the TOEFL.

Other Missions also use TOEFL scores for call-forward purposes. The minimum score is 500, but many ELT programs are striving for higher scores since many U.S. graduate programs are raising their requirements to 550 or higher. Some Missions--for example, Haiti, Peru, Bolivia, Tunisia (for graduates)--can draw on a pool of candidates who meet TOEFL 500+ requirements. Candidates who do not have this TOEFL score often must study on their own. There is recognition that this criterion for participant selection may eleminate some otherwise qualified candidates, but the relatively small number of participants in this situation does not seem to warrant the creation of special ELT programs.

Both Indonesia and Pakistan use TOEFL, the pre-TOEFL, or the institutional TOEFL as part of the selection and assessment process. Somalia has used the Michigan Test of English Language Proficiency as one selection criterion for participation in the pre-implementation phase of the SOMTAD Project. Eventually the TOEFL will be used to measure progress in the program. The Training Officers in Haiti and South America expressed considerable apprehension at the prospect of having to administer the TOEFL themselves in the near future. They prefer that this continue to be done by the local bi-national centers.

The TOEFL test, of course, dominates the testing policies and procedures at the Missions visited since a satisfactory score (as determined by individual universities) is often required as part of the admissions criteria. Egypt and Morocco also use the ALI/GU for selection, placement, and ongoing assessment of skills in addition to international administration of the TOEFL. Somalia and Yemen use the Michigan test. Indonesia also makes use of the pre-TOEFL for placement purposes, as well as being the only Mission to have developed a test of academic potential, for placement purposes.

TOEFL tests are normally administered internationally on set dates announced far in advance. Institutions within the country are designated as testing sites and administer the tests. In some cases the administering institution is also the ELT

institution, but in others it is an independent organization which has traditionally offered this service. In the Middle East, for example, AMIDEAST usually administers the TOEFL and other standardized tests required for university admission in the U.S.

Analysis

Depending on the size of participant training programs and on the level of professional testing capabilities within in-country ELT institutions, Missions vary in their dependence on the international administration of TOEFL. Although the TOEFL may be offered up to six times a year, the candidates must register for the test in advance and pay a fee. The rigidity of this schedule seems to leave some Missions with limited planning information and causes delays in placing participants in academic programs. This is even more critical where a U.S. English language topping-up period is necessary.

A more flexible ELT and academic placement schedule is possible in programs which use the tests for placement and assessment purposes and are administered frequently. This includes ALI/GU, the Michigan Test, or the institutional TOEFL which are locally administered and scored. Results are immediately available, and travel and academic schedules can be planned accordingly.

These tests also can be used as a tool for estimating how much additional time a student will need to complete a program once he or she has begun. All estimates of the length of time necessary to achieve a specified TOEFL score are, of course, gross estimates. Individual learners vary greatly. But an individual's gain on a proficiency test after eight weeks of instruction can give a much more accurate estimate of a possible call-forward date. The TOEFL has an advantage in that results are based on a single score so that quantitative analysis of student progress is relatively simple. The pre-TOEFL is a more reliable instrument for measuring lower proficiency levels and is an option to be considered for Missions initiating training programs for participants with less English language preparation, such as the Andean Peace Scholarship program.

In general, testing as a feature of the selection and assessment processs is usually in the hands of the ELT institutions. It is often not well understood by Mission personnel. Expanded and updated information on the use of tests for selection, assessment, and placement purposes might be incorporated into Handbook 10 revisions or in training programs directed to appropriate Mission personnel.

Several Missions and ELT programs discussed the importance of requiring a higher call-forward score to reduce the need for extensive topping-up in the U.S. Recent experience shows that many U.S. universities now require higher scores, with 550 frequently cited as an average requirement. On arrival in the U.S., participants often need to take more than a few weeks of additional intensive English, sometimes perhaps as much as a semester or two. A survey of current admissions requirements by academic discipline would be useful for more systematic selection and assessment of participants for in-country ELT.

5. Participant Numbers and ELT Costs (See Table 1)

Numbers of participants receiving Mission-sponsored ELT in FY'86 varied greatly among the Missions. Those Missions with numbers in the low range (below 30) included Peru (0), Bolivia (2), Haiti (10), and Mali (11). Those in the middle range (30-100) included Ecuador (43) and Tunisia (94). The upper range (above 100) included Morocco (112), Pakistan (187), Somalia (516), and Egypt (530). Projections for 1987, however, show significant changes in certain countries. A number of the countries are

expected to remain at levels similar to those of FY'86--Egypt, Mali, Morocco, and Tunisia. Three countries should show sharp increases in FY'87 because of the APS--Ecuador, Peru, Bolivia. One country wil' increase because of the PTIIC--Haiti), and one as part of a growth trend in which the Mission has seen an increase in new starts from 47 in 1983 to 1,485 in FY'86--Pakistan. Somalia's large growth occurred in FY'86 with the pre-implementation phase of the SOMTAD Project.

The Andean and Caribbean countries visited by this team are likely to have the most difficulty responding to the dramatic increases in participant ELT needs, for a number of reasons:

- With the exception of Ecuador, none has any satisfactory in-country arrangements with local institutions. All potential local institutions have non-intensive programs which would need major programmatic change to be effective ELT suppliers.

- CILDSE in Ecuador is a non-intensive arrangement with no record of effectiveness and with questionable long-term financial viability.

- Target groups for the Andean scholarship program and PTIIC are likely to have much lower levels in English than previous participants, and therefore, greater ELT needs.

- With the exception of Peru, which supported no ELT in FY'86, the other three countries depended upon U.S.-based ELT when intensive programs were needed. With large numbers of participants with low levels of English, this alternative will prove very expensive to the Missions. In addition, it does not conform to the Handbook 10 Participant Training Notices requirement of a TOEFL 500 for call-forward for academic participants.

Pakistan, on the other hand, is well aware of the pressure of increasing numbers and is investigating solutions. Somalia also has planned and budgeted for its recent increases.

Average per student costs for ELT have varied as much as the numbers of participants receiving ELT. Costs are a function of both length of study and type of arrangement. A more detailed analysis of program costs appears in Section III F, Cost Analysis of In-country Programs.

Mali shows the highest per participant expenditure ($9,195) in FY'86, for an in-country program of long duration. Those countries which sent students to the U.S. have estimated/budgeted costs ranging from over $7,000 in Tunisia to about $2,500 in Ecuador. Note that although Somalia's average costs in FY'86 were very low, the average per participant cost budgeted in the SOMTAD Project (including maintenance allowance) for 48 weeks of semi-intensive and 36 weeks of non-intensive maintenance ELT was $6,484. Within the mid to low range of average expense are some apparently successful arrangements--Pakistan's CIELS at $2,224, Morocco's ALC at $2,494, and Egypt's AUC at $973--as well as other less-proven arrangements.

TABLE 1 (1)
PARTICIPANT NUMBERS & GENERAL ELT COSTS
(FY 86 AND PROJECTIONS FOR FY 87)

		FY 86								FY 87 Projection	
				Avg. Length ELT Training							
Country	Program	Cost of ELT	Avg. Cost/ Participant	Weeks	Hours	#New Starts	# New Starts Receiving ELT	% New Starts Receiving ELT	#New Starts	#New Starts Requiring ELT
PAKISTAN	CIELS	$421,000	$2,251	10.1	303	733	187	26	1,485	604 (2)
MALI	Cours de Langues	101,145	9,195	30 (3)	840 (3)	(4)	11	(4)	15 (5)	22 (6)
SOMALIA	SOMTAD (7)	172,800	335	(8)	74	560 (9)	516 (9)	N/A (9)	210 (10)	210 (10)
TUNISIA (11)	Summer Program	25,000	266	5	100	(8)	94	(8)	(8)	(8)
	US-based ELT	504,000 (13)	7,200 (13)	18	378	94 (12)	70 (12)	74	(8)	(8)
	Total	529,000	7,466	23	478	94		-		
EGYPT	AUC	481,540	973	8.8	121	-	495	-	-	-
	ACC	13,675	391	7.9	139	-	35	-	-	-
	Total/Average	495,215	934	8.7	122	789	530 (14)	57 (14)	868 (15)	495 (16)
MOROCCO	ALC: Technical	35,000	1,000	12	360	-	35	-	118	83
	ALC: Academic	192,000	2,494	30	900	-	77	-	88	79
	Total/Average	305,000 (17)	2,027 (18)	24.4	732	153	112	73	206	162
ECUADOR	CILDSE	5,000	132	14	70	-	38	-	-	-
	ALI/GU	12,500	2,500	8.8	185	-	5	-	-	-
	Total/Average	17,500				119	43	36	135	49 (16)
HAITI	US-based ELT	55,000 (19)	6,111 (19)	12	252	-	9	-	-	-
	In-country ELT	200	200	24	(8)	-	1	-	-	-
	Total/Average	55,200 (19)				94	10	11	309 (20)	108 (21)
BOLIVIA	US-based ELT	9,040 (22)	4,520 (19)	12.3	258	4	2	50	199 (20)	99 (21)
PERU	Non Applicable	0	0	0	0	17	0	0	181 (23)	(8)

Numbers in brackets refer to notes/sources which appear on reverse.

NOTES

(1) All data are best estimates from data obtained at the Missions directly or indirectly during the Assessment Team's visits. Data for Indonesia and Yemen, not visited by the Assessment Team, are not currently available.

(2) Participants in TIPAN project, which runs its own ELT program, not included.

(3) Possibly low estimates. Could be as high as 42 weeks, 1176 hs.

(4) Probably 100% or close to 100% new starts receive ELT.

(5) Academic new starts only.

(6) Number currently enrolled at Cours de Langues.
Includes non-academic participants and some who were new starts in FY 86.

(7) Data in FY 86 are not representative of the years to come, which will be dominated by the SOMTAD project. Over the life of the PASA agreement within this project, 210 participants will receive between 24 and 72 weeks semi-intensive ELT and 36 weeks continuing, non-intensive ELT. The average per participant cost under SOMTAD may be estimated as follows:

BUDGET (for ELT)	$908,000	
# Participants =	210	
Cost/participant=		$4,324
Avg. Semi-intensive Course =	48 weeks	
$45 maintenance/week x 48 weeks =		$2,160
Average total/participant=		$6,484

(8) Not obtained.

(9) These figures include 116 USAID counterparts and 400 pre-implementation SOMTAD participant candidates. Of the 400, 210 are projected to be participants.

(10) SOMTAD projections for project life only.

(11) Figures for undergrads only. Graduate students come under a number of ELT arrangements depending upon the project funding them and are therefore difficult to report on. All undergrads go through the summer intensive program, followed by U.S.-based intensive ELT.

(12) These are the same participants trained in the summer program who continued on to U.S.-based ELT in the beginning of the 1986-8 academic year.

(13) Based on budget estimates.

(14) 82 of the 530 new starts receiving ELT were not U.S. or third country bound. 57% reflects only those outward-bound.

(15) Considered a minimum.

(16) Assumes same % require ELT in FY'87 as in FY'86.

(17) Total is greater than long-term + short-term because of continuing students on ELT maintenance.

(18) Does not include cost of continuing students.

(19) Budget cost. Apparently includes US AMA and may be overstated.

(20) Total participants, not restricted to new starts.

(21) Training officer's estimate based on participant (not new start) numbers.

(22) Does not include one participant receiving ELT in-country for $80.

(23) Total participants, not restricted to new starts. Probably does not include APS.

D. PARTICIPANT VARIABLES

Factors or variables relating to the individual student in the various ELT programs conducted by the Missions would, if researched systematically, comprise a separate study. Information about such factors as educational background, employment status, and so on, is not collected centrally in the Missions. To the extent it exists, details of that nature are recoverable only through a case-by-case file search, scattered in projects identifying and selecting participants.

The assessment team decided during the preparatory phase of the project to consider data relating to participant variables as background to the central inquiry areas, and to note, where applicable, any consistent themes or characteristics which might impinge upon the approaches, circumstances, or problems of the ELT programs examined. Where possible, informal conversations with graduates or students currently in ELT classes were conducted as a means of developing information additional to that acquired from interviews with Mission and other staff.

No single aspect of this overall topic could be determined to be of special significance, either because of being critically identified by interviewees or because of some consistency of appearance across programs or countries. Specific and detailed research into one or more subfactors might reveal data of interest and language-learning significance, but it appears that the nature of the various ELT programs, and what happens in those programs, is determined much more obviously by other factors.

It is important to note that all of the ELT programs examined are in an ongoing process of evolution. A profile of participants at any one time may be somewhat different at another time. What sorts of students study in these programs is a function of the decisions and agreements made concerning the overall participant training program in each country. The composition of any given program or class may be influenced as much by government clearance procedures, requirements, or delays as any other factor.

It is valid to say that a high proportion of ELT students are drawn from public sector areas of employment. Similarly, among these, a high proportion appear to be at mid-career and/or mid-level positions within their respective ministries and organizations. Exceptions to this are evident, such as in Tunisia for example, where all ELT students are targeted for academic studies in science and engineering, and in Latin America and the Caribbean where participants in the emerging CAPS, Andean scholarship program, and PTIIC programs will be from rural, disadvantaged backgrounds and not necessarily destined for the public sector.

Notably, women form a small minority in ELT classes, a fact which, again, is neither critical for the ELT program itself nor the result of any ELT-specific processes. Women are, for a number of cultural and economic reasons in each country, the minority in each participant training program. In the cases where female students were present in ELT facilities, no special pedagogical impact was evident. A significant proportion of English language teachers are female in these programs--in some cases all teachers are women--and this may be, for the male students, a new experience. It was not reported to be a limiting factor, or ultimately even significant, in any way.

ELT students, for the most part, can be said to be more representative of urban origins than rural. At the same time, again, in general, they representthe higher levels of the society, or elite/professional groups. If the Andrean scholarship program, CAPS, or PTIIC programs develop as planned, the overall distributuion of economic/social

backgrounds may change. As it stands now, a relationship obviously exists between leadership and geography in many countries--those who are educated enough to be in public sector employment live in cities, often the capital city, and thus are those in the potential pool of persons from which participant trainees are likely to be selected, and thus may end up in ELT classes.

E. CONTRACTOR VARIABLES AND U.S. TRAINING INSTITUTION VARIABLES

Considerable variation exists in the organizational history (and competence) among in-country ELT contractors in service to USAID Missions. Where factors are significant they are described in foregoing sections, and were researched as part of the central inquiry process. In general, ELT contractors focus on delivery of language services, and do not play a role in the selection of participants beyond whatever effect testing may have. In-country ELT classes serve a function relating to selection in that a portion of students may withdraw from the program, finding difficulties either in personal finances, time, or language-learning. In several interviews, local ELT contractors pointed to that process as a positive element. In-country withdrawal, however regrettable for reasons of delaying the attainment of national development or Mission objectives, is less expensive and is believed to be less psychologically upsetting than the failure to complete the program after arrival in the U.S.

All of the programs observed attempt to offer both a language-specific and a cultural preparation dimension. In general, the latter aspect is an un-emphasized byproduct of instruction in the language, and is approached through in-class explanations of terms, the cultural implications found in reading selections, person-to-person contact with instructional staff, and other similar avenues. In the case of Egypt, a previous ELT program arrangement which included specific cultural preparation was dropped on cost-effectiveness grounds in favor of the current arrangement which focuses solely on language learning. In any event, no empirical data exists to prove, or disprove, personal impressions among ELT professionals that cultural preparation may be important.

Information in the Missions concerning U.S. educational institutions tends to be minimal. Active involvement in defining courses of study in the U.S. is neither practical from the standpoint of Mission officers, nor desirable. The emphasis is naturally on in-country identification, selection, and preparation, with the expectation that what happens in the subsequent U.S. program can best be tracked by placement agencies, or the universities and training facilities themselves. It is understood by Mission officers that a portion of the participants may require additional ELT in the U.S., and that such training may take place under a variety of course names.

U.S. training costs are normally aggregated, except where topping-up programs are used, prior to actual enrollment in the institution where the primary training will be given. Thus, Missions do not normally have information concerning cost-breakdowns relating to U.S. ELT, academic advisory or other services performed by U.S. institutions, including cost breakdowns between tuition and maintenance.

F. COST ANALYSIS OF IN-COUNTRY PROGRAMS

The following discussion analyzes the cost of specific programs/institutions in the countries studied for which data were available. It focuses primarily upon institutions currently used by AID and includes some discussion of those which have potential for participant ELT. Data analyzed were both actual and estimated (estimates are indicated

as such). Explanatory notes appear at the end of this report, following Section VIII.

For a general view of overall Mission costs for ELT in FY'86 and average costs per participant, see Table 1 and the related discussion in the section on Mission variables (Participant Numbers and ELT Costs).

1. Components of Analysis

a. Clock Hour Costs

Costs are analyzed on the basis of a standard unit of time--the clock hour. A clock hour is defined as 60 minutes of teaching time. (A 50-minute class, therefore, represents 5/6 of a clock hour.) Costs per clock hour per student were chosen as a standard basis of comparison rather than specific program costs because of the varying lengths of different programs (six weeks, eight weeks, with varying teaching hours per week).

b. Elements of Clock Hour Costs

The assessment team has attempted to identify all discrete, quantifiable costs borne by USAID Missions for participant ELT. These costs include not only tuition, but also may include books, fees, testing, and participant maintenance and transportation. Those expenses borne by others (notably the host country government) are cited but are neither quantified nor analyzed since they are not Mission costs. Because of different arrangements regarding ELT expenses, clock hour costs represent different components of expense in different programs. For example, in Pakistan both maintenance and transportation costs to the ELT site are paid by the Mission and included in clock hour costs; in Morocco they are not.

c. Indirect Costs

Indirect costs are those incurred by a specific activity but subsumed under other expense categories. Indirect costs relevant to ELT include items such as staff time (training officers, HRD officers, support staff), staff travel and transportation, and use of materials and equipment. All of these are difficult to quantify. Staff time is likely to be the most important of ELT-related indirect costs. It varies with the degree of staff involvement in ELT. Degrees of staff involvement in in-country programming are indicated in this analysis but are not quantified because they are only estimates. A preliminary analysis of a country with high staff involvement and a large number of participants (Pakistan) shows that this indirect cost would raise total program costs by only five percent.[1]*

d. Cost-effectiveness

Given the varying quality of programs, a clock hour in one institution may not be equivalent in educational output to a clock hour elsewhere--i.e., not all programs are equally effective. Their relative costs are not meaningful until their relative effectiveness can also be determined. Evaluating the relative effectiveness of two ELT institutions, however, is difficult in quantifiable terms because:

* For this and following, see "Notes on Cost Analysis," beginning on page 72.

- Successful programs are defined in ways which have not been quantified to date (e.g., preparation for academic studies, managerial efficiency). (See also Section IV, Successful Approaches to ELT.)

- The only quantifier of one aspect of an ELT program--progress on a standardized test (such as the TOEFL) per unit teaching time--has not been analyzed extensively enough by either U.S.-based or in-country institutions to be of much guidance.

The assessment team nevertheless has identified certain programs which appear to be successful. Since there is no evidence that these programs are any less effective than other similar U.S.-based programs, their costs may be compared with the latter. Those judged probably less effective, or those of unproven effectiveness, are so indicated.

e. Exchange Rates

U.S. dollar equivalents of any costs incurred in local currencies cannot be predictive of future costs. Nor do they necessarily reflect the actual cost of expenses when incurred. This is due to the instability of foreign exchange markets and the significant movements of the dollar in 1986. Exchange rate values used for all clock hour costs were those current in the countries during the team's visit. While in certain countries there were significant increases in their currency against the dollar in 1986 (e.g., Mali), others showed significant decreases (e.g., Bolivia).

f. A Basis of Comparison: ALI/GU

The costs of attending the ALI/GU intensive ELT program are proposed as a point of comparison for in-country programs for the following reasons:

- ALI/GU is the USAID-approved and -recommended institution for U.S.-based ELT.

- The cost of intensive U.S.-based ELT varies greatly from institution to institution, with a range in tuition and fees as great as from $68 to $283 per week.[2]

- ALI/GU is the most likely alternative for local Missions to in-country arrangements.

- Comparison across countries is not very relevant given varying local cost of living factors, unless a Mission is considering a program in another third country.

Components of ALI/GU costs are as follows:

Tuition:	$90/week
Registration fee:	$6 (one time only)
Computer fee:	$35 (one time only)
Washington, D.C., maintenance allowance:	$695/month
Book allowance:	$45/month

ALI/GU's clock hour cost for recurrent fees (excluding registration and computer fees) is $13.10. Sixty-three percent of this cost is for maintenance alone.[3]

g. U.S.-Based Non-Intensive ELT

A number of countries (e.g., Pakistan, Morocco, Egypt, Mali, Ecuador) reported that some students were required to take at least one English course per semester along with their regular academic courses at the beginning of their programs. This requirement is made by their host universities, who have accepted them based upon their TOEFL scores. This represents an additional cost to the Mission in that the course supplants one of academic relevance and potentially delays ultimate completion of academic studies. The team has no evidence that participants leaving the ALI/GU program are not faced with the same requirement. Therefore, this cost has not been analyzed since it is U.S. academic program-specific rather than ELT program-specific.

2. Analysis

In-country programs are divided into three groups. (Clock hour costs are shown for all programs employed by USAID.)

• USAID-supported programs/institutions:	
Pakistan: CIELS	$ 7.46
Mali: Cours de Langues	7.84
Somalia: SOMTAD Project	5.55
Tunisia: Summer Program	2.66
Yemen: YALI	12.38
• Independent Institutions Employed by USAID	
Egypt: AUC	$ 8.06
ACC/Alexandria	3.56
Morocco: ALC	3.25
Ecuador: CILDSE	1.88

• Potential Institutions to be Employed by USAID

a. USAID-supported Programs/Institutions

Pakistan

The CIELS operation was established in early January 1986 by direct intervention of the USAID Training Office through the Development Support Training Project (DSTP), which is responsible for the training of all Pakistani participants. (This

contract was awarded to the Academy for Education Development [AED]; one of its subcontractors is the Experiment in International Living [EIL].) The clock hour cost of $7.46 reflects the following components: direct costs (teachers' and the coordinator's salaries and benefits; support staff; teaching interns' transportation; participants' maintenance allowance and in-country transportation; materials [teachers' books, students' texts, institutional TOEFL exams]; consumables; rent; equipment; and utilities) and indirect costs (DSTP ELT Specialist's time plus benefits, EIL U.S.-based consultant's and administrative time and transportation, AED administrative time, AED overhead, EIL overhead, and a portion of AED's fixed fee).[4]

The following items are of note:

- Mission staff involvement is at a relatively high level. In addition, the Mission directly manages all rupee expenses (65 percent of total expenses). Attribution of a management expense for the latter could be generously estimated at about $0.97 per clock hour.[5]

- Because CIELS is a new institution, it did not operate at capacity in 1986. Had it done so, clock hour costs would have been reduced by approximately $0.61.[6]

- A significant proportion of total CIELS costs are for maintenance and transportation for participants. These costs represented 44 percent of total costs (the equivalent of $3.28 per clock hour).[7]

- If student enrollment does not increase beyond current capacity, costs in 1987 are likely to be greater than in 1986 because the coordinator and probably two teachers will be placed under U.S. contracts. The effect of this will be to raise clock hour costs approximately $0.92.[8]

- One reason CIELS costs have been relatively low (especially once maintenance and participant transportation is subtracted) has been the available pool of expatriate teachers in Islamabad, who work on a daily rate. If the institution grows significantly in 1987, its costs will be determined in part by the capacity of this local pool to continue to supply teaching personnel. Should that capacity be exceeded, teachers would have to be hired from overseas. At double the current enrollment, each teacher recruited from abroad would cost an additional $0.34 per clock hour.[9]

- Given that CIELS has been coordinated by a well-trained ELT expert, use of the DSTP's ELT Specialist as consultant and supervisor may prove less necessary in 1987, certainly by the end of her contract later in the year. Discontinued use of this position would represent considerable savings.[10]

<u>Mali</u>

Mali's Cours de Langues is considered in this discussion to be a USAID-supported institution because it was originally established by USAID, and an estimated 90 percent of its current revenues come from USAID.[11] It is unlikely that operations could

continue without USAID support.

Mali's clock hour cost of $7.84,[12] which represents tuition, use of student books, and testing fees appears high given that:

- Operating expenses are limited to the expatriate coordinator and local teachers' salaries and benefits.
- The operation is highly subsidized by the GRM, which provides the facilities, utilities, and salaries for the Director and support staff.

One justification for high tuition is that large investments to renovate a new facility and to purchase equipment (notably for the lab) have been financed by profits from the operation. Nonetheless, the operation remains inexpensive in comparison to ALI/GU.

The Cours de Langues might be able to lower its fees if there were a greater number of USAID participants. Its greatest single expense is the expatriate coordinator's salary[13] which does not vary with the size of the student body. Mali does not, however, currently project specific increases in participant numbers. An untested possibility remains that the Cours de Langues could be used (to a limited extent) as a third country training site. On the other hand, if the GRM ever removed its support from the school, current high tuition would have to compensate for the lost subsidies.

Mission involvement in ELT is at a low-moderate level.

Somalia

Most of USAID's ELT efforts in the coming years will be channeled through the PASA agreement with USIS, which forms a part of the SOMTAD Project. Because this aspect of the project is in its early implementation phase, costs analyzed here are only estimated as derived from the PASA budget and the projected number of participants, student hours, etc. Clock hour costs are estimated for this project at $5.55.[14] This cost includes expatriate teachers' salaries and benefits, teaching materials, testing materials, support materials, equipment, provision for contingency, USIS indirect costs, and student maintenance (13.5 percent of the estimated cost). Not included in these costs are the GOS contribution to the project (budgeted at 17 percent of the total for local teachers' salaries, support staff, and contingency) and the cost of training approximately 10 Somali counterpart teachers at the American University in Cairo (AUC) in FY'86. Mission involvement in ELT is at a moderate level.

It is significant to note that the projected program is only semi-intensive (15 hours per week). Its effectiveness remains unproven.

Tunisia

The five-week summer program for undergraduates differs from the other programs discussed in this analysis in that it serves as a staging prior to intensive ELT in the U.S. The cost to the USAID Mission is $2.66 per clock hour [15] to pay for ELT specialists and for teaching materials. In addition to receiving classroom instruction, students attend films and discussions three times a week. USIS provides administrative support (the program is conducted through its Academic Specialist program); GOT provides teachers and facilities. Local Mission involvement in ELT is relatively low.

Yemen

The YALI clock hour cost of $12.38 is based upon the total project budget (and not actual costs) and estimated numbers of students over the life of the project.[16] It does not include student maintenance.

This estimated cost is the highest of any in-country program studied. It is of note because it is a case of a project designed exclusively for participant ELT and which uses minimal local resources. The high clock hour cost is due to a number of factors:

- Exclusive use of expatriate ELT staff (10 teachers + 1 Director of Courses) budgeted over the project life.[17]
- High initial investment in language lab equipment and computer equipment (for a computer lab) and related expenses (software, stabilizers, shipping).
- High communication expenses, given that the contractor is located in Oregon.

In contrast, the PASA agreement under the SOMTAD Project in Somalia budgeted only four expatriate ELT staff. It has a much lower investment in equipment and has no significant communication expenses, given that the administering agency is USIS/Mogadishu.

b. Independent Institutions Employed by USAID

Egypt

Egypt uses two local, independent institutions to provide its ELT needs. By far its major supplier is the Commercial and Industrial Training Program (CIT) at AUC, which trained approximately 413 U.S.- or third-country-bound participants in FY'86. Its secondary supplier, the English Training Program (ETP) at the American Cultural Center (ACC) in Alexandria, trained approximately 35 U.S.-bound participants in calendar 86.

CIT's charge to USAID in FY'86 was $8.06 per clock hour[18] for a semi-intensive course. This included tuition, ALI/GU testing, and books. It also included ALI/GU testing for all potential USAID participant trainees. This expense is not billed nor calculated discretely by AUC. (Approximately 1,500 screening tests were administered in FY'86 to candidates who did not necessarily attend AUC.) Maintenance is assumed by the GOE. Mission staff time devoted to ELT is relatively high, given the close working relationship between AUC and USAID.

The ETP at ACC charges USAID $3.56 for its intensive program and $1.80 - $2.00 for its non-intensive programs.[19] These charges include all fees, student texts, and in- house testing (no standard test is used).

In comparing the two program's fees, it should be noted that:

- The ETP/ACC receives a significant subsidy from USIS in the form of rent and utilities.

- CIT provides more services than ETP (ALI/GU testing for all students as well as ALI/GU testing for all potential candidates.)

- CIT has tailored a program to USAID's specific needs.

- CIT, through an evaluation contract with USAID in FY'86, has developed a very detailed database of participant trainees and their progress through the program (as measured by ALI/GU and TOEFL scores), which will be useful for USAID monitoring and evaluation purposes in the future.

Morocco

The American Language Center (ALC) charges USAID $3.25 per clock hour [20] for its intensive program and $1.62 for its non-intensive program, in which some participants receive maintenance training. These charges include tuition, administrative fees, books, and testing. No maintenance support is provided by the USAID Mission. The Mission is very involved in ELT.

Ecuador

In 1986 CILDSE provided ELT for the majority (88%) of the USAID participants who received ELT, the balance having been trained in the U.S. CILDSE's clock hour charge to USAID is approximately $1.88,[21] including tuition, registration fees, and texts. No testing or maintenance is included. This cost is for a non-intensive program whose effectiveness remains untested. The institution is highly USAID-business-dependent. Its long-term financial viability is questionable. Mission involvement in ELT is moderate.

c. Potential Institutions to be Employed by USAID

The clock hour costs for potential institutions are not comparable to those of actual institutions in the same countries. The reasons for this are twofold:

- Costs for potential institutions are not for intensive programs. Most actual institutions run either intensive or semi-intensive programs. In institutions which have both intensive and non-intensive programs, the latter are less expensive.

- Institutions used by USAID have tailored their programs (to varying extents) to USAID's needs. (The exceptions are the ACC program in Egypt, which is a true subsidiary supplier of ELT to participants in Egypt, and CILDSE in Ecuador). These development costs have obviously been passed on to USAID. Any financially viable potential institution would do the same.

Table 2 presents a list of potential suppliers of ELT to USAID participants and their current estimated clock hour costs.

Table 2
POTENTIAL SUPPLIERS OF ELT TO USAID PARTICIPANTS

Country	Institution	Course Intensiveness 1	Estimated Clock Hour Cost	Notes
Pakistan	None	-		-
Mali	British Council: Cours de Langues	N-I	$3.08	materials incl.
Somalia	None		-	-
Egypt	None Applicable	-		-
Morocco	British Council	N-I	$1.78	books incl.
Ecuador	Pontificia Universidad CatolicaDel Ecuador (PUCE)	S-I	$0.44	books add'l.
	British Council (Instituto Britanico)	S-I	$1.69	books incl.
Tunisia	British Council	N-I	$1.92	
Peru	Peruvian-American Cultural Institute (Suburan)	N-I	$0.71	books add'l.
	Instituto Cultural Perano Norte-americano de Trujillo	N-I	$0.40	books add'l.
Bolivia	Binational Centers	N-I	NA	-
		S-I	NA	-
Haiti	Haitian-American Institute	N-I	$1.00	books add'l.
		S-I	$1.09	books add'l.
Yemen[2]				
Indonesia[2]				

NA Not available.

1/ I = intensive = 20 or more clock hours/week
S-I = semi-intensive = between 10 and 20 clock hours/week
N-I = non-intensive = less than 10 clock hours/week

2/ Not visited by ELT assessment team. Data available in Indonesia Country Report (see Appendix) Summarizes institutions/costs from 1983.

3. Conclusion

The only tentative conclusion which emerges from this cost analysis is that all apparently effective in-country programs visited are significantly less expensive than ALI/GU. If comparative effectiveness could be quantified, ALI/GU's program would have to be more effective than the in-country programs by the following factors for it to be less expensive:

Pakistan: CIELS	1.8
Mali: Cours de Langues	1.7
Egypt: AUC	1.6
Morocco: ALC	4.0

(Otherwise stated, if ALI/GU's program were 1.8 times more effective than that of CIELS, for example, it would be more cost-effective.) This analysis does not take Mission indirect costs (especially staff time) into account.

The exception of note is the YALI project in Yemen whose estimated clock hour cost is only five percent less than ALI/GU's. It is the only institution where minimal local human resources are used and in which investment in equipment is so high.

The critical factor in comparing ALI/GU's clock hour cost to those of in-country programs is the expense of U.S. maintenance. If maintenance were removed from total Mission cost for all programs, clock hour costs for the apparently effective programs would be as follows:

ALI/GU	$4.82
Pakistan: CIELS	$4.18
Mali: Cours de Langues	$7.84
Yemen: YALI	$12.38
Egypt: AUC	$8.06
Morocco: ALC	$3.25

Neverthless, the critical factor for the Missions is the total cost to them of participant ELT and not tuition alone.

IV. SUCCESSFUL APPROACHES TO ELT

The ELT assessment team found diverse approaches to in-country ELT in the programs observed. From discussions with AID Missions, ELT program managers, English language teachers, and participants; from observations by the teams, and from consensus within the ELT profession, some factors can be identified which contribute to the success of a program. The following discussion of these factors is divided into three areas:

- Program management
- Program staffing
- Curriculum, teaching methods, and testing.

A. PROGRAM MANAGEMENT

Discussions and observations indicate that successful management is in part attributed to program managers possessing, in varying degrees, the following qualities:

- Ability to understand and respond to AID's needs.
- Ability to provide leadership to ELT staff.
- Professional ELT expertise.
- Ability to deal with logistics and maintenance of physical plants.

1. Responsiveness to AID

In programs where AID Missions and ELT managers discuss ELT objectives, establish reporting procedures, and understand each other's constraints, the good working relationship between the two parties is cited as one reason for program success. In Morocco, where the AID Mission considers itself an active partner in the ELT program, the ELT manager has built credibility with the Mission by reporting regularly to AID, by participating in a "dynamization strategy" initiated by AID to make Moroccan civil servants aware of their eligibility for ELT, by introducing courses to meet participant needs, and by developing a flexible schedule which can cope with fluctuations in participant numbers. In turn, AID is responsive to the manager's suggestions, and is willing to work out procedures for dealing with participant absenteeism, or to discuss ways in which AID might be able to help with import procedures of equipment for the program.

2. Leadership

In countries such as Mali, Morocco, and Pakistan where large numbers of experienced and qualified teachers are not readily available for employment, program managers said that an ability to train teachers and upgrade or maintain teaching standards was vital for the success of their programs. Teachers are paid to attend in-service training sessions in Mali and Morocco. This investment is seen as part of a strategy to improve and maintain the professional skills of the teachers and to ensure successful ELT. Participation in ELT seminars organized by the British Council is encouraged in Ecuador, Mali, Morocco, Peru, and Somalia. The ELT managers interviewed in these countries believe that these seminars provide a professional stimulation which can be translated into better teaching, and hence a more successful program. With this same aim in mind, ELT managers in Morocco, Mali, Pakistan, and Somalia regularly observed classes and discussed their observations with teachers.

3. ELT Expertise

Providing for curriculum development, selecting an appropriate and sufficient variety of texts, and placing students in groups where maximum learning could take place are seen to be part of the professional responsibilities of ELT managers. To fulfill these responsibilities, managers in Mali, Morocco, Pakistan, and Egypt make determined efforts to keep abreast of current publications and thinking in ELT. In Morocco, an English language professional was employed to develop a curriculum for the program. The same program also spends between $15,000-20,000 a year on text books and reference books and has a video collection of more than 2,000 hours of film, as well as an audio collection of over 600 tapes. This serious attention to materials is cited by AID officials and other ELT experts in Rabat as contributing to the credibility and success of the program.

4. Operations and Maintenance

In addition to establishing good client-contractor relationships with AID and providing leadership and ELT expertise, managers in Mali, Somalia, Morocco, and to an extent Tunisia, stated that much of their time was taken up with logistics and maintenance of their physical plants. This includes finding and renting classrooms, maintaining air conditioning (important in Mali where temperatures are in the 100° Fahrenheit range for eight months of the year), and maintaining buildings and technological aids. ELT program managers, English language teachers and participants commented that a good working environment contributed to the success of programs. While requirements were fairly basic, it was felt that quiet surroundings, in some cases air conditioning, adequate space, and toilet facilities helped learning to take place. In Mali the program was moved from a noisy downtown neighborhood to buildings on the outskirts of town. The program director maintained that any problems participants might have in getting to the new campus were more than offset by the advantages of working in a tranquil setting. In Tunisia, the 1985 summer program was plagued by attempts to work in non-air-conditioned classrooms which gave on to busy streets. In 1986, the program gained access to some air-conditioned classrooms and teachers remarked that participants in these classes seemed more attentive and attended more classes regularly.

Beyond these basic requirements, some programs attributed some of their success to technological aids, such as language laboratories, cassette tape decks, videos, and computers. The program in Egypt has two language laboratories equipped with 48 booths. The program in Morocco has a vigorous supplementary program in which videos are shown seven days a week outside of class hours. The American advisor to the Mali program believed that one solution to problems resulting from what was described as "a national cultural resistance to reading," could be overcome by introducing more video ELT materials. In several cases the team was told that plans to introduce participants to computer-assisted ELT were being considered, since it was felt that participants going to universities in the United States would benefit from a familiarity with computers.

B. PROGRAM STAFFING

There is consensus among the ELT professionals interviewed that high quality English language teaching contributes to the success of any program. In the programs visited there were two basic methods of ensuring high standards among teachers. One method is to select staff who are already qualified and experienced. This is true for Egypt and Yemen, where either relatively large numbers of suitably qualified and

experienced English language teachers are available for local hire, or where funds are available for recruitment in the United States. A second method is to emphasize in-service training. The program in Mali for instance, is staffed, apart from the American advisor, by Malians who have been largely locally trained, and who work part-time for the program. Yet the Malian intensive program takes the same number of hours to get participants from the low 300s to the low 500s on the TOEFL as does the intensive program in Morocco, which is staffed by full-time, qualified, native speakers of English. This case in Mali seems to indicate that successful results can be obtained by teachers with less than conventional backgrounds, providing those teachers receive regular in-service training and are closely monitored by an experienced ELT professional.

C. CURRICULUM, TEACHING METHODS, AND TESTING

The attitude is held in successful programs that good curricula go beyond training for the TOEFL to offer other aspects of ELT such as cultural orientation and English for Academic Purposes. It is not always possible to provide courses on these aspects alone, but lessons observed in these programs included discussions on cultural orientation as well as work on writing and note-taking skills, which are not tested in the current version of the TOEFL. Managers and teachers in Morocco, Tunisia, and Mali considered that part of their success was due to this attention to participants' long-term needs. Out-of-class activities dealing with American cultural and academic life are routinely offered in Morocco and Tunisia, and participants now in the U.S. have commented favorably on the usefulness of these activities.

Despite difficulties and delays in obtaining books, the programs in Morocco, Pakistan, Egypt, and Yemen have good libraries. This is particularly important given the professional isolation of some of these programs. These libraries allow curriculum developers to design courses which draw from a variety of sources, when addressing particular participant needs. In situations where supplies of books are limited, such as in Mali, Somalia, and Tunisia, curriculum developers find themselves constrained by dependency on a limited series of textbooks, and some aspects of the curricula appear to be driven by whatever textbooks are available rather than by participant needs.

In successful programs, the teaching methods appear to be consonant with participants' learning styles. The most striking example of this comes from Mali, where the participants are described as being uninhibited, motivated language learners, with good memorization skills, whose culture nurtures active listening skills and appreciates good talkers. The methods employed in the program build on these features. Despite using textbooks which were published more than 20 years ago, the Malian director is satisfied with the participants' progress, which he attributes in part to methods which are sensitive to Malian learning styles.

Monitoring rates of progress and predicting duration of training are other factors identified as part of a successful approach to ELT. This monitoring includes testing. Since a score of 500+ on the TOEFL is one of the requirements for admission to U.S. universities, this test has become a major concern for participants and teachers. Moroccan participants were reported to request special classes in TOEFL preparation and to work long hours on the TOEFL preparation kits found in the program library. In discussions between AID Missions and program managers, common questions put by the Missions were: How long will it take (and, hence, how much will it cost) for participants to achieve 500+ on the TOEFL? Is our program comparable to other programs in the amount of time participants take to achieve 500+? Because many programs do not have hard data and because so many variables are involved, managers and teachers often commit themselves to tentative answers. But a serious approach to collecting test

results and using those results as planning indicators, or for cost-effective comparisons, is perceived by some Missions and managers as indicative of good management practices. Programs in Morocco, Pakistan, Yemen, and Egypt already (or will soon) have sufficient TOEFL statistics on which to base some discussion. The Pakistan program, for instance, documented in its first six months of operation that intermediate to advanced participants gain three points a week in TOEFL scores, over eight weeks of intensive ELT. The Moroccan program estimates participants will gain five points a week over 36 weeks of intensive ELT. Missions in these countries report feeling reassured that managers accumulate and use statistics, particularly TOEFL statistics. These managers are perceived as at least attempting to address AID's concerns and as being capable managers.

From the observations noted above, it can be summarized that factors contributing to successful in-country ELT approaches can be discerned in programs which are perceived to be well administered, which offer appropriate ELT, and which can be relied upon to move participants through programs at a predictable rate. Examples of successful ELT programs observed are:

- Egypt (AUC)
- Mali (Cours de Langues)
- Morocco (American Language Center)
- Pakistan (CIELS).

Nevertheless, none of these programs can be said to be an ideal successful model which could be reproduced in all other ELT contexts.

V. COUNTRY SUMMARIES

Major findings, information of particular note, and a general overview of the 12 country reports generated by the assessment team are outlined below by country. Details of the nature of costs, assessment of specific training programs, and other variables researched by the team are contained in the "Findings" sections of this report.

A. BOLIVIA

In FY'86 Bolivia funded 49 continuing participants. There were only four new starts, two of whom received U.S.-based ELT. The practice of the Mission to date has been to select participants already capable of functioning in English. Although the low availability of English-speakers in Bolivia has been seen as a factor affecting the selection process, the advent of the Andean Peace Scholarship Project will soon mean a 300 percent increase in overall participant trainee numbers, a dramatic rise in numbers of ELT students. Correspondingly, an increase in the administrative burden of selecting, training, and monitoring participant trainees is anticipated to impinge upon Mission operations.

The Country Report, appended hereto as Appendix C, comments on the changed circumstances which will ensue as a result of the Andean Peace Scholarship Project, and provides suggestions concerning three possible in-country ELT options.

B. ECUADOR

The general condition of English in the country is low, and the Mission has been experiencing increasing difficulty in finding candidates with sufficient English proficiency. Direct impact is felt by the Mission in the loss of otherwise well-qualified candidates. Against this backdrop, the Mission looks forward to a significant increase in programming numbers, from an annual level of 100-150 up to 300 in the coming year.

There are some difficulties in creating a smooth flow of participants in the ELT program because of the length of time sometimes needed to achieve acceptable call-forward scores, and because of the bureaucratic processes of getting candidates cleared by the host government.

Locally, ELT has been conducted through a private contractor. The Country Report assesses the training institution, and provides information concerning two additional institutions in Quito, potentially able to provide the Mission with adequate ELT. The team's field visit took place at an opportune time, in that the Mission already had embarked on a reassessment of its ELT operation and needs.

C. EGYPT

As in the other countries visited, English language competence among the general population in Egypt is low. In fact, its level of proficiency was described as "declining" by observers, compared with that found some 20 years ago. Also, as is the case elsewhere, the prevailing English-language situation has a direct impact on the availability, or the length of training, of participant trainees.

Egypt has a number of private ELT facilities, few of which operate at a professional language-teaching level. Because of the large numbers of participants--789 in FY'86--which allows for a predictably sufficient number who require ELT, the Mission

has developed a contractual relationship with The American University in Cairo to meet the ELT needs of participants. Additionally, some participants use the English Teaching Program at the American Cultural Center in Alexandria. Both programs operate at a professional language-teaching level. No need is seen by the Mission for developing alternative ELT resources specifically in support of participant training, although considerable investment is foreseen in the coming few years through several interrelated projects aimed at enhancing English language training and resources throughout the country.

The Country Report raises two issues for consideration by the Mission. One is whether or not participants are being adequately prepared for U.S. studies, given the shorter program now supported by the Mission, particularly in view of the absence of academic English preparation and the absence of English for Specific Purposes for the large number of technical participants. The second issue relates to Mission policy of supporting only two courses (six to eight weeks) of ELT per participant, and the possible limiting impact this has on selection and qualification.

D. HAITI

As in some of the other countries visited, the Mission in Haiti is operating within a situation about to change. The participant training program, normally functioning at a level of a little over 100 per year, will begin in FY'87 to send over 300 Haitians per year to study in the U.S., under the heading of the Presidential Training Initiative for the Island Caribbean (PTIIC). To complicate the matter further, participants will be drawn from persons with little or no exposure to good English teaching, and thus will need both intensive and extensive instruction.

Currently, the Mission finds that the supply of suitable candidates with adequate English language is sometimes inadequate for long-term academic participant openings.

The assessment team investigated several local potential ELT facilities. In general, such possibilities were deemed to be operating at an insufficient level of competence to constitute immediately available ELT resources for the Mission. Two local facilities, the Haitian-American Center and the American School, were identified as possible ELT contractors.

E. INDONESIA

English language training activities have changed dramatically in Indonesia since 1983, when one of the most comprehensive reports was written on the subject. This change has been both in terms of increased numbers of participants and in the organizational structure of ELT programs coordination. Previously lacking central coordination of its ELT activities, a consortium of Mid-Western Universities has now been established by the host government to create the Indonesian Overseas Training Office (OTO). The function of OTO is to coordinate all issues pertaining to training abroad, including ELT, much of which is conducted in-country.

Little evaluation of the current ELT arrangement has been conducted to date. It is generally felt, however, by those associated with the program, that Indonesia presents a novel approach in handling the coordination of ELT activities on a national basis. As a result of the current arrangement, recruitment of candidates has become more selective, and now includes an academic aptitude test and a pre-TOEFL examination.

F. MALI

ELT in Mali is conducted through an in-country, Mission-related agency which functions at a professional level. Costs were discovered to be somewhat high, though the assessment team noted that participants require little, or no, further ELT in the U.S.

The Mission incurred costs in training 68 participants in FY'86, from whom 11 new starts received ELT. The participant training programming level has dropped in comparison to recent years, as a result of an evolution in projects reaching their conclusion.

Of interest, the teaching staff at the local ELT institution (the Cours de Langues) are all Malians. Demands for native-speaking teachers are not in evidence, and the teaching approach found in the classes is adapted to Malian styles of learning and communicating.

G. MOROCCO

Interest in English is growing in Morocco, and ELT has host government support as well as a strong commitment from the Mission. This commitment includes a perspective of English as a development aspect of the country, and has Mission support through the provision of ELT to public sector officials and staff, in addition to the training offered specifically for participants.

The Mission's program in FY'86 included a total of 325 individuals in training. Of these, 219 were academic and 106 were short-term, technical trainees. New starts needing ELT were 77 academic trainees and 35 short-term participants. The in-country ELT arrangement was deemed to be cost-effective, due to low instructional costs and the absence of maintenance expenses.

ELT is provided through the American Language Center (ALC) in Rabat. The Country Report in Appendix C provides a description of the ALC, and assesses the facility as one providing ELT on a high professional level. A number of comments and suggestions are provided relating to ways in which the Center might strengthen its programs. Additionally, the team assessed two potential ELT suppliers.

H. PAKISTAN

Three constraints were indentified by the assessment team as important factors affecting the Mission's ELT program:

- A declining level of EL competence in Pakistan
- A dearth of in-country institutions providing quality, intensive ELT (and a scarcity of local teachers with sufficient competence in English)
- A rapid expansion of the participant training program in recent years, continuing into the next several years.

The Mission programmed 733 new participants in FY'86. This number is expected to rise to 1,485 in FY'87 and then to level off at around 1,630 for the next several years. Roughly two-thirds of the participants are short-term trainees. Limitations on the participant training program are found in the increasing proportion of candidates who need ELT for call-forward. The assessment team noted this potential problem facing the

mission in meeting the ELT demand, especially when viewed in light of the rising participant numbers expected in the near future.

In meeting the ELT needs of participants, the Mission has developed a USAID-specific facility: the Center for Intensive English Language Study (CIELS). The Country Report assesses this facility, and suggest potential ELT arrangements. The CIELS program was deemed to be highly professional, cost-effective, and a creative solution to the issues at hand. In 1987, however, it will have to face the pressure of increasing numbers of participants who need ELT.

I. PERU

English language skills in Peru were determined to be very low, and participant training is affected by the scarcity of qualified candidates. Because of this scarcity, the Mission sends participants to non-English-speaking countries. Some candidates find it impossible to take the time to study English, or find resistance among employers to paying salaries during such study.

In FY'86, no participant received Mission-funded ELT, whether in-country or elsewhere. In that year the Mission programmed a total of 176 participants, of which 123 trained in the U.S. A significant expansion of numbers is foreseen by the Mission, and this will be intensified when the Andean Peace Scholarship Program begins.

The Country Report notes that there are no in-country ELT arrangements used by the Mission. The assessment team visited seven potential ELT suppliers, and the report provides overview assessment information concerning these options. In addition, the report contains options to the Mission concerning possible ways in which impending ELT needs may be met, including the development of a USAID-specific program, contracted to a U.S. training institution, and the possibility of developing a regional ELT center in Peru.

J. SOMALIA

The position of English in Somalia is one of potentially great importance, but currently is one of uneven competence. National language policies, juggling English, Italian, and Somali, have resulted in weakened language-teaching capability, and an inadequate cadre of public- and private-sector personnel able to communicate effectively in areas important for individual and national development.

In FY'86, the Mission programmed a total of 44 participants, with slightly more than half being trained in third countries. ELT focuses currently on in-country training, with 516 enrolled, of whom 116 are USAID counterparts and 400 pre-implementation candidates for the SOMTAD project. SOMTAD is aimed at accelerating the development of human resources in both the private and public sectors by offering programs of in-country ELT and in-country academic training, which are designed to require participants to complete their training in Somalia.

The Country Report in Appendix C describes the English language training program conducted by USIS under a joint agreement with USAID. No potential ELT suppliers warranted examination. Observations and comments are offered concerning the ELT component planned for SOMTAD, including aspects relating to the management of

the program. The assessment team reported on budgeted costs currently anticipated by the Mission for the conduct of ELT, and recognized that no viable alternative to the current ELT arrangement is in place in Somalia.

K. TUNISIA

The Mission and the host government make a heavy investment in ELT. Although a brief intensive English language program is provided in-country for undergraduate students, all undergraduates and some graduates receive from one to two semesters of intensive English in the U.S. Within the country as a whole, there is recognition that English contributes to the furthering of both individual and national development.

Most of the Mission's involvement in ELT is through the Technology Transfer Project. The focus of that project is on science preparation, with the host government playing a central and successful role in the selection of candidates and the maintenance of a placement and monitoring office in the U.S.

A total of 550 trainees were programmed by the Mission for FY'87. Of these, 80 new starts required ELT--70 at the undergraduate level and 10 at the graduate. For undergraduates, in-country ELT is administered by USIS and funded by both the Mission and the host government. No in-country ELT is provided for students at the graduate level through the Technology Transfer Project, though in some other projects, arrangements for ELT are sometimes made, as needed, whether in-country or in the U.S.

The Country Report provides an overview of the Bourghiba Institute, which conducts ELT for the Mission, and a description of two potential in-country ELT facilities. The assessment team offers comments for consideration relating to possible greater reliance on in-country ELT, and the potential usefulness of exploring one or more alternatives in an effort to reduce overall costs.

L. YEMEN

The OSU/YALI English language program provides a successful example of an operation preparing students to pass the TOEFL examination at a score of 500 or higher. The program began in 1985. First-year evaluation reports examined by the assessment team suggest that while a dynamic and promising ELT program has come into being, OSU/YALI may need to reassess its instructional focus to avoid becoming "just another TOEFL prep mill," as one evaluator noted.

OSU/YALI appears to have a sound program in terms of material and qualified staff. Evaluation reports indicate that a disproportionate amount of time (over 50%) may be spent on grammar, and suggest that some of this time be shifted to enhance other important skills, such as reading and writing.

VI. DECISION TREE: PARTICIPANT TRAINING ELT

The following charts and discussions focus on a series of management decisions AID Missions might consider in determining how ELT can appropriately be conducted for their participant trainees.

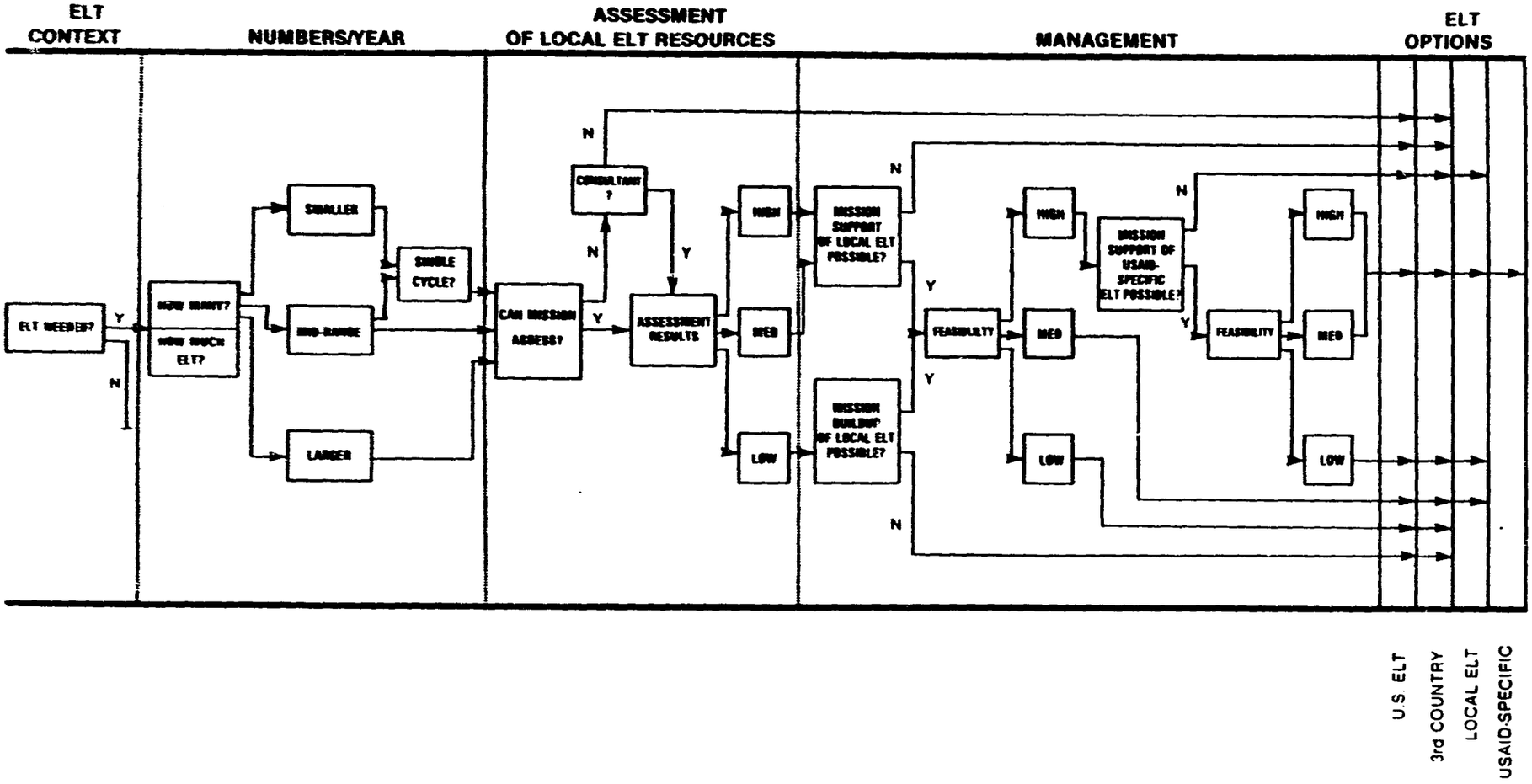
Decision points, and logical follow-on next steps, are detailed in a simple decision tree. These pertain specifically to operational/managerial processes undertaken by a Mission in planning for ELT, and not to decisions which might be made on behalf of a given participant.

The accompanying narrative contains related questions, or points for consideration in undertaking this planning process, keyed to five major headings:

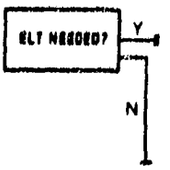
- The general context of English language training within the overall programming of the Mission.
- Estimation of number of participants involved in ELT per year.
- Assessment of local ELT resources.
- Management considerations.
- Logical options resulting from the above decisions and actions.

Each section begins with the relevant segment of the decision tree and the appropriate questions. The narrative which follows is divided into General Discussion/Questions and Specific Questions/Considerations.

DECISION TREE - ENGLISH LANGUAGE TRAINING



A. ELT CONTEXT



Is ELT Needed?

General Questions/Discussion

1. Does ELT (independent of participant-specific ELT) form a part of the Mission's programming? (e.g., institutional support, curriculum, materials development, other U.S. agency cooperative programming). What relationship is there between decisions made regarding short-term needs of participant ELT program and long-term needs for English language institutional development in-country?

2. Are participants excluded from candidacy because of inadequate English language skills?

3. Could fostering local ELT institutions play a role in the Mission's small enterprise development efforts?

Specific Questions/Considerations

1. What types of programs does the Mission run for its participants that require English language?

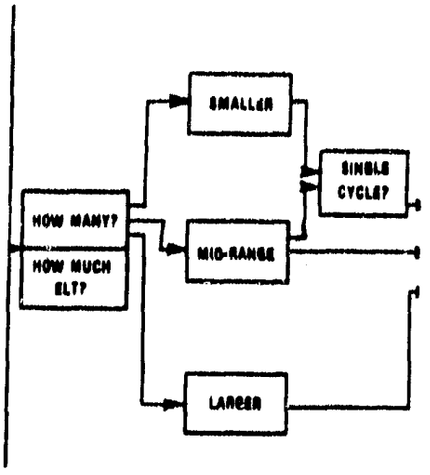
   - Academic program in U.S. or other anglophone countries?
   - Technical programs, but with academic coursework?
   - Technical programs with the need to communicate in English (no interpreters, etc.).

2. If any programs fall within these three categories, is the supply of English language-qualified participants in-country adequate for programming in the foreseeable future?

3. If no, ELT is obviously required. How much (such as what level of TOEFL must be reached) depends upon:

   - Levels determined by individual universities in the U.S. for admission to academic or technical programs.
   - Requirements for technical programs (the need for a given level of communication, specialized vocabulary, etc.)

B. NUMBERS/YEAR



How many new starts per year need ELT?

- Smaller numbers (1 to 30)
- Mid-range numbers (31-to 100)
- Larger numbers (100 and above)

If smaller or mid-range numbers need ELT, can English language students be formed into one single instructional cycle, i.e., go through ELT at the same time?

General Questions/Discussion

1. Numbers are not absolutes. The ranges given are suggested as rational groupings into which some options function more economically than others.

2. Some planning questions relating to all numbers of English language students are:

   - Are numbers relatively predictable and consistent over the foreseeable future?

   - How predictable is the flow--i.e., will X number of students be selected, tested, and cleared both by the host government and AID on an annual schedule which will permit regular formation of classes?

   - How do numbers break down into different programmatic components--e.g., academic, technical?

Specific Questions/Considerations:

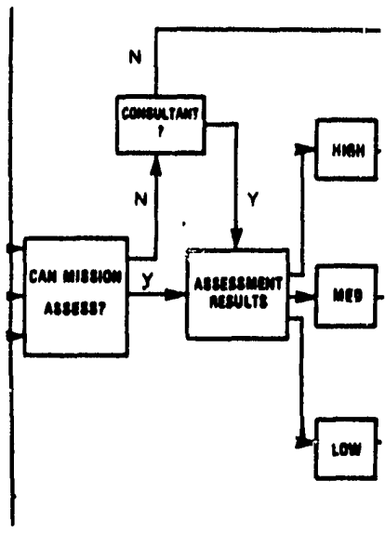
1. Smaller numbers: Even with small numbers, a special program may be possible, staffed by coordinators/teachers on a contractual basis for a given limited period of time if the Mission is able to group them into one cycle.

If such single-cycling is not possible, either because of host government candidate processing procedures, or any other factor affecting scheduling, then students can be expected to be enrolled in ELT at various points during a year, a few at a time. The implication of that situation is that an existing training facility, with scheduling flexibility, is needed.

2. Mid-range numbers: The question regarding single-cycling of students still may apply although (a) with mid-range numbers the issue is less important, and (b) it is less likely that a larger number of participants can be programmed for ELT at one time.

3. Larger numbers: Larger annual numbers of ELT students permit a programming level of a size sufficient to support a variety of ELT options.

C. ASSESSMENT OF LOCAL ELT RESOURCES



Can the Mission assess local ELT resources?

If not, does the Mission wish to program for consulting services to perform this function?

What are the results of the Mission's or consultant's assessment of local ELT resources?

- **High potential**
- **Medium potential**
- **Low potential**

General Questions/Discussion

1. Local ELT resources are defined as:

   - Local training institutions, commercial or otherwise, providing regular English language classes.
   - Local educational institutions, such as universities with English language departments.
   - Official or semi-official agencies, such as USIS or British Council, with either ongoing English language classes or the potential of establishing such classes.

2. The Mission's long-range objectives, developmental aims, perspective onthe role of English language, etc., also come into play when considering specific in-country options. To proceed requires an evaluative effort of these options, and the relationship any choices among delivery methods might have with overall Mission programming goals.

3. An overall assessment of local ELT resources can be made within three broad categories:

   - High, meaning that competent facilities exist with which the Mission might work productively.
   - Medium, meaning that facilities of moderate, though workable, adequacy exist, and that some upgrading effort will be necessary.
   - Low, meaning that local resources are deficient and do not offer a likely means for participant ELT as they are currently constituted.

Specific Questions/Considerations

1. Central questions regarding ELT options are whether or not the Mission is capable (through its own staff or through local assistance) of assessing the available ELT agencies or institutions in the country, and whether or not it elects to devote time and resources to this effort. Doing so will involve researching the following factors, among others, relative to each local option:

   - Costs, and basis for costs

   - Staff:
     --Qualifications of coordinator
     --Teacher qualifications
     --English competence of non-native speakers
     --Criteria used in teacher selection
     --Provision for teacher training and/or skill upgrading

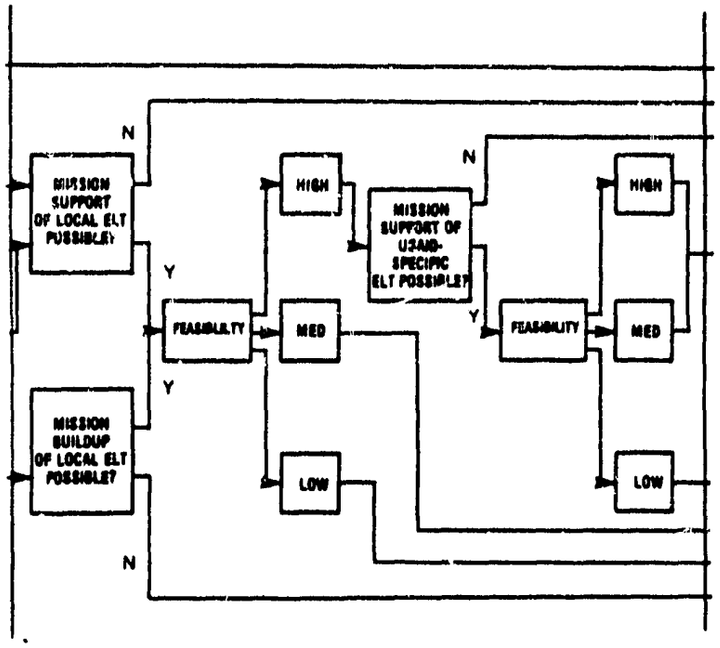
   - Curriculum, Methodology, Materials
     --Objectives of curriculum
     --Adequacy of materials
     --Length of program and number of different levels
     --Variety of programs

--Testing procedures (in-house or standard, e.g., institutional/pre-TOEFL, ALI/GU)

- Adequacy of facilities and equipment
- Schedule flexibility
- Program evaluation
- Objective measurements or evidence of normal rate of student progress

2. If the Mission chooses not to assess (or contract to have assessed) local ELT resources, then the only feasible avenues to providing ELT to participants lie outside of the host country's capabilities. Thus, the ELT options available (Section V) are limited to: (1) U.S. ELT and (2) Third country/Regional ELT arrangements.

D. MANAGEMENT CONSIDERATIONS



Is Mission support of local ELT possible? If so, to what degree? (High, medium, low)
Is Mission build-up of local ELT possible? If so, to what degree? (High, medium, low)
If feasibility of either of the above is high, what is the feasibility of the Mission developing and supporting a USAID-specific ELT operation? (High, medium, low)

General Questions/Discussion

1. With an assessment completed (whether by Mission staff or an outside consultant), the remaining issues are managerial: determination of appropriate course(s) of action by the Mission, based on its resources and

programming priorities. This area relates to the Mission's capacity to allocate managerial/administrative resources to the conduct of ELT programs. It refers to the Mission's ability to staff the function, the function's relative priority among programming activities, management overview, budget priorities, and so forth.

Specific Questions/Considerations

1. If the results of the assessment of local ELT facilities indicate either a high or medium level of potential, the question which follows is whether the Mission is prepared to take on the administrative functions necessary to contract with a local ELT agency, determine objectives, establish lines of communication, monitor the contractor, assess performance, etc.

2. Willingness to develop an operational relationship with a local ELT agency leads to the question of how to do so--e.g., how much of an investment of time/staff/funds might be involved? The Mission needs to examine this question and determine the likely commitments of resources. For simplicity, the feasibility might be measured at three levels: High, medium, and low.

3. If a Mission deems it feasible to deal administratively with a local ELT supplier, the decision tree then assumes that administrative and managerial capacity is adequate to consider another alternative (which may or may not be necessary/desirable)--involving contracting with a professional ELT suppliers (local or expatriate) to set-up a program. Possibilities would include local recruitment of teachers, expatriate recruitment of teachers, or recruitment of teacher trainers. They also would include (depending upon ELT numbers) either an ongoing program or a program for a specific period of time, perhaps repeated annually. A moderate or high feasibility of developing a USAID-specific ELT operation would indicate that this option should be considered, among others. If a low feasibility is judged to be the case, then any in-country ELT program would logically best be developed on the basis of an already-existing local supplier/agency.

E. ELT OPTIONS

The four ELT options are:

- U.S.
- Third Country
- Local ELT
- USAID-specific

General Questions/Discussion

1. The preceding assessment and managerial questions lead to the need to select among options for implementing the Mission's ELT needs. These options fall into four categories. Within those categories there may be numerous variations, arising from specific circumstances in a given country or from specific programming needs of a given Mission.

Specific Questions/Considerations

1. The decision-impact lines on the decision tree lead to one or more of the four ELT options. Based on administrative/managerial inputs necessary from a given Mission, combined with local resource availability, they represent a logical progression of order.

2. U.S. ELT is, in any event, an option available to the mission. Third country ELT may or may not be an option. If chosen as an option by a given Mission, it requires less administrative/managerial resources for the Mission than do local options or USAID-specific ELT. The latter options represent two progressively more involved stages of interaction between a given Mission and its ELT supplier(s). In using an existing ELT resource with an already existing local ELT resource, the assumption is that the Mission will be involved in setting up a contractual relationship. In using USAID-specific ELT, the assumption is that the Mission is involved in basic organizational and staffing questions of the ELT facility.

VII. SUMMARY AND CONCLUSION

As indicated in this report, a number of findings were made in the 12-country ELT assessment which are relevant to the current policy and practice of the English-language training component of the participant training program. Key study findings can be briefly summarized as follows:

- A number of quality in-country ELT programs currently meeting AID participant needs were found in the various countries assessed.
- Quality programs observed also appear to be cost-effective.
- Each quality ELT program was unique in its own right and responded to specific Mission needs and local resources and conditions.
- No specific ELT program models were identified which could have general application in all locations and contexts.
- A number of successful ELT approaches within in-country programs were found which practitioners perceive to be determining factors for the success of their programs.
- A number of Missions appear to be unprepared for the anticipated significant increases in the numbers of participants requiring ELT.
- Mission policy, management, and ELT program implementation tend to vary from country to country, depending on local conditions.
- Independent of program costs, in-country ELT resources and participant linguistic background, academic candidates beginning at the same level appear to reach TOEFL call-forward scores in approximately the same time.
- In most countries visited, the team found that the role of English is quite high and appears to be on the increase principally due to the perceived importance of English as a technical, commercial, and developmental tool.
- A number of ELT institutions were identified in countries visited which have potential for use by AID Missions.
- A number of in-country ELT programs are increasingly making systematic use of language proficiency tests, both to screen and to determine the participants' appropriate ELT proficiency placement levels.
- There appears to be an increasing trend to use the various TOEFL tests as standardized measures for academic participants: as screening and placement instruments, and as an exit and call-forward tool.

The major conclusion which can be drawn from the key findings above is that, overall, sufficient numbers of quality in-country ELT programs are adequately meeting current AID participant trainee needs prior to coming to the U.S. to pursue academic studies. Not only did most of the programs visited indicate serious commitment to English-language training but, regardless of resources available, each program appears to be doing its best to provide the best quality language program possible. This was exemplified in the number of texts and learning materials available, facilities improvement, teacher training, systematic use of standardized tests to screen proficiency and measure achievement, and language mastery. These evidences point to the level of seriousness of purpose and responsiveness of ELT providers to meet AID's objectives and requirements.

Less clear, however, is the understanding of the role and limitations of in-country ELT programs. Like any other ELT strategy, in-country ELT has its limitations. The assessment team felt that some of these limitations were not clearly understood and that Mission expectations continue to be unrealistic in thinking that in-country ELT programs can meet all the English-language needs of participant trainees. To be sure, in-country ELT has many advantages and indeed appears to be a cost-effective approach for meeting considerable English-language needs of AID participants. Conversely, considerable evidence is available to suggest that even in those cases when participants achieve 500+ on the TOEFL, there is still a need for further study of English in the U.S. prior to entering or participating fully in a major academic program.* Recognizing this limitation is no indication of the weakness or inadequacy of in-country ELT; rather, it is one way of looking at in-country ELT more realistically in terms of its strengths rather thank blaming it for not meeting unrealistic expectations.

Indeed, from the review of literature presented in the "ELT Inception Report" which provided the background and theoretical foundations of this study, there is a general consensus among English as a Foreign Language experts that in-country programs play an effective role in providing ELT at the beginning, intermediate, and lower-advanced levels. These experts do not believe, however, that in-country ELT is a substitute for U.S. ELT. Rather, they believe that the two ELT approaches complement one another and, specifically, that U.S. ELT supplements in-country ELT by topping off prior to the participant's entrance into the regular academic program of study.

---

* Palmer, Leslie A. "Report of an Evaluation of the Intensive English Program for AID Participants Provided by the Yemen American Language Institute (YALI)". November 1986.

VIII. RECOMMENDATIONS

A. ADVANCE PLANNING

Planning meetings with host-government officials regarding participant training should include in-country ELT program administrators in order to sensitize all parties to the constraints of scheduling adequate time for ELT.

> Effective ELT requires Mission planning that identifies participants well in advance of targeted call-forward dates. Selection of candidates and placement in ELT programs of sufficient length for participants to achieve the required TOEFL admissions scores for U.S. universities has a direct effect on the ability of in-country ELT programs to meet AID objectives.

Training Officers should work collaboratively with ELT program administrators in identifying future project and programmatic needs at the Mission.

> Specialized programs requiring altered curricula, new instructional materials, and different staff configurations also require advance planning, especially in the more isolated countries. Since successful ELT programs respond to specific Mission needs, close monitoring and collaboration are important.

B. NEW PARTICIPANTS

Missions facing the selection and placement of participants from new categories need to study carefully the educational and social backgrounds of these candidates.

> The implementation of the CAPS, Andean Peace Scholarship, and PTIIC programs, drawing as they do on the rural and disadvantaged undergraduate students, will require restructured and expanded ELT programs.

Training Officers should work collaboratively with ELT program administrators to develop ELT which will be more responsive to the language, social, and academic needs of these participants.

> Most Missions have limited experience in working with undergraduate academic participants. The participants themselves, in this instance, may require a much broader program of remedial skills than participants of the past.

C. SUCCESSFUL APPROACHES

Missions need to study the successful approaches of other Missions identified in this study by visiting, where possible, the ELT institutions with a record of success.

> Successful programs are usually headed by highly qualified, professional TEFL administrators who should be able to interpret, for the non-specialist, the characteristics of their successful programs. Observation and discussion of the features which are identified can be helpful in exploring all options for in-country ELT, even in those countries which are not now using in-country resources.

D. TESTING

Participants should be given a pre-and post-test, on a systematic basis, upon entrance and exit of the ELT program. This is a means to determine the level of English proficiency as well as to provide a basis for comparing program effectiveness when measured against the post-test.

> Pre-testing provides a way to determine the level of English proficiency upon entering the ELT program, and is an aid in the proper placement of participants in the appropriate instructional level. Post-test results, on the other hand, provide a measure of achievement of the call-forward score. An added advantage of pre- and post-testing is the objective data consequently made available to determine the effectiveness of the ELT program.

Information on the use of tests for selection, assessment, and placement should be expanded and updated. This might be incorporated into Handbook 10 revisions or in training programs directed to appropriate Mission personnel.

> Testing as a feature of the selection and assessment process is usually in the hands of the ELT institutions. This double role of testing is often not well understood by Mission personnel.

E. UNIVERSITY ADMISSIONS REQUIREMENTS

A survey of current U.S. universities' English-language admission requirements by academic discipline would be useful for more systematic selection and assessment of participants for in-country ELT, as well as for establishing an appropriate call-forward score.

> Recent experience shows that many U.S. universities now require higher scores, with 550 frequently noted as an average requirement. On arrival in the U.S., participants often need to take more than a few weeks of additional intensive English, sometimes as much as a semester or two. Several Missions and ELT programs discussed the possibility of requiring a higher call-forward score to cut

down the need for extensive topping up in the U.S.

F. COMMUNICATION

A routine system for communication between Missions concerning ELT issues needs to be established.

In-country ELT programs seem to operate in isolation from each other. Once a program is established and operational, there is limited contact among ELT programs or among Missions about their ELT institutions. An issue that could be profitably explored is third country ELT.

G. TRAINING OF TRAINERS

S&T/IT should develop a system for regular training of Training Office personnel on ELT selection, funding, management, monitoring, etc.

Many Missions already have addressed ELT issues. There is no reason to assume, however, that Mission training personnel are, or should be, ELT specialists. Systematic training on the basic requirements of an ELT program could be covered in a brief training workshop.

H. INSTITUTION BUILDING

An in-country ELT strategy should include institution building as part of the development effort.

The widespread interest in English language in most of the countries visited suggests that ELT has a high profile. The aggressive posture of the British Council in developing instructional programs in several of the countries visited further demonstrates the growing interest in English and the need for training institutions. The development of quality ELT resources in selected countries could provide a lasting contribution to development.

NOTES ON COST ANALYSIS

1 Based upon HR&T Officer's estimate of 10% of his time and 5% of Education Officer's time devoted to ELT programming. Assume $150,000 a year to support an overseas USAID officer. 15% x 150,000 = $22,500. Total program cost = $420,893 (see note 3). (Local staff time has not been included.) $22,500 = 5% of $420,893.

2 Peppin, Suzanne, "Report of ALI/GU Consultation to USAID/Dominican Republic, 1/27/85 - 2/13/85", Appendix.

3 Weekly costs:

Tuition:		$ 90.00
Maintenance:		$695.00/month
-:- 4 weeks	=	$173.75
Book allowance:		
$45/month -:- 4 weeks	=	$11.25
TOTAL	=	$275.00

Clock hours per week:	
Five 50 min. classes/day =	250 mins.
250 mins. x 5 days =	1,250 mins.
1,250 mins. -:- 60 mins./hr=	21 clock hrs.

Weekly cost -:- clock hours per week=	clock hour cost
$275 -:- 21=	$13.10

Not included in this cost is the $6 registration fee and the $35 computer fee. Also not included is the extra transportation expense for a stopover in Washington, D.C., prior to final departure for site of academic/technical training.
Maintenance = $173.75 of $275.00 per week, or 63%.

4 CIELS Estimated 1986 Expenses: (17 rupees = $1.00)

(Note: AED is the contractor for the DSTP Project and the Experiment in International Living is the subcontractor.)

	Rupees	$ or $ Equivalent
Local salaries, participant maintanence transport, consumables	4,194,765	246,751
Rent, utilities, building maintenance, equipment (3-year amortization)	391,641	23,038
Materials		16,920
TOEFL (incl. AED ohH)		3,840
Transportation (EIL Interns)	68,000	4,000

U.S.-contracted CIELS staff (salary, benefits, AED o/h)		14,515
ELT Specialist (90% time) (salary, benefits, transportation, EIL + AED o/h)		93,704
EIL staff time, transportation, travel (incl. EIL and AED o/h)		14,808
AED admin. time (home office)		686
% of AED's fixed fee		2,631
TOTAL		$ 420,893
235 courses given at 240 clock hours/course	=	$7.46/clock hour

5 Total rupee expenses = $273,789
x 20% management fee = $ 54,758
-:- total clock hours (235 x 240) = $ 0.97

6 Total participant maintenance + transportation expense:

Est. 80 students (from Islamabad) x 60 days/course
x 30 rupees/day = 144,000 rupees

Est. 155 students (from out Islamabad) x 60 days/course
x 300 rupees/day = 2,790,000 rupees

Est. 123* students (from out Islamabad) x 2,000 rupees for transport
= 246,000 rupees

TOTAL 3,180,000 rupees = $187,059

*(less than 155 because of students who took more than one course.)

Total CIELS cost		$420,893
Minus per diem + transport		-187,059
Educational cost		$233,834
Educational cost/clock hour	=	$4.15
Educational cost/clock hour assuming full enrollment of 275	=	$3.54
Difference	=	$0.61

7 Total maintenance/transport costs = $187,059
(see note 6 above)
% Total costs = 187,059/420,893 = 44%

8 Based upon following assumptions:
- Coordinator maintains current U.S. salary in 1987
- Two teachers come under U.S. salaries (one at $20,000 and one at $23,000 in Jan. '87).
- 1986 dollar equivalent of rupee daily rates for coordinator: $95
- 1986 dollar equivalent of rupee daily rates for teachers: $75
- Full enrollment in 1987 (275 student courses).

9 Based upon following assumptions:
- Teacher recruited at $23,000.
- Total costs per teacher include 26% benefits, 25% overseas differential, 28% AED o/h, transportation, shipping + storage.
- Basis of comparison: $75/day for teacher locally recruited and paid in rupees.
- Double current CIELS enrollment capacity.

10 1986 cost of ELT Specialist (90% time) = $93,704
Cost of 1 ELT Teacher:
local hire (rupee salary) = $15,000
local hire (U.S. contract) = $37,094
overseas hire = $60,537

11 Currently 515 hrs/wk USAID - supported participants @ 2,500 FCFA/hr. = 1,287,500 FCFA

108 hours/week non-USAID-supported students @ estimated 1,000 FCFA/hr. = 108,000 FCFA
TOTAL = 1,395,500 FCFA

1,287,500 = 92% of 1,395,500

12 $108 average testing fees amortized over 30 weeks of 28 hr/wk study = $0.13
Per student tuition fee per hr. = 7.71
(2,500 FCFA at 324 FCFA/$1) $7.34

13 Est. Coordinator salary = $30,000 or $577/week
Local teachers:
(17 teachers x est. 8 hrs/wk x 1750 FCFA/hr
x est. 17% benefits) -:- 324 FCFA/$1 = $859/wk.

14 Total USAID-supported Budget = $908,000
Total number of participants = 210
Average number of clock hours (1/3 students to take 3 courses, 1/3 to take 2 courses, 1/3 to to take 1. All to take maintenance course).
course #2: 15 hrs. x 24 wks. = 360 hrs.
course #3: 15 hrs. x 24 wks. = 360 hrs.
Maintenance course:
5 hrs. x 36 wks. = 180 hrs.
900 hrs.

$908,000 -:- 210 parts -:- 900 hrs.	=	$4.80/clock hr.
+ $45 maintenance allowance/mo. -:- (15 hrs/wk x 4 wks/mo.)	=	.75/clock hr.
		$5.55/clock hr.

Note that part of the $908,000 budget is being used to train 400 students in a pre-implementation phase. Since the 210 participants will be chosen from these 400 in this screening process, those costs are attributed to the clock hour cost of training the final 210 participants.

15 Calculated as follows:
$25,000 USAID contribution -:- 94 students -:- 100 clock hours = $2.66/clock hr.

16 Clock hour cost provided by YALI/Yemen through Oregon State University.

17 Currently 1-2 of the expatriate staff are local hires not receiving full benefits/allowances to which overseas hires are entitled.

18

AUC charges to USAID in FY'86:		$479,040
plus materials charged to USAID for FY'86:		2,500
Total charges to USAID FY'86:		$481,540
Total number student courses =	543	
Clock hours/course =	110	
$481,540 -:- (543 x 110) =		$8.06/clock hr.

19

Intensive program = $480 for 135 clock hrs.	=	$3.56/clock hr.
Regular program = $90 for 50 clock hrs.	=	$1.80/clock hr.
Special program = $100 for 50 clock hrs.	=	$2.00/clock hr.

20

Admin. fee of $30 per 120 clock hrs.	=	$0.25/clock hr.
Fee per intensive course	=	$3.00/clock hr.
	=	$3.25/clock hr.

21

Text cost = $14.08 per level (30 hrs.)	=	$0.47/clock hr.
Registration fee (avg. 2 courses/student) $10.56 -:- 60 hrs.	=	.18/clock hr.
Tuition	=	1.23/clock hr.
	=	$1.88/clock hr.

APPENDIX A

ELT ASSESSMENT INCEPTION REPORT

ENGLISH LANGUAGE TRAINING ASSESSMENT

INCEPTION REPORT

Prepared by:

Academy for Educational Development
English Language Training Assessment Team

Maurice Imhoof
Theodore Gochenour
Palmer Acheson
Jose Goncalves
Brenda Bowman
Peter Shaw
Joan Whitney

October 1986

This report was produced under Contract No. PDC-1406-I-00-4052-00 between the Academy for Educational Development and the Agency for International Development.

78

TABLE OF CONTENTS

I. **BACKGROUND** 1

II. **REPORT ON FINDINGS** 3

A. DATA GATHERING: SOURCES, TECHNIQUES 3

B. REVIEW OF FINDINGS ON ELT 3
1. Findings on the Advantages of U.S. ELT 5
2. Findings on the Disadvantages of U.S. ELT 6
3. Findings on the Advantages of In-country ELT 6
4. Findings on the Disadvantages of In-country ELT 7
5. Findings on the Advantages and Disadvantages of Third Country ELT 9
6. Conclusions of Findings on U.S., In-country and Third Country ELT 10

C. AREAS TO BE RESEARCHED 10

III. **OUTLINE OF ASSESSMENT ACTIVITIES** 12

A. OBJECTIVES OF THE STUDY 12
1. Identify and Assess 12
2. Document Findings 13
3. Identify Models 14
4. Decision Tree 14

B. TRAVEL SCHEDULE 17

C. PERSONNEL 17
1. Preliminary Assessment Team 17
2. Assessment Teams 17
3. Team Researcher 18

D. GENERAL APPROACH TO CONDUCTING THE IN-COUNTRY ASSESSMENT 18

E. REPORTS AND PRODUCTS 18

REFERENCES 21

I. BACKGROUND

The USAID Office of International Training, Bureau for Science and Technology (S&T/IT) recently conducted a review of its participant training program. An outcome of that review was the determination that problems associated with the English Language Training (ELT) component of the program required immediate attention. Chiefly responsible for the current condition of ELT within the participant training program were two complex and interrelated problems. The first pertains to the multitude of disparate program models which have emerged in recent years, lacking in cohesion and overall programmatic coordination. The prevailing condition is that each decision is more or less responding to its particular constraints without the aid of a coherent strategy that is able to provide adequate guidance in the implementation of the ELT portion of its participant training program. Hence, one outcome of the recent review was that there is a need to study the problem with the intent of identifying models or components of existing successful ELT programs. It is anticipated that an in-depth, multi-country study of ELT programs from a coherent analytical framework will yield concrete options which individual Missions can assess as each adopts or develops models best suited to its participant training needs.

Secondly, it is felt that a comprehensive study of ELT programs in select countries by ELT experts will accomplish two sub-objectives. First, as each team makes field visits it will meet directly with Mission personnel responsible for ELT programs. This direct contact will avail pertinent Mission staff of the opportunity to share first-hand its ELT concerns as well as become better acquainted with major ELT issues from a team of specialists in the field. Secondly, all Missions will ultimately benefit from the country findings as the final report is circulated widely. As the final report aims at identifying existing models and successful ELT programs, both visited Missions as well as those not visited will benefit equally from the assessment outcome.

In carrying out its objectives, S&T/IT commissioned the Academy for Educational Development (AED) to undertake a comprehensive assessment of ELT in ten AID Missions or host countries. In fulfilling its obligations, AED will send assessment teams of ELT experts to 10-12 different countries in various parts of the world to study ELT activities locally. Specifically, each team will study ELT activities in three to four countries to determine approaches, systems, models, practices and curricula used in in-country and third-country ELT programs which may be applied in other countries. The AED team will document the analysis which supports the various approaches, identify specific models of successful programs and develop a "decision tree" approach to enable individual Missions and consultants to assess their own ELT needs and options.

Following is a sample of criteria to be used in selecting the first country to be visited:

1. The country should have an established participant training program.

2. The country should be already conducting some in-country ELT programs.

3. Numbers of participants should fall in the "moderate" range; i.e., around 50-60 participants per year.

4. At least 50 percent should need ELT.

5. There should be a mixture of academic (degree, long-term) and technical (non-degree, short-term) participants.

Below are samples of criteria to be considered in the selection of the remaining countries to be visited:

1. There should be a variety of participants among the countries--not necessarily within one country but represented in the 10-12 countries should be some mix of academic and technical participants; participants sent for undergraduate and graduate degrees; traditional and disadvantaged (women, minority) participants; those needing more or less ELT.

2. The Mission's level of interest in participating in the assessment should be considered, as well as Mission time schedule constraints.

3. Efforts should be made in grouping countries to maximize the limited time available and/or to take advantage of regional and language similarities. Some of these groupings might be: Northwest Africa and West Africa; East Africa and Middle East; Asia, and Latin America.

4. The countries should represent a range in numbers of participants from larger to mid-range. Also, some of the countries should be ones in which participants' profiles or numbers are increasing (i.e., Somalia's expanding manpower training program).

5. The countries selected should range from those having significant problems with ELT policy or programs, to those having model programs which may be replicable in other countries. Problems might include length of time required for in-country ELT, previous history of sending all participants to U.S. for ELT, ELT management problems, high costs due to increased number of participants, changing profiles of participants, and so on.

81

II. REPORT ON FINDINGS

A. DATA GATHERING: SOURCES AND TECHNIQUES

Preparation for the in-country ELT assessment included a review of reports and studies of ELT for AID participants and discussion with ELT professionals. Specifically, the techniques included visits to select agencies and organizations in the Washington, D.C. area involved with ELT participant training, conversations and discussions with knowledgeable individuals within those organizations, and review of documentation on ELT and participant training in general. Below is a list of agencies and organizations visited:

- Academy for Educational Development
  - -- Central American Peace Scholarship/Honduras Project (CAPS)
  - -- Pakistan Manpower Development Project
  - -- Tunisia Technology Transfer Project
  - -- Botswana Workforce and Skills Training Project
- Center for Applied Linguistics (CAL)
- Educational Testing Services (ETS)
  - -- Teaching English as a Foreign Language (TOEFL)
- English Language Services (ELS)
- Institute of International Education (IIE)
- National Association of Foreign Student Affairs (NAFSA)
- Partners for International Education and Training (Partners)
- Teachers of English to Speakers of Other Languages (TESOL)
- University of Maryland (Lesley Palmer)
- USAID Research and Reference Services (USAID Library)
- USAID Office of International Training (S&T/IT)
- U.S. Information Agency (USIA)

B. REVIEW OF FINDINGS ON ELT

While scholars and professionals readily admit that research on ELT is limited, opinions on the merits of in-country and U.S. ELT abound. The paucity of data on third-country ELT, on the other hand, has not permitted opinions to be as openly expressed. The various assumptions behind U.S., in-country and third-country ELT may be succinctly presented as a series of advantages and disadvantages associated with each type of ELT. But while research findings have permitted some of these assumptions to be expressed more strongly than others, by and large, assumptions about the advantages and disadvantages of each type of ELT tend to be more tentatively than affirmatively expressed in this report.

The following list of advantages and disadvantages is drawn from discussions and reports reviewed.

gV

Advantages and Disadvantages of U.S. ELT

Advantages	Disadvantages
1. Generally considered more effective means of ELT.	1. Costly
2. Cost-effective means of "topping off."	2. Not cost-effective for pre-technical ELT.
3. Fosters greater linkages between ELT and academic studies.	3. Less cost-effective for beginning and intermediate ELT levels.
4. Appears to stimulate students because of immediacy of pursuit of academic studies.	4. Accompanied by initial culture/academic shock.
5. Teaches other academic skills beyond the English language.	5. Expensive screening mechanism.
6. Provides a more in-depth knowledge of English.	
7. Genuine course-use of English	

Advantages and Disadvantages of In-Country ELT

Advantages	Disadvantages
1. Less expensive overall.	1. Tends to train for testing and thus inflates TOEFL scores.
2. More cost-effective for reaching highest level of ELT possible before travelling to U.S. (TOEFL 450+)	2. Provides few opportunities to practice English outside the classroom.
3. Allows better concentration on the learning of beginning and intermediate English without culture shock.	3. Programs tend to lack adequate quality and methodological consistencies.
4. Screens out participants with little language aptitude.	4. Does not adequately prepare participants for academic studies in the U.S.
5. Fosters institution building and inter-agency collaboration.	5. Does little to facilitate personal social and cultural adaptation for U.S. and university life.
	6. Job and family responsibilities may interfere with ELT and thus delay the time in which adequate English proficiency is acquired.

83

Advantages and Disadvantages of Third Country ELT

Advantages	Disadvantages
1. Assumed to be less costly than U.S. ELT	1. Costs may not be as low as that assumed
2. Travel and maintenance costs are lower than U.S. ELT	2. Program quality is inconsistent and questionable
3. Seen as cost-effective alternative to U.S. ELT	3. Limited in facilities and resources to accomodate participants from other countries
4. Cost effective alternative to countries lacking in ELT institutions and resources	

1. Findings on the Advantages of U.S. ELT

Findings from observations made in the field by ELT specialists familiar with U.S. programs suggest that while program quality varies from institution to institution, overall, U.S. ELT is of higher methodological standard and quality than in-country or third-country programs. High quality programs, however, does not automatically translate into ELT cost-effectiveness for all rpoficiency levels. Indeed, when compared with data on in-country ELT, there is a general consensus amongst ELT experts that U.S. ELT is not as cost-effective as in-country ELT programs. On the other hand, U.S. ELT appears to be particularly effective at the advanced levels. For example, the Center for Applied Linguistics (CAL) study on English language training in Central America suggests that once students have reached a minimum level TOEFL score in the 450 to 500 range, U.S. ELT was found to be an effective means of "topping off," or, bringing students to the level of language proficiency required by most U.S. academic institutions (TOEFL 500-600). Under most circumstances, students tend to advance to the required levels within 12-13 weeks of intensive U.S. ELT.

The widespread belief that U.S. ELT teaches many other skills in addition to language has led many ELT professionals to advance the argument that studying English at U.S. intensive programs fosters greater linkages between ELT and academic studies. Often cited are such other important academic success determinators as in-depth exposure to the U.S. fast-paced teaching and learning styles, critical thinking skills, effective study skills, and so on. In most instances, participants coming from developing nations have had a limited exposure to the type of academic skills requried to succeed in U.S. university and colleges. This tends to be particularly true of undergraduates whose previous secondary education experience may have been predicated more on a "banking" concept of education rather than the prevailing experientially based U.S. educational system. It is the academic skills that are learned as a byproduct of the U.S. ELT experience which is believed to foster the greater linkages between U.S. ELT and academic studies. Additionally, information gathered from interviews with students as well as observations made by sponsors and program coordinators point to the fact the mere presence in the U.S. and the proximity of academic studies seem to stimulate students to complete the ELT positon as quickly as possible in order to enter their academic programs at the earliest possible date. Finally on the list of the pros of U.S. ELT is the fact that learning English in the U.S. is an intensive experience as students are immersed in an English-speaking environment which supports and enhances the acquisition and usage of the language. The high frequency of opportunity to practice the language alone is considered a major benefit to studying English in the U.S. as compared with in-country or other non-English-speaking environments.

2. Findings on the Disadvantages of U.S. ELT

The major drawback often cited as an obstacle to U.S. ELT is cost. Typically, ELT costs are little understood due to its aggregate nature and the inexistence of discrete cost categories. Rather, efforts to study ELT training costs have been frustrated as these costs are often "lumped" with general direct and indirect training costs. However, when direct educational costs such as tuition and material expenses are separated from other indirect costs such as maintenance, travels, etc., U.S. ELT direct costs compare favorably with in-country and third-country costs. Indeed, one of the studies reviewed indicated that weekly tuition costs at an intensive English language program in Bamako, Mali, for example, was almost twice the weekly tuition rate charged at Georgetown University's ALIGU program. While little is known about the demographics of participant maintenance costs in in-country ELT programs, the assumption is usually made that U.S. maintenance costs are generally higher than either in-country or third-country costs. To be sure, when travel to U.S. for academic programs and other costs are included in ELT costs, it is reasonable to expect that non-educational U.S. ELT costs may be considerably higher than for the other two types of ELT discussed here. And while maintenance costs appear to be significantly lower for in-country ELT the little that is known about third-country costs suggest that these costs may not be as low as first assumed. Each component needs to be looked at more carefully in order to understand total ELT costs.

An area where U.S. ELT appreas to be clearly not cost-effective is for those participants going on to short-term technical visits or programs in the U.S. ELT specialists tend to discourage U.S. ELT for technical participants principally on the basis of cost.

A final area where U.S. ELT does not appear to be cost-effective is for the beginning and intermediate learner. Due to high maintenance costs, length of time necessary to reach required levels of proficiencey as well as other factors associated with personal, social and cultural adaptation to a new environment, ELT specialists do not recommend U.S. ELT to non-advanced status participants. Rather, in-country ELT or third-country where adequate facilities and resources exist are presented as more cost-effective alternatives to U.S. ELT for the beginning and intermediate levels.

3. Findings on the Advantages of In-country ELT

Overall, in-country ELT is attractive for almost identical reasons which make U.S. ELT less attractive with cost being the single most attractive aspect. As indicated above under U.S. ELT, cost is the least understood aspect of ELT primarily because ELT costs are often presented as aggregated costs for training in general. Nonetheless, when in-country ELT costs are divided into instructional and support costs (i.e. maintenance, travel, etc.), it is surprising to note that, direct costs such as tuition and materials are often higher than comparable U.S. programs. Data gathered on programs in Mali, Indonesia and Egypt indicate that tuition for in-country ELT was typically higher than U.S. ELT programs with Mali being the highest (almost twice that of ALIGU). In-country costs appear to be clearly lower in the maintenance of participants while they undergo ELT Programs. Again, cost information in this category is nebulous since little is known about the demographics of particpants. For example, do participants live in the same city where ELT takes place? Do they come from regional areas? If so, how much is spent in maintenance? Who pays for maintenance costs or ELT program in general?

These and many other questions remain to be answered before in-country costs are better understood. Lacking data on exact costs, however, it is widely affirmed by ESL and ELT specialists and practitioners that in-country ELT costs are clearly lower that U.S. ELT. While this is generally so, there is still the need to learn exactly what costs are associated with in-country ELT as well as to ascertain the level of quality of in-country programs in order to make a fairer assessment of the costs and benefits of U.S. and in-country ELT.

Another consensus amongst ELT specialists is that participants should seek to attain the highest level of in-country ELT before going on to U.S. for "topping off." This is usually measured in terms of a TOEFL score of 450 or higher. This assumption is largely predicated on costs rather than the effectiveness of in-country programs. Findings seem to suggest that the higher the level of language proficiency that is attained in-country, as measured by TOEFL and similar testing instruments, the less the time necessary in U.S. ELT and the higher the TOEFL score after "topping off." An additional argument given in support of in-country ELT for beginning and intermediate learners is the fact that participants can concentrate more fully on the learning of English. Because personal, social and cultural factors associated with adaptation to a new environment may greatly interfere with the learning of a new language, especially at the beginning level, specialists believe that learning English in the home country is less disruptive than abroad. The underlying assumption is that learners need only concentrate on the learning of the new language without the anxieties of adaptation to new surroundings and customs.

In addition to being a cost-effective means of ELT at the beginning and intermediate levels, in-country language training also functions as a screening mechanism. Rather than send participants abroad at great monetary and personal costs only to discover that the candidate has little or no language aptitude, in-country ELT can help to discriminate between participants with language aptitude and those without. This screening function as well as the cost-effectiveness of camping out beginning and intermediate ELT may well be two key cost saving merits of in-country ELT which alone warrant the support of in-country language training.

A final advantage of in-country ELT is its ability to foster institution builiding and inter-agency collaboration. Because ELT institutions in developing countries are often characterized by low program quality and inefficient management, to upgrade them to the level required to train participants often requires program upgrading and general resources development. Hence, the investment in human and material resources as well as organizational developmnt typically contributes to ELT institution building and program development. Often this institution-building effort has translated into collaboration with USAID, USIS, and the Peace Corps--agencies which have cooperated in the development of in-country ELT resources. ELT specialists consider this to be an area of great potential for future development of in-country ELT institutions and interagency collaboration.

4. Findings on the Disadvantages of In-country ELT

Although there are many cost-related benefits to in-country ELT, there are numerous limitations to this type of program. While none of these constraints prevents consideration of in-country ELT, it is important to be aware of the limitations they present.

That participants in in-country ELT tend to be principally concerned with obtaining a high passing score in TOEFL and that in-country programs may overemphasize "studying for TOEFL" as opposed to the learning of English, are major concerns of ELS and ELT specialists as indicated by the review of litereature in the field. It is pointed out that this type of test-readiness training will help the participant to receive a high score on TOEFL without gaining much understanding of the English language throught the ELT program. Hence, the inflated score becomes a poor indicator of level of language proficiency and may hurt the participant academically when he/she is unable to undertake studies because of the limited knowledge of English.

Associated with and underlying in-country ELT is the notion whether participants in most non-English speaking developing countries can receive the type of language and other academic skills training they need to succeed academically. Indeed, there is consensus among professionals in the field that this academic preparation cannot be acquired readily in the home country with teaching and learning styles quite different from those in the U.S. In support of U.S. ELT, it has long being acknowledged by experts that much more is learned in U.S. ELT than language skills. Often these "secondary" academic skills are learned as a byproduct of being exposed to the pedagogical methodologies used in the classroom which tend to transcend subject matter.

Another limitation of in-country ELT often cited is the lack of opportunity to practice English outside of the classroom. Not only does in-country ELT tend to be bookish, but in a non-English-speaking country there is generally little opportunity to hear or practice English outside of the classroom.

One of the greatest problems faced by in-country ELT is quality control. This general lack of high quality program is due not only to limited resources available but chiefly to low quality and methodological inconsistencies. To be sure, specialists agree that even in the U.S. program quality varies from institution to institution. However, the difference in program quality in the U.S. is small compared to lack of or wide disparity of ESL methods used in in-country ELT programs. Low in-country ELT program quality appears to exist in countries with long ESL tradition. A study conducted in Egypt, for example, indicated that of the multitude of public and private language training institutions and agencies in the country, only one or two could be expected to provide the level of ELT required by AID-sponsored participant training. Other studies suggest that the same program quality problems tend to exist in most developing countries and regions.

Although there is little research evidence to indicate the length of time it normally takes for participants to attain the minimum call forward language proficiency level, some experts suggest that jobs and family responsiblities may interfere with in-country ELT. While it stands to reason that interferences of this type can theoretically delay the time adequate English proficiency is acquired, there are those who suggest the contrary by pointing out that participants can concentrate more fully in learning beginning and intermediate English in-country than in an unfamilair country. The question may be one of level of study (i.e. beginning, intermediate or advanced) and the level of interference may vary from case to case. Indeed, a study conducted of student perception on in-country ELT indicated that employees and families wre generally supportive of the intensive 12-weeks ELT program, with only a few cases where the family interfered with the study. (The ELT program was partially sponsored by the government which was the main employer.)

A final limitation of in-country ELT as noted in the research is the fact that in-country programs are able to do little to facilitate adaptation to U.S. and university

life. Although programs may provide some type of introduction to the topic, in-country ELT tends to be more productive when attention is focused on teaching beginning and intermediate English rather than the more advanced levels.

5. Findings on the Advantages and Disadvantages of Third-country ELT

As little data exists on third-country ELT, inferences are made principally on the basis of in-country ELT research. An exception to this paucity of data on third-country ELT is the Sahel Manpower II in-country ELT feasiblity study which looked at potential regional ELT centers in West Africa.

Third-country ELT per se do not exist in the form of centers designed and operated for the purpose of training third-country participants. Rather, what exists are in-country ELT programs with facilities and resource potentials which could accommodate participants from neighboring countries.

Similar to in-country ELT programs, cost appears to be the most alluring aspect of ELT programs in third countries. But just as little is known about in-country ELT costs, there is an even greater dearth of information still on third-country ELT. (Studies such as the Sahel Manpower ELT feasibility study and the Dominican Republic study conducted by ALIGU have shed some light on in-country tuition costs. What is clear from these findings is the fact that in-country tuition costs vary greatly from country to country and from program to program. Although in-country ELT tuition costs were found to be typically lower than in the U.S., tuition charges for the better programs were not significantly lower than those charged in the U.S. As noted earlier, tuition for the ELT program in Bamako, Mali, was higher. Similarly, Group Seven and Associates found that in Egypt tuition charges in the better programs were at the high end of the U.S. tuition rates for comparable programs. These findings were corroborated by ALI/GU's Indonesia study which found the British Council ELT programs to be equal to or slightly higher in cost than similar programs in the U.S.).

In spite of general bellief to the contrary, tuition cost is not a category where third-country ELT programs can be expected to compete favorably with U.S. programs. The reverse may indeed be the case, with third-country tuition for the better programs being typically higher than for most U.S. ELT programs. Third-country ELT programs may compare more favorably in the category of room and board as well as other costs of maintaining participants in ELT program in third countries.

As indicated above, very little is known about maintenance costs for in-country ELT and even less is known on third-country maintenance costs. From the little that is known, it appears that maintenance costs in third-country may be significantly less than those in the U.S. Peppin's Sahel study indicated that in an ELT program in Dakar, Senegal, with potential for third-country ELT expansion, for example, room and board, and related expenses appear to be significantly less that U.S. expenses. Travel to a third country, another ELT expense, may also be less in most cases than travel to the U.S. But while third-country ELT is generally assumed to be a cost-effective alternative to U.S. ELT, more needs to be learned about the nebulous area of various ELT participant cost factors, as well as the quality of ELT programs in third countries.

With respect to program quality, the same concerns which were addressed above for in-country ELT tend to apply for third country as well. ELT specialists have voiced strong concerns about low program quality, methodological inconsistencies, shortage of and low qualifications of ELT teachers. Added to this is the limitation in program

facilities which may not be adequate to accommodate additional participants. Housing shortage has also been raised as an additional limitation constraining third-country ELT.

These limitations notwithstanding, practitioners of ELT generally believe that third-country ELT needs to be seriously explored as a cost-saving alternative to U.S. ELT as well as program alternatives for the smaller countries lacking in in-country ELT programs. The consensus, however, is that in-country ELT programs need to be significantly enhanced and expanded to accommodate third-country participants or new regional centers need to be created and developed to meet third-country ELT challenges. But if lower costs are the main concerns for the advocacy of third-country ELT, careful cost-benefit considerations need to be given to start-up and development costs of ELT programs that can accommodate third-country participants. The assumption is that the savings may not be as great as initially assumed and program quality is a major unknown factor.

6. Conclusions of Findings on U.S., In-Country, and Third-Country ELT

In summary, research data on ELT in general is still limited and inconclusive with respect to the various advantages and disadvantages of U.S., in-country and third-country ELT. While many assumptions underlying the merits of each type of ELT appear to be supported by the literature research, usually a disclaimer is made in each case. For example, on cost basis alone, U.S. ELT is typically more costly than in-country ELT but, while U.S. ELT is generally of a higher quality, little is known about the quality and benefits of in-country ELT. Similarly, the assumption is made that third-country ELT is a cost-effective alternative to U.S. ELT. Yet, little is known about either the costs or the effectiveness of programs which could serve as potential third-country programs. Despite of the inconclusive nature of research findings on ELT programs overall, a concensus exists among ELT specialists that where such programs exists, in-country ELT appears to be the best alternative for beginning and intermediate levels while U.S. ELT is a cost-effective means of "topping off" as well as introducing participants to academic skills which help assure student success. Third-country ELT programs, on the other hand, seem to be an alternative to U.S. ELT where no programs exist in the participants' home country. The cost-effectiveness of third-country ELT is not clear but certainly deserves to be studied before a final determination is made.

C. AREAS TO BE RESEARCHED

From the above review of ELT findings, many questions can be raised which the teams will seek to answer during Mission field visits. A detailed list of questions is included in the second document, "A General Approach to Conducting the In-Country Assessment." Below are the major areas of focus for which data will be gathered with the intent of providing answers to the principal research questions.

- In-country variables which are believed to be relevant to, and have a direct influence on, the teaching and learning of English by participant trainees of USAID Missions.
- Participant variables which may be important in assessing the suitability of in-country ELT approaches.
- Variables which are believed to be crucial for further potential development of in-country ELT.

81

- Mission variables to ascertain the degree of relevance of participant training programs to general Mission goals and objectives.

- Contractor variables to determine the quality and degree of involvement in selecting and preparing participants for U.S. training.

- U.S. training institutions with which Missions have long-term training relationships to assess program relevance, cost, and relationship of ELT program to academic and technical programs.

III. OUTLINE OF ASSESSMENT ACTIVITIES

A. OBJECTIVES OF THE STUDY

The major objectives for the assessment include the following:

1. Identify and assess ELT approaches in 10-12 countries

2. Document the analysis which supports various appropriate and effective ELT approaches

3. Identify applicable models, based on the analysis of successful ELT programs

4. Develop a system for decision making ("decision tree") that enables individual Missions and consultants to assess their own ELT needs and to improve their ELT operations.

The Academy assessment team will be composed of the project leader, two team leaders, three ELT specialists, and one researcher. The assessment team will travel not as a unit, but rather in a phased operation to accomplish the objectives of the study. The initial assessment team, comprising the project leader and two team leaders, will travel to one representative country to validate the assessment methodology and the instrument developed for the study. Following that activity, each project/team leader will be joined by one ELT specialist forming three assessment teams, each of which will travel to three to four select countries. Activities for accomplishing the objectives of the study are presented below:

1. Identify and Assess

A review of existing ELT programs in the 10-12 countries selected will be conducted in Washington, D.C., and in the field. In Washington, the team will meet with AID S&T/IT and Regional Bureau staff members, contractors with participant placement and monitoring experience, and other ELT professionals with AID experience. The team will also review available studies of ELT programs, such as the AID/LAC study carried out by the Center for Applied Linguistics and the several studies by ALIGU. From personal networking, the team will collect information based on direct experiences with ELT programs as available.

The in-country assessment will be carried out by three smaller assessment teams, visiting three or four different regions or areas--possibly East, West and/or North Africa, the Middle East, Latin America, and Asia--in some combination that is logistically efficient. The countries will be selected by S&T/IT and the Regional Bureaus. The teams will use a standardized approach developed prior to the field visits to include an interview questionnaire and other techniques for collecting data on ELT programs. This methodology is described in detail in Report 2, "A General Approach to Conducting the In-country English Language Training Assessment."

Major variables already identified by S&T/IT include the following:

- Country variables
- In-country ELT potential variables
- Mission variables
- Participant variables
- Contractor variables
- U.S. training institution variables.

In addition, we propose to look at cost as a separate variable, although it obviously affects all the others. Since it is hypothesized that in-country ELT is less expensive than U.S. ELT, we intend to elicit as much cost information as possible, recognizing that costs for ELT are not always separated from the total training budget. It has already been determined that length of in-country ELT and consequent costs are not generally known or consistently reported.

In selected countries in which no existing ELT program operates, data will be collected on the potential for in-country training, including probable costs for starting up and maintaining programs. Details of the assessment instrument(s) to be used in the field are the substance of Report 2, "A General Approach to Conducting the In-country Assessment."

Each team will interview Mission and ELT center staffs to determine what is required in each country to prepare participants for undergraduate and graduate academic training or technical (non-degree) training. The team will analyze in-country methods of assessing English proficiency and placement into ELT programs in-country, in third countries, or in the U.S. Of particular importance will be the overall management of ELT within the country: selection, testing, placement in ELT, call-forward, etc.

To make the most effective use of time and expertise of the Mission staffs and team members, one initial assessment trip will be made to one country by the three team leaders. This assessment will test the methodology for collecting data and producing an in-country report. The methodology will be refined before subsequent team visits to the other countries. It is expected that only minor modifications will be necessary in the procedures, but it is felt that this revision and refinement process will make the visits to other sites more productive and efficient.

2. Document Findings

After completing the series of country assessments, the team will document its findings. Major emphasis will be on analysis of the ELT approaches found to be most effective and potentially replicable by other Missions. Since the variables will differ markedly from Mission to Mission, the team will identify not only effective approaches but also the specific variables which contribute to successful programs and approaches. A draft country report will be prepared for the Mission while the team is in country; findings will be analyzed further after the assessment trip so that they can be summarized in a report to be submitted to all the Missions.

Country reports will emphasize practical descriptions and choices for Mission staffs to make decisions about the most cost-effective ELT. It is not the team's intention to make major recommendations at this stage, but rather to provide the Mission with all the data collected during the site visit.

3. Identify Models

On the basis of the approaches identifed in all countries visited, the team will identify or suggest models of successful ELT programs found which may have application in other countries. Models will address individual Mission concerns, to include among others:

- Local options for ELT training
- Potential for development of in-country ELT
- Local costs vs U.S. costs
- Management of in-country training
- Quality control and program evaluation

The models identified and suggested for possible replication in other countries will take into account variables the team has identified as most crucial to the operations of successful ELT program within the constraints of the Mission. Needless to say, even proven models will need Mission adaptation to meet local circumstances. Data gathered by the assessment eams and incorporated in the country reports will help the Missions to determine which models, if any, suit their particular ELT needs.

4. Decision Tree

The team will develop a system for decision making to be used by Missions and their consultants or contractors to assess in-country ELT and to improve in-country ELT operations. Such a system will enable the user to individualize choices depending on local variables in needs and resources.

ELT decisions stem from a series or sequence of issues that must be resolved on the basis of needs, capabilities, resources, costs, and effectiveness. At any one point in the decision-making process there is a choice between two or more alternatives that ultimately will have cost-effectiveness implications.

For example, a partial sequence of issues at a typical Mission might include the following questions:

- Do participants need additional English skills before an academic or technical program in the U.S.?

  -- The answer could be a simple NO. Participant studied in English-speaking country.

  -- The answer could be an obvious YES. For instance, English is not a medium of instruction in the educational system, nor widely used in government or commerce.

  -- The answer may b UNKNOWN by Mission personnel, and a different kind of decision may be necessary. To determine how to answer this question, outside technical consultants may be necessary to advise on academic requirements, testing strategies, instruments, etc.

- If participants need ELT, can it be provided in-country?

  -- Again, there may be a simple YES. For example, the British Council, USIS, and a private school might provide intensive English programs.

  -- If the answer is NO, there still may be more than one choice. First, is there potential for in-country ELT through support to an ongoing ELT program? Or are numbers of participants so few that it would be more cost-effective to send them to the U.S. for ELT?

Subsequent decisions may relate to the following kinds of questions:

- What is the optimum number of new starts for in-country ELT?

- What is the best in-country institution? How does one evaluate the ETE programs?

- How long should in-country programs be? What English language proficiency (e.g., TOEFL scores) should be achieved before call-forward?

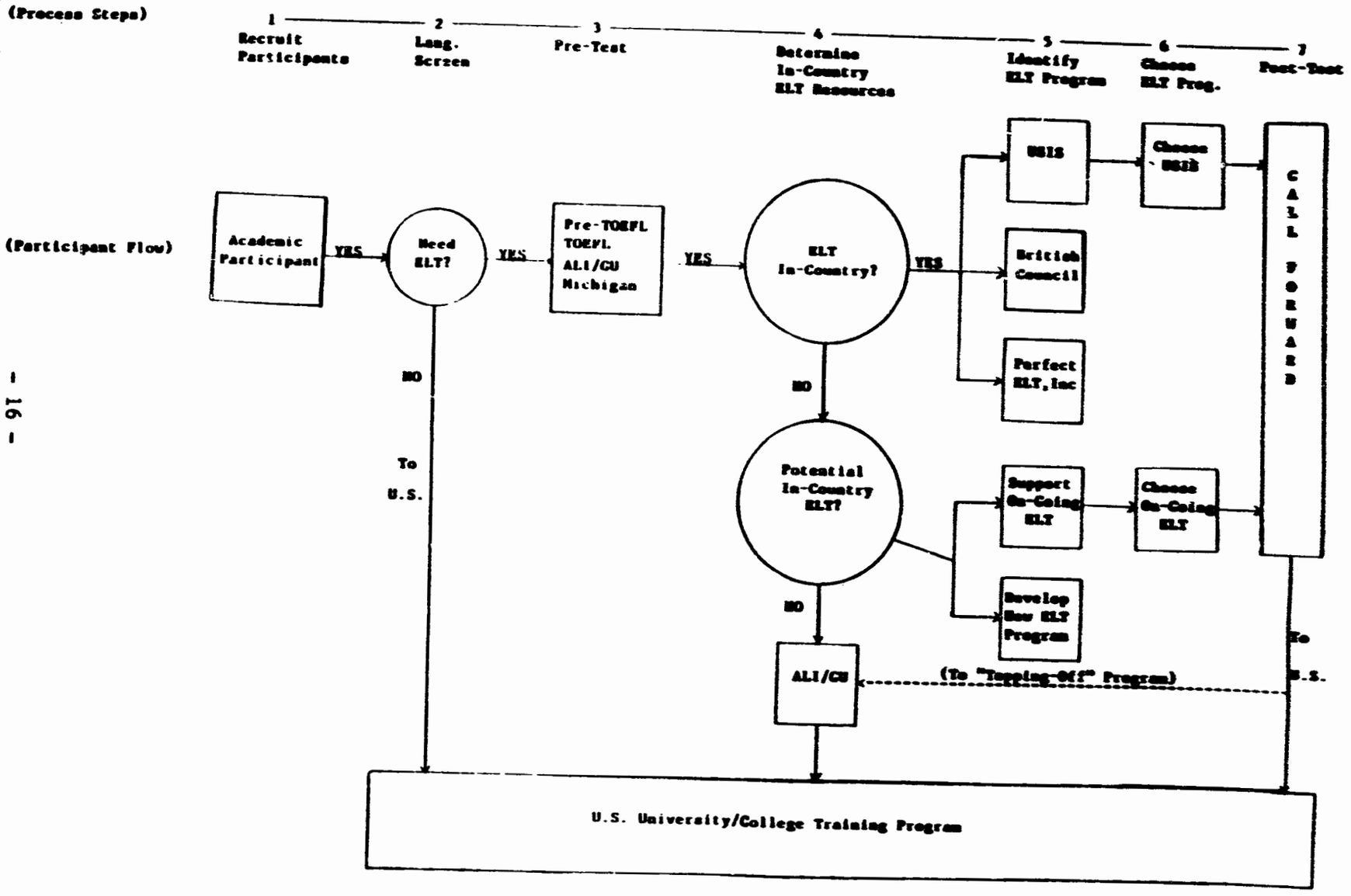
The decision process is actually a series of interdependent decisions made over successive time periods. Sometimes a decision made at the beginning of a period prevents the decision maker from considering other options later on. For example, a decision to send all participants to the U.S. for ELT, made when the numbers were few, may prevent the Mission fromn considering alternatives when numbers increase because of new project activities.

There are a number of ways in which the decision-making process can be graphically represented. A flow chart can show the movement of partipants through the process of selection, ELT, call-forward, academic training in the U.S., etc., with critical decision points at each step of the process.

Another way to represent the process is through a "decision tree", borrowed from the business management field. On the decision tree, each "node" represents a point at which a decision is made. Branches from each node lead to the next decision point or node. All possible actions of the sequential process, with their effect and cost reliability calculated, can then be predicted. A sample decision-making strategy for ELT would include these first steps.

A graphic representation provides a tool for planners or managers to view the entire sequence of decisions to be made. The tool must be simple enough to be a practical aid in making decisions, yet sufficiently detailed enough to indicate major decision points and possible options. The team will develop a number of graphic representations on the basis of problems identified during the assessment.

ELT DECISION FLOW CHART



95

B. TRAVEL SCHEDULE

1) Team leaders will travel to one country on or about November 1 - 12 to carry out the first assessment.

2) Three sub-teams will travel to three different regions on or about November 22 - December 19.

Travel is contingent upon selection of countries to participate in the assessment and on Mission clearance for travel. Detailed travel plans will be developed in consultation with S&T/IT.

C. PERSONNEL

1. Preliminary Assessment Team

The preliminary assessment team will be Maurice Imhoof, Project Leader, Theodore Gochenaur and Palmer Acheson, Team Leaders. The team will travel to one representaative country to validate the methodology developed for the assessment.

Dr. Maurice Imhoof has extensive experience in developing and implementing English language programs in Afghanistan and Egypt, where he directed the English Language Institute at the American University in Cairo. Dr. Imhoof has taught applied linguistics and English as a Second Language methodology at the university level, and has experience in program design and evaluation in Jordan, India, Saudi Arabia, and Nepal. Dr. Imhoof was project director for the Academy's Radio Language Arts Project in Kenya, providing overall project management and technical direction. He is currently the Academy coordinator for the Radio Learning Project in Nepal and the Radio Education Teacher Training Project II.

Dr. Palmer Acheson brings to this assignment ESL teaching experience in Saudi Arabia, Mexico, and Tunisia as well as a continuing career in ESL materials development and teacher preparation in the bilingual environment of Montreal, Canada, where he is a professor of applied linguistics, and coordinates a bachelor's degree program in teaching English as a foreign language.

Dr. Theodore Gochenour was most recently ESL program director of a large language and cultural training program for Southeast Asian refugees in Bataan, Philippines. Dr. Gochenour has extensive management and ESL training experience including assignments in Uganda, Somalia, Afghanistan, and Pakistan.

2. Assessment Teams

The assessment teams, made up of one team leader or project leader plus one ELT specialist, will be formed after country selection according to language/culture capabilities, area experience, individual characteristics of Missions, complementary experience, etc. The ELT specialists are Brenda Bowman, Peter Shaw, and Joan Whitney.

Brenda Bowman is a consultant and trainer in English language skills. Specializing in working with professionals in France and Francophone Africa, Ms. Bowman has also managed a language school, designed English language courses at secondary through university levels, and published English teaching texts.

Peter Shaw has taught English and American culture to U.S. university foreign students as well as English to secondary school students in Cameroon and Morocco and has trained ELT teachers at the University of Michigan. Mr. Shaw also brings to this assignment skills in financial analysis, accounting, and management from both overseas experience and academic background.

Joan Whitney is an instructor and researcher in competency-based education, U.S. culture, and language. Ms. Whitney has studied the language training practices of all Peace Corps countries and was a Peace Corps Volunteer in Costa Rica. Ms. Whitney has also had a variety of supervisory and teaching positions in cross-cultural awareness, public relations, and communications.

3. Team Researcher

The project team will be assisted by a Team Researcher who will assist the Project Leader in collecting and analyzing data on previous ELT studies, writing the inception paper and assessment reports, and analyzing findings from the team travel.

Dr. Jose Goncalves, the Team Researcher, has experience as a data manager for a bilingual national Head Start project for the Department of Health and Human Services, and supervised data collection and analysis for a U.S. Department of Labor-funded project and and Los Angeles Olympic Committee. He has conducted program research in Cape Verde, Guatemala, and Portugal, and educational research benefitting teacher education in Iran. Dr. Goncalves is experienced in program design, management, and evaluation and is a teacher and language trainer.

D. GENERAL APPROACH TO CONDUCTING THE IN-COUNTRY ASSESSMENT

A standardized approach to the in-country assessment of ELT will be developed by the project team and reviewed by S&T/IT. This approach is detailed in Report 2. It includes:

- Description of data collection and sample instrument
- Description of data organization and analysis
- Discussion of data quality checks.

E. REPORTS AND PRODUCTS

The following reports and documents will be produced:

- An inception report
- A general approach to conducting the in-country assessment
- Country reports (10-12 in all)
- A full draft report to be reviewed by S&T/IT
- A final report

The in-country reports will be presented in draft form to the Missions. These will be standardized and findings further analyzed upon return to Washington, D.C. Country reports will be summarized in the full draft report for S&T/IT review.

The final report will include:

- An executive summary of the study purpose and findings
- A brief description of the study approach, data collection procedures, data quality, analysis methods, and problems encountered
- A thorough discussion of study findings including supporting data and analysis
- A summary of country reports
- Detailed descriptions of successful ELT approaches and models
- A "decision tree" to be used by missions and contractors to develop in-country training activities.

The country reports will be of immediate and practical use to the Missions visited. The full draft and final reports will also be of use in summarizing a range of approaches from which options might be selected as suitable for broad application or implementation.

Team members will prepare an ELT bibliography to leave with staff at each Mission visited. This basic bibliography will suggest materials that might be of immediate use in improving ELT programs. Materials will range from professional to classroom materials and will be selected on the basis of their potential for wide application to ELT abroad.

Following is an Activity and Reporting Schedule which details the sequence and time table of principal activities to be undertaken for this study.

REFERENCES

"Administration and Interpretation of ALIGU English Proficiency Test (EPT)"

"An Analysis of AID Participant Training Projects," AID Evaluation Occasional Paper No. 12, June 1986

"Annotated Bibliography of Participant Training Evaluations, Studies, and Related Reports," AID Evaluation Occasional Paper No. 8, April 1986

"Audit Guidelines for Review of Project-Related Participant Training," Office of Inspector General, October 1984

"Development-Related English Language Training Needs and Resources/Egypt," a study conducted by Group Seven Associates, Inc. for USAID, April 1980

"Education for International Development: English Language Training and Sponsors, Students from the Developing World," NAFSA Document, March 1984

"English Language as a Development Resource," USAID/S & T/IT Document, July 1986

"English Language Assessment in Central America," Center for Applied Linguistics, December 1985

"English Language Education in Tunisian Institutes of Higher Education," Academy for Educational Development Report, February 1984

"Evaluation of Training Support Services of AID's Academic Participant Training Program," Final Report conducted by Development Associates, Inc., May 1981

"Final Report: English as a Second Language," (first component) Academy for Educational Development Document, January 1984-June 1985

"FY 87 Congressional Presentation Participant Training," AID Document 1986

"Intra-Agency Committee on Participant Training," AID Document, February 1986

"Language in Education: Theory and Practice," (Evaluating a Second Language Program), Center for Applied Linguistics Publication, September 1979

Memorandum between Charles Z. Wick (USIA Director) and Peter McPherson (USAID Administrator), December 1985 and February 1986

Memoranda from Frank Method to Peter McPherson re: English Language Training, September 1986

"Mission Cables Used in J. P. and Associates ELT Participant Study," USAID Material

Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities, by Mokoto Lee, et al, NAFSA, Washington, D.C., 1981

"Pilot Intensive English Program USAID/Dominican Republic Instituto Cultural Dominico-Americano," ALI/GU, May 1986

49

"A Profile of AID Participant Training Project," USAID Document, October 1985

"Program Evaluation for Development Education: A Handbook," University of British Colombia. Centre for the Study of Curriculum and Instruction, September 1984

"Project Evaluation Summary of English Language Training (Damascus, Syria)," USAID Document, February 1981

"Report of ALIGU Consultation to USAID/Indonesia," ALIGU, March-April 1983

"Report of ALIGU Consultation to USAID/Dominican Republic," ALIGU, January-February 1985

"Review of Participant Training Evaluation Studies," AID Evaluation Occasional Paper No. 11, May 1986

"Sahel Manpower II In-country English Language Training Feasibility Study," ALIGU Study, April 1984

"Study of English Language Training: USAID Participant Training Program," (Final Report), JP & Associates, Inc., May 1986

"A Survey of the Status of Language Training in the Peace Corps," (Final Project Report, ETS Study, October 1981

100

APPENDIX B

GENERAL APPROACH TO CONDUCTING IN-COUNTRY ASSESSMENT

ENGLISH LANGUAGE TRAINING ASSESSMENT

A GENERAL APPROACH TO CONDUCTING THE IN-COUNTRY ASSESSMENT

Prepared by:

Academy for Educational Development
English Language Training Assessment Team

Maurice Imhoof
Theodore Gochenour
Palmer Acheson
Jose Goncalves
Brenda Bowman
Peter Shaw
Joan Whitney

October 1986

This report was produced under Contract No. PDC-1406-I-00-4052-00 between the Academy for Educational Development and the Agency for International Development.

107

TABLE OF CONTENTS

I. INTRODUCTION 1

II. METHODOLOGY 2

III. DATA COLLECTION STRATEGIES 3

IV. CONTEXTS OF VARIABLES 5

V. DATA QUALITY CONTROL 7

VI. DATA ANALYSIS 10

APPENDICES 11

B-1: Operational Data & Costs Questionnaire

B-2: National Context of ELT Programs: Assessor's Data Sheet/Checklist

B-3: Data Sheet/Checklist on In-Country Program, Actual Potential ELT Contractors

B-4: Teaching Assessment Checklist

I. INTRODUCTION

This document is a "map" of the strategy to be employed in undertaking the assessment of English Language Training (ELT) in 10 to 12 countries in Latin America, Africa, Asia, and the Near East. As such, the purpose of this document is to present the various major research components in detail.

It is intended that this document not only will serve as a guideline for field researchers to use in each country visited, but also will provide a succinct statement on the approaches the Academy team will use to collect, process, and analyze ELT in-country data.

This the second of two documents required by S&T/IT prior to commencement of actual ELT project field assessment visits. While the prior document, "English Language Training Assessment Inception Report," addressed the theoretical and contextual background of U.S., in-country, and third country ELT, this document focuses on research methodology, data collection strategies, research instruments, quality control, and analysis of field research data.

II. METHODOLOGY

The in-country ELT assessment team will use a multimethod approach to gather field data. This research strategy is predicated on the assumption that data on the issues or variables to be studied are not only dispersed throughout various agencies, institutions, and programs but that each agency or institution will tend to collect and process data from its particular perspective or vested interest. Logically, this means that a certain amount of data fragmentation is likely to occur and, consequently, no one institution or agency will have comprehensive and objective data on a particular variable. Recognizing this research limitation is particularly important when a substantial amount of data is expected to come from informants who will rely largely on memory recall during the interview or discussion sessions with the researcher. Hence, it will be necessary to cross-check and gather data on specific variables from multiple sources.

Recognizing that data need to be collected from multiple sources also implies that appropriate approaches or techniques must be used. In accordance with the types of data sought and the sources of data identified, appropriate strategies and instruments need to be developed and employed. This combination of appropriate instruments, data collection strategies, and use of multiple data sources will ensure that the problem is studied in its broadest perspective. This "wide-angle" approach to data collection has the advantage of garnering the maximum amount of pertinent information from a multiperspective framework which takes into consideration the inherent biases with which individuals and institutions collect and process data on specific problems or variables. Data collected through a multimethodological strategy will enable all key players to present their respective points of view in the broadest and least constraining format possible, devoid of the limitations which a single methodology or instrument could place on the agency or institution.

III. DATA COLLECTION STRATEGIES

Given the decentralized management of participant training and the ELT component of that training, a multimethod approach will be used to gather field data. Techniques appropriate to each source and type of information sought were devised to yield the maximum amount of information within the constraints of the evaluation period and sites to be visited. Specifically, five data collection strategies will be employed.

- Focused discussion
- Informal interviewing
- Data sheets/checklists
- Focused observation
- Review of documentation

A. FOCUSED DISCUSSION

Focused discussion will be the first method used to gather information from key officials involved with overall policy and management, and with those officials under whose responsibility participant training, including ELT, falls. This form of data gathering will take place during meetings with key USAID officials where information can be exchanged reciprocally--the researcher presenting the purpose and goals of the assessment mission and the officials presenting the background and their particular concerns regarding ELT. Discussions with key representatives of USAID will be particularly useful initially, not only in providing a general overview of the issues relevent to Mission objectives, but also in delineating the general context within which ELT is situated. It also will enable the researchers to promote the importance of ELT in the overall training program for meeting Mission objectives and development targets.

Data from these discussions will be recorded, in part, on the instrument called the "Five-Year Plan Questionnaire" (Appendix B-1).

B. INFORMAL INTERVIEWING

Informal interviews will be conducted with key program officers and project managers actually responsible for the identification of program needs and the selection of participants. The consultants will study the questions beforehand and keep them in mind during the course of meetings with appropriate officials, more as a means of identifying key issues than as an attempt to force an interrogatory-type interview. These interviews will take the form of sharing mutual concerns; important quantifiable data will be collected systematically as well. Data will, of course, be reviewed with Mission personnel at the end of the country visit, to share the information and to ascertain that the data gathered reflect the Mission's concerns and needs.

Data from the interviews will be recorded on the instruments "Five-Year Plan Questionnaire" (Appendix B-1) and "Operational Data and Costs Questionnaire" (Appendix B-2), as well as in field notes.

C. DATA SHEETS/CHECKLISTS

Two data sheets/checklists have been devised to elicit specific information on the participants' backgrounds ("Country Background Data Sheet/Checklist," Appendix B-3), and on ELT programs ("Data Sheet/Checklist on In-country ELT Program," Appendix B-4).

A 54-item data sheet/checklist has been developed to obtain information from ELT program managers and teachers. In the interests of uniformity of data presentation, it was felt that a structured data sheet would be an appropriate means of gathering information from administrators and teachers regarding their ELT programs. The data sheet is designed to be completed by the researcher, however, not the administrators or teachers. The intent is to target a small sample of selected ELT programs which have strong potential to provide quality ELT. The survey is not intended to determine the general state of ELT in-country, but to acquire as much information as possible about the few ELT programs that have the respect of professionals at AID Missions or of other qualified educators or trainers. The survey will be used with institutions that, at the moment, may only exhibit potential for quality in-country training. It will not be administered exclusively to institutions with established track records.

A second data sheet/checklist will provide information on the general country context from which participants are drawn. Much of this information will be available in advance of country visits, but some specific details will be collected in-country from multiple sources. In-country variables which are believed to have a direct influence on English language learning will be studied in this manner.

D. FOCUSED OBSERVATION

A fourth method will be focused observation of ELT through the use of an observation checklist ("Teaching Assessment Checklist," Appendix B-5). This instrument will be adapted to guide the consultant in rapidly obtaining descriptive information on the nature and condition of the classes visited. This checklist was devised to be a systematic and time-efficient means of gathering standardized descriptive data on classroom methods and teaching. Information gathered with the checklist will permit partial quantification of data about ELT program operations.

E. DOCUMENTATION REVIEW

A review of existing documentation on ELT also will be made in-country. The review will occur immediately following initial discussions with USAID representatives and other policy and program-level personnel. Documentation consisting of reports on file, correspondence, and internal memoranda will be reviewed. Review of project documents and initial discussions with key officials will help to place issues in historical perspective as well as establish research priorities. This method will insure that immediate concerns do not consume all the attention of the researchers, but that issues are looked at over time and thus benefit from periodic assessments and reflections.

IV. CONTEXTS OF VARIABLES

Research variables will be assessed from three overlapping contexts.

- The participant context
- The Mission context
- The ELT program context

A. PARTICIPANT CONTEXT

One aim of the assessment will be to gather information on those in-country variables which are believed to have a direct influence on the teaching and learning of additional languages in general, and English in particular, by future participants in Mission-sponsored training.

Variables will include the ethno-linguistic makeup of the country (major/national/official languages, and the proportions of the total population which use these languages); the role and status of and need for English in the country in general, and in the capital in particular; the status of English in the public and private educational systems; and the general situation of teachers of English in the schools. The nature, extent, and source of any foreign support for ELT in the country will be identified as well as key ELT persons who may be potential sources of information about ELT programs and participants.

B. MISSION CONTEXT

An effort will be made to determine each Mission's policies for the selection of participants in general, and the Mission's estimate of the need for ELT in particular. The assessment team will investigate the Mission's degree of involvement in ELT, and its perspectives on the administration of ELT programs, either existing or under consideration, and actual or potential costs of ELT.

The final aim will be to discover how each Mission's ELT policies fit into its overall participant training programs.

Most of the variables will involve numbers: numbers of participants, numbers of those estimated to require ELT, numbers of those actually requiring ELT (either in-country or in the United States), and amounts of money expended on the participants and their ELT.

C. ELT PROGRAM CONTEXT

The principal aim will be to gather information on all the significant ELT institutions which are actual or potential contractors for the Mission in the country concerned.

The principal variables relate to program quality and costs. Variables related to quality include, for example, facilities, teacher training level, textbooks and audiovisual aids, curriculum, intensity of the program, instruction tailored to participants' needs, and so on. Cost variables include tuition, books, maintenance, and other cost-related factors.

The strategies discussed will be employed, as appropriate, in each of the contexts to elicit data on the variables identified. Although each context will suggest major

variables on which primary data will be collected, cross-checks will help to confirm and verify data, particularly subjective data. For example, the strategy of "documentation review" may provide necessary data on the educational context of Country X ("the participant context"); this data should be verified with Mission officials ("the Mission context") to ensure that data is up-to-date and relevant to Mission participants. Documentation review also may provide partial data for the ELT program context if such documents describe curricula, program objectives, etc. Again, conclusions drawn from such a review will be cross-checked against other sources.

A simplified matrix of strategies, contexts, and sample variables showing their interrelated and overlapping nature follows.

V. DATA QUALITY CONTROL

Social scientists are in general agreement that there are limitations with data obtained from informant reporting. Because these limitations are both of a validity and reliability nature, efforts must be made to control for each. Typical problems of validity include subjective reporting and potential biases associated with presenting facts from self-interest perspectives. Strong reliance on memory recall during face-to-face interviews is the principal reliability drawback, as the same informant may give different answers at different times to the same questions.

To assure that the best quality field data is obtained, Academy team members will use various strategies in the gathering and verification of ELT data. These will include researcher training, multisource probing, research cross-checks, and data review with Mission officials.

Because multiple research teams using the source instruments will be conducting field research independently, it is important that each team member become fully acquainted with each research instrument as well as with the operational definitions of key terms and concepts used to elicit informant responses. Academy team members will therefore undergo research training as a group in the mastery of the research instrument, interview approaches, and clarifications of terms and concepts to assure that consistent research methodology will be applied in the field. Comprehensive researcher training will help to ensure that field data will be of a high quality and therefore of significant validity.

Multisource probing will be another research technique used to control the quality of field data collected. Multisource probing will be used from two complementary perspectives. First, researchers will be trained to ask the same questions of different pertinent individuals involved with ELT programs and activities. Answers then will be compared for corroboration or contrast which may require additional investigation until an acceptable level of consensus is reached. This technique of data gathering assures that each variable is researched from all pertinent sources and that the information obtained is valid. The second multisource technique for gathering field data will be the use of rephrased or proxy questions. Often, there are sensitive questions to which an informant is unlikely to give honest or direct answers. Therefore, rephrasing or proxy questions are considered to be the best techniques for eliciting valid responses.

Reinforcing both of these data-gathering techniques will be the use of more than one team member looking for data on specific variables from different sources. This means of cross-checking both informant data and documentation review will yield data from multiple perspectives that are complementary and mutually reinforcing. It is anticipated that this matrix-type approach--multisource, proxy questions, and multiple researchers--will provide comprehensive and high quality data.

Field data verification with Mission officials will be the final means of data quality control while still in the field. At the end of each in-country visit, the team will have a debriefing session with Mission officials and appropriate staff. From a research perspective, the main purpose of the debriefing is to provide final verification of field data prior to the research team's departure. At this meeting, major findings will be reviewed with appropriate Mission personnel to ascertain that data gathered reflect Mission's concerns and will yield information which can help to improve the ELT component of the participant training program. Additionally, the debriefing sessions will provide an opportunity to review the highlights of the team's in-country draft report to be left with Mission officials.

Finally, data collected by the assessment teams will be further refined at the Academy's Washington office prior to writing the draft of the final report. While each team will be individually responsible for the "cleaning up," verification, and refinement of its own field data, all three teams will work concurrently in processing and refining the general field data. Thus, the multiple complementary steps used to collect, process, control, and analyze in-country ELT data are expected to assure that the final report will be of the highest quality possible.

DATA GATHERING STRATEGIES, SAMPLE VARIABLES, AND RESPECTIVE CONTEXTS

	Sample Variables and Respective Contexts		
Data Gathering Techniques	**Participant Context**	**Mission Context**	**ELT Context**
Focused Discussion	Need for English Status of English Urban/rural differences	Partic. Policy 5-year plans Support of ELT	Status of teachers Pay of teachers
Informal Interviews	Participant employment Formal education Languages Workload	5-year plans Partic. history AID sectors Management	Program descript. Objectives Placement Staffing
Data Sheets	Lang. background Sectors Ages New starts Testing	Numbers of participants Costs Indirect costs	Curriculum Hours per ... Costs per ... Testing Quality control
Focused Observation	English use	Partic. records	Methodology Teaching Materials
Document Review	Country demographics Partic. reports Partners, etc.	Policy documents Memoranda Reports	ALIGU reports Evaluations

****

112

VI. DATA ANALYSIS

Both qualitative and quantitative approaches will be used to analyze the field data. These two approaches to data analysis are viewed as complementary strategies which, together, provide a comprehensive assessment of data through multiple approaches and instruments. While the majority of data gathered will be of a qualitative nature, it is anticipated that considerable amounts of field data will be generated which can be analyzed quantitatively. The principal quantitative techniques to be used will be frequency counts and general descriptive statistics of event occurrence. These quantitative techniques will be used in the analysis of the data gathered partially through interview questionnaires, data sheets, and checklists. Data gathered through other complementary instruments will be analyzed qualitatively.

Because the majority of in-country data is expected to be of a qualitative nature, analysis of these data also will be conducted through qualitative techniques, particularly content analysis. While different approaches to content analysis will be used to analyze field data, each approach will be consistent with the instrument employed and data gathered. Thus, for example, different types of content analysis will be used for data collected through focussed discussions and informal interviews, data gleaned from documentation review, and data from notes on focused observation.

Independently, neither the quantitative nor the qualitative approach is able to provide adequate analysis of the two types of data expected to be gathered. Combined, however, each approach complements and supplements the limitation of the other.

APPENDIX B-1

OPERATIONAL DATA AND COSTS QUESTIONNAIRE

ASSESSMENT OF ELT APPROACHES AND MODELS

Academy for Educational Development
Washington, D.C.

Operational Data and Costs

Country: _____ Date of Assessment. _____
Researcher(s) _____

For FY 19 ___:

1. Total number of Participant Trainees: _____
   1.a. In Mission projects: _____ Regional _____ Other _____

2. Total cost of Participant Training: $_____

3. Participant Training fields (from "Code of Occupational Sectors): _____

English Language Training

4. Total new starts needing ELT: _____ Total ELT costs: $_____

5. Number new starts NOT needing ELT: _____

6. Number new starts, needing ELT, acquiring on OWN: _____

7. Number:
   _____

8. Average age:
   _____

9. English tested what points in process?
   _____

10. Min. score acceptable
    Selection:
    _____
    Call-Forw:
    _____

In-country ELT

12. Number Participants trained (Total) _____
    12.a. By weeks of study:
    #_____ Wks _____ #_____ Wks _____ #_____ Wks _____
    12.b. Total training weeks completed in FY: _____

115

In-country ELT cont.

13. Total cost of in-country ELT: $_____
    13.a. Average cost per week: $_____
    13.b. % of funding: Mission _____ Host Country _____

14. Number needing additional ELT in U.S.: _____
    14.a. How much on average? _____

15. Longest period of intensive ELT: _____

    Non-intensive _____

16. Shortest period of intensive ELT: _____

    Non-intensive _____

17. In-country Institutions:

    18.A.1 Name: _____
    Cost in FY: $_____

    18.A.2 ELT Participants: _____

    18.A.3 Cost specification:
    Tuition: $_____ per _____
    Books/Mats: $_____ per _____
    Other: $_____ per _____
    for: _____

    18.A.4 Other services:
    Service: _____
    Number Participants: _____
    Cost: $_____

    18.B.1 Name: _____
    Cost in FY: $_____

    18.B.2 ELT Participants: _____

    18.B.3 Cost specification:
    Tuition: $_____ per _____
    Books/Mats: $_____ per _____
    Other: $_____ per _____
    for: _____

19. Other services:
    Service: _____
    Number Participants: _____
    Cost: $_____

20. Mission Comments on In-country ELT:

Third Country ELT

21. Number with ELT in another country (not U.S.) _____ _____

22. Cost: $_____ Cost per week: $_____
    22.a. Source of funding: Mission _____ Contractor _____

23. Name and description of training facility _____
    _____
    _____

24. Number needing addtional ELT in U.S.: _____
    24.a. How much more on average? _____

25. Mission Comments on Third Country ELT:

U.S. ELT

26. Number of Participants with U.S. ELT: _____

27. Total cost of U.S. ELT to Mission: $_____
    27.a. Average cost per week: $_____
    27.b. % of funding: Mission _____ Host Country _____

28. Longest period of intensive ELT: _____ Non-int. _____

29. Shortest period of intensive ELT: _____ Non-int. _____

30. Average period of intensive ELT: _____ Non-int. _____

31. U.S. Institutions receiving Mission funds for ELT:
    31.A.1 Name: _____

    31.A.2 Number of Participants: _____

    31.A.3 Cost specification:
    Tuition: $_____ per _____
    Books/Mats: $_____ per _____
    Other: $_____ per _____
    for: _____

    31.A.4 Other services:
    Service: _____
    Number of Participants _____
    Cost: $_____ _____

    31.B.1 Other Institutions, as above:

32. Mission Comments on institutions/services/problems:

General:

33. Number of ALI/GU EPT tests administered in FY:
Form used: _____ Numbered Administered: _____
Form used: _____ Numbered Administered: _____

34. Comment on any problems in ALI/GU test administration:

35. Mission staffing relating to ELT:
35.a. Number of local hire: _____ U.S. _____
35.b. Workload/staff ratio is:
Functional _____ Overstaffed _____ Understaffed _____

36. Estimate of total INDIRECT costs borne by Mission: $ _____

37. Overall ELT costs per student: $_____

Forward Planning:

38. Fiscal Years reflected in forward planning: FY___ thru FY____

39. Number of projected Participants by year:
FY____ #____ FY____ #____ FY____ #____
FY____ #____

40. Estimated percentage requiring ELT:
FY____ %____ FY____ %____ FY____ %____ FY____ %____
FY____ %____

41. Estimated ELT costs, by year:
FY____ $____ FY____ $____ FY____ $____ FY____ $____
FY____ $____

42. Costs paid to institutions, which? _____
42.a. Paid as subsidy to Participants _____
42.b. Paid for ELT-specific travel _____ _____
42.c. Paid for other _____ _____

43. Estimated staffing needs:
43.a. Local _____ U.S. (Mission) _____

44. Criteria/rationale for ELT arrangements projected:

CODES OF OCCUPATIONAL SECTORS

PRIMARY FIELDS OF ACADEMIC STUDY

AGRICULTURE
_____ Agribusiness
_____ Agronomy
_____ Cooperatives & Creidt Unions
_____ Dairy & Veterinarian
_____ Extension
_____ Fisheries
_____ Forestry
Other _____

ECONOMICS
_____ Business Administration
_____ Marketing
_____ Export Promotion
_____ Land Reform
_____ Finance & Banking
_____ Small Business
Other _____

EDUCATION
_____ Teacher Training
_____ Adult & Community Education
_____ School Administration
Other _____

HEALTH
_____ Nutrition
_____ Population & Family Planning
_____ Nursing Education
Other _____

MANAGEMENT/ADMINISTRATION
_____ Public/Municipal Admin.
_____ Development Management
_____ Leadership Training
_____ Democratic Institutions
_____ Community/Urban Development
Other _____

NATURAL RESOURCES
_____ Conversation
_____ Energy
_____ Disaster Relief
Other _____

LABOR RELATIONS
_____ Union Development
_____ Wage Policy
_____ Labor Management
_____ Conflict Resolution
_____ Labor Statistics
Other _____

INDUSTRIAL ARTS/TRADES
_____ Equipment Maintenance
_____ Industrial Technology
_____ Maritime Skills
_____ Housing & Construction
_____ Tourism
_____ Apparel Industry
_____ Arts & Crafts
_____ Technicians

COMMUNICATIONS & SOCIAL SCIENCE
_____ Computer Technology
_____ Statistics
_____ Journalism
_____ Mass Media
Other _____

OTHER RELEVANT SPECIALIZATIONS
_____
_____
_____
_____
_____
_____

APPENDIX B-2

NATIONAL CONTEXT OF ELT PROGRAMS: ASSESSOR'S DATA SHEET/CHECKLIST

National Context of ELT Programs: Assessor's Data Sheet/Checklist

ENGLISH LANGUAGE TRAINING ASSESSMENT

Academy for Educational Development
Washington, D.C.

Country _____

1. Population _____ as of 198___ . 2. Major linguistic groups (as % of total pop.) _____

_____

3. National and/or official language(s) _____

4. Titles and circulation figures for major English-langanguage (EL) publications _____

_____

5. Hours of EL radio per week _____ 6. % of total radio per week _____%

7. Hours of EL TV per week _____ 8. % of total TV per week _____%

9. # bookstores in capital _____ 10. # EL bookstores _____

11. (If # = 0, % of EL books in largest bookstore _____ %)

12. # libraries in capital _____ 13. # EL libraries _____

14. (If # = 0, % of EL books in largest library _____ %)

15. Code #s of ccupational sectors (see attached list) requiring knowledge of EL _____

16. GNP (as of 198 ___) in $ billion US _____ . 17. % of GNP spent on education _____ % .

18. Average per capita income $ US _____

_____

_____

National Context of ELT Programs: Assessor's Data Sheet/Checklist

	Primary edecation Grades __ to __		Secondary education Grades __ to __		Tertiary education	
19. % of population attending/have attended different educational levels	Public	Private	Public	Private	Public	Private

N.B. For Qus. 20-26, use different data sheets for different academic "tracks."

21. # years EL required (R)/optional (O) ..... _____

22. # clock hours of EL per week ..... _____

23. # weeks in school year ..... _____

25. Product of Qus. 21 x 22 x 23 ..... _____

26. Titles & dates of pub. of principal texts used in ELT (on separate sheet) ..... _____

27. EL teacher salary scale ($US) ..... _____

28. EL teacher-training requirements ..... _____

29. EL teacher-training institutions ..... _____

_____

_____

30. Foreign support for ELT (apart from ELT costs borne by local or 3rd-country USAID Mission):

Country	Amount (if known) in $ US	Nature of the support

31. Important ELT Resource Persons (continue on extra pages, if necessary):

Name & title	Affiliation, address, telephone	Comments

Name of Assessor: _____ Date: _____

APPENDIX B-3

DATA SHEET/CHECKLIST ON IN-COUNTRY PROGRAM ACTUAL/POTENTIAL ELT CONTRACTORS

ENGLISH LANGUAGE TRAINING ASSESSMENT
Academy for Educational Development
Washington, D.C.

Data sheet/checklist on In-Country Actual ( ) Potential ( ) ELT Contractors

General Information

1. Type of institution (binational center/public non-profit/private commercial, etc.) _____

2. Name, address & telephone of institution _____

_____

Section A: Questions for Administrators

3. Name & title of chief executive officer _____

4. Name & title of administrator interviewed, if not the CEO _____

5. Names & titles of other key staff, for possible follow-up visits/phone calls _____

_____

Names of programs offered by the institution (comments on extra sheets)	Program _____	Program _____	Program _____
	_____	_____	_____
Clientele/Staffing/Timing/Fees			
6. # levels per program	_____		
7. # students enrolled per program	_____		
8. # class sections per program.....	_____		
9. Average # students per class per program	_____		
10. Average age of students per program	_____		
11. Typical educational background	_____		
12. Proportion male/female (M/F)	_____		
13. Students' typical ELT objective(s).....	_____		
14. ADMINISTRATOR'S COMMENTS ON CLIENTELE	_____		
15. # teachers per program (full-time)	_____		
16. # teachers per program (part-time)	_____		
17. ADMINISTRATOR'S COMMENTS ON STAFFING	_____		

Questionnaire for Administrators, Teachers, & Students of ELT Contractors

	Program _____	Program _____	Program _____
18. # clock hours of ELT per week			
19. # weeks in program			
20. ADMINISTRATOR'S COMMENTS ON TIMING			
21. Tuition fees per student ($US)			
22. Other (e.g. texts/materials etc.) fees ($US)			
23. Amount & source of any fees paid on behalf of students (e.g. USAID) in $US			
24. ADMINISTRATOR'S COMMENTS ON FEES			

Testing/Curriculum/Methodology

25. Is entrance test to program used? (Yes/No)			
26. If yes, name & min. acceptable score			
27. Is exit test from program used? (Yes/No)			
28. If yes, name & min. acceptable score			
29. ADMINISTRATOR'S COMMENTS ON TESTING			
30. When was the curriculum for each program developed?			
31. Who developed it?			
32. Language focus of the curriculum (structural/ communicative/EAP/other specific purpose —specify)			
33. Skill focus of the curriculum (L/R/S/W)			
34. Orientation to American culture			
35. Is there an advisory system for students?			
36. Is program evaluated? (Yes/No)			
37. If yes, by whom, and when?			
38. ADMINISTRATOR'S COMMENTS ON CURRICULUM			

Questionnaire for Administrators, Teachers, & Students of ELT Contractors

Program _____ **Program** _____ **Program** _____

39. Is a particular method followed in the program? _____

40. If yes, which one? ..... _____

41. Titles & pub. dates of principal texts used ..... _____

42. Is classroom teaching evaluated? ..... _____

43. If yes, how frequently? ..... _____

44. If yes, by whom? ..... _____

45. ADMINISTRATOR'S COMMENTS ON METHODOLOGY ..... _____

Inspection of the Program's Facilities (judged by the Interviewer on a scale of 1 (low)—10(high)

46. ADMINISTRATOR'S COMMENTS ON FACILITIES PRIOR TO INSPECTION _____

47. Classroom size ..... _____

48. Classroom furniture ..... _____

49. Classroom atmosphere ..... _____

50. Availability of texts & other materials ..... _____

51. Technological aids ..... _____

52. ADMINISTRATOR'S COMMENTS ON FACILITIES AFTER INSPECTION ..... _____

Staff Qualifications

53. Administrators' qualifications ..... _____

54. EL teachers' qualifications ..... _____

55. Proportion who are native speakers of English _____

56. Proportion of staff with residence in USA ..... _____

57. Proportion of staff with training in USA .... _____

58. EL teachers' salary scale ($US) ..... _____

59. Provision for inservice teacher-training? (Y/N) _____

60. Length & content of inservice TT ..... _____

Program _____ Program _____ Program _____

61. ADMINISTRATOR'S COMMENTS ON STAFF QUALIFICATIONS ..... _____

Possibilities for expansion

62. Physical feasibility ..... _____

63. Curriculum development feasibility ..... _____

64. Staffing feasibility ..... _____

65. ADMINISTRATOR'S COMMENTS ON POSSIBILITIES FOR EXPANSION ..... _____

66. **Linkages with other (especially ELT) institutions**

Country	Name of institution	Nature of linkage and Comments by Administrator

67. **Foreign support received ($US)**

Country	Amount (if known) in $US	Nature of the support and Comments by Administrator

68. Any Additional Comments by the Administrator

_____

_____

69. Any Additional Comments by the Interviewer

_____

_____

Program _____ Program _____ Program _____

Section B: Questions for Teachers

70. # classes observed by Interviewer ..... _____ _____

71. TEACHER'S COMMENTS ON CLIENTELE ..... _____

	Program _____	Program _____	Program _____
72. TEACHER'S COMMENTS ON STAFFING			
73. TEACHER'S COMMENTS ON TIMING			
74. TEACHER'S COMMENTS ON FEES			
75. TEACHER'S COMMENTS ON CURRICULUM			
76. TEACHER'S COMMENTS ON METHODOLOGY			
77. TEACHER'S COMMENTS ON FACILITIES			
78. TEACHER'S COMMENTS ON ADMINISTRATOR'S QUALIFICATIONS ...			
79. TEACHER'S COMMENTS ON TEACHERS' QUALIFICATIONS			
80. TEACHER'S COMMENTS ON POSSIBILITIES FOR EXPANSION			

81. Any Additional Comments by the Teacher

_____

_____

_____

82. Any Additional Comments by the Interviewer

_____

_____

Section C: If (and only if) a representative sample is available to the interviewer, comments by students on the ELT Contractor could be elicited, and recorded separately. Student comments on the overall effectiveness and efficiency of the program would be a valuable way of balancing the information gained in sections A and B and through the observation of classes.

_____

_____

Name of Interviewer _____ Date of interview (M/D/Y) ___/___/___ Length of interview_____ mins.

APPENDIX B-4

TEACHING ASSESSMENT CHECKLIST

ASSESSMENT OF ELT APPROACHES AND MODELS

Academy for Educational Development
Washington, D.C.

Teaching Assessment Checklist

NAME OF TEACHER _____

LOCATION _____ DURATION OF CLASS ____(min.)

NUMBER OF STUDENTS _____ LEVEL OF CLASS _____

	Outstanding	Very Good	Satisfactory	Fair	Poor
A. THE LESSON PLAN					
COMMENTS (Use back of page if more space is needed)					
B. ENGLISH USE AND USAGE					
COMMENTS					
C. PERSONAL QUALITIES					
COMMENTS					
D. PROFESSIONAL ABILITIES					
COMMENTS					
E. THE IMPACT OF THE LESSON					
COMMENTS (Were the stated objectives achieved?)					

Name of Interviewer: _____
Date: _____

Adapted from Concordia University TESL Center.

131

APPENDIX C

COUNTRY REPORTS

TABLE OF CONTENTS

COUNTRY	PAGE
Bolivia	1
Ecuador	11
Egypt	23
Haiti	33
Indonesia	43
Mali	55
Morocco	67
Pakistan	81
Peru	91
Somalia	101
Tunisia	113
Yemen	127

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: BOLIVIA

Dates of Visit: December 2 to 10, 1986

Assessment Conducted by:
Palmer Acheson
Joan Whitney

Academy for Educational Development
Washington, D.C.

I. SUMMARY

Because of the priority of the impending three-year Andean Peace Scholarship (APS) Project, AID/Bolivia will begin to select some 150 more Bolivian participant per year than the present number of 49. A substantial proportion of these participants will be from rural, disadvantaged areas. The Mission plans to provide intensive English language training (ELT) for those deficient in English language skills.

The vast majority of Bolivian secondary schools, both private and public, do not deliver more than a rudimentary knowledge of English, which is a compulsory subject. ELT for adults, whether at the binational centers or elsewhere, is extremely inexpensive by American standards. The main reason for this is that the teaching staff are paid very little. Low salaries do not attract well-trained, professional teachers, however.

If the Mission were to decide on an intensive, long-term, residential program for those participants needing extensive ELT, it would be faced with three possible options, each involving the expenditure of additional monies than are currently allocated to ELT for participant trainees: (1) contracting with one or more of the binational centers and/or private universities to provide a special, truly intensive ELT program (plus general academic upgrading); (2) contracting with a specialized training agency in the U.S.; or (3) collaborating with one or more of the other three Andean countries in setting up a regional training center.

II. SOURCES

A. MISSION PERSONNEL

Anthony Funicello, Program Officer
Carolina Zumaran, Training Officer

B. NON-MISSION SOURCES

Thomas Carmichael, Cultural Affairs Officer, USIS
Omar Franco, Teacher at Centro Boliviano Americano-La Paz, and certified public schoolteacher.

C. IN-COUNTRY INSTITUTIONS OBSERVED

Centro Boliviano Americano, La Paz:
Lupita Andrade de Krsul, Director
Ruth Soria, Academic Director
4 classes observed

Centro Boliviano Americano, Cochabamba:
Maria Julia Suarez, Director
Marcela Drpic, Academic Director
2 classes observed

Centro Boliviano Americano, Santa Cruz:
Alberto Gamara, Director
Miguel Arrazola, Academic Director

Universidad Nur, Santa Cruz
Mohammad Hajari, Director, Centro Audiovisual de Idiomas
Garth Pollock, Administrator, Communications Department
Maryknoll Fathers, Instituto de Idiomas, Cochabamba
Francis T. McGourn, Director

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. Tracking of participant training is centralized in the office of the Training Officer Because the current Training Officer has been in her post only six months, and the post was vacant for three months prior to her appointment, the participant training program has been operating at a low level this past fiscal year (1986).

2. The administrative burden connected with selecting, evaluating, and monitoring participants and their ELT has been manageable but this is expected to change with the increased numbers.

3. Of the 49 ongoing participants in FY'86, only two received in-country ELT, as it generally has been the Mission's policy to select only these participants who already know English.

4. The selection of qualified candidates is already being affected by the limited number of suitable participants who speak and write English well.

5. English language skills in Bolivia are at a low level of development.

6. There is a scarcity of qualified English teachers in Bolivia. Salaries average $3.00 an hour, low by local standards making it very difficult for language-teaching institutions to attract and keep good staff.

7. Since the APS will involve the training of large numbers of students with weak academic and even weaker English skills, it appears to the assessors that the Mission will be faced with the following three options (assuming, of course, that long-term U.S. ELT is so expensive as to be ruled out):

   (a) Improve the human resources at the binational centers at the program development, curriculum development, and classroom teaching levels, in order to provide the special intensive training program needed by APS students.

   (b) Contract with an American organization which can set up, staff, and run the required program.

   (c) Collaborate with one or more of the four Andean countries, or another third country, to establish a training center where the teaching and maintenance costs are lower than in the U.S.

B. PARTICIPANT NUMBERS AND ELT NUMBERS

The participant training program in FY'86 operated at a level of 49 individuals, for a total cost of $986,000. Of the four new starts this past year, only two required ELT in the U.S., at a cost of $9,040 (including maintenance). One student received two months of in-country ELT, at a cost of $80.

In FY'87, student numbers will quadruple to approximately 199, and to some 206 in FY'88. Of these, the Training Officer estimates that some 45-50 percent approximately will need three months ELT in the U.S.

It is the experience of the assessors, and of other similar programs (e.g., the Central American Peace Scholarship Project), that between six and 12 months of intensive general academic training and ELT is needed by the kind of culturally and academically disadvantaged students targeted by the APS Project.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

In FY'86 the Mission arranged for in-country ELT for only one participant, who was given two months of semi-intensive ELT, (15 hours a week) at a total cost to the Mission of $80.

2. Third-country Arrangements

There were no arrangements for third-country ELT in FY'86.

3. U.S. Arrangements

In FY'86 the Mission sent two participants to the U.S. for ELT "topping up." One student received the maximum recommended by AID/Washington (three months), the other, six weeks. Total costs (including maintenance) to the Mission were $9,040.

4. Private (Non-Mission) Costs to Participants

No private costs were incurred.

D. POTENTIAL IN-COUNTRY ARRANGEMENTS

1. The Centros Boliviano-Americano (CBA) in La Paz, Cochabamba, and Santa Cruz

Description

These binational centers(CBAs), located in the three largest cities of Bolivia, are essentially very similar. The CBA in La Paz is the largest and oldest (established in 1946), with between 1,200 and 1,500 students enrolled at any one time. The CBA in Cochabamba (est. 1956) enrolls between 800 and 1,400, and one in Santa Cruz, (est. 1957), between 450 and 700. Each CBA is a Class B binational center, with a director hired locally. In addition to a Bolivian director, each center has a Bolivian academic director, and an almost completely Bolivian staff. Each CBA has a USIA-funded library and librarian. CBA-LP receives a weekly visit from the USIA-funded Educational Exchange Specialist.

The CBAs offer three programs in EFL: one for children ages 6-12, one for adolescents ages 13-17, and one for adults ages over 18 years of age. Learners have the option of taking these programs for either 90 minutes a day (the Intensive Program), or three hours a day (the Accelerated Program).

The CBAs conduct varying degrees of pre-service and in-service teacher training. Each CBA is currently authorized as a testing center for the TOEFL, ALI/GU, and Michigan tests. When demand warrants, preparation classes for these tests, or advanced courses for special-interest groups, can be mounted.

137

Costs per Student

U.S. $			
20.00	-	27.00	per 4-to-7 week course
0.48			per clock hour
5.00	-	10.00	per book

Advantages and Disadvantages of the CBA Option

Advantages

- All the CBAs have good classroom facilities and auditoria (relative to other Bolivian educational institutions). They have ELT resource centers, with educational software and hardware available for the teachers. They all have very good small libraries, thanks to USIA support.

- The CBAs have established reputations for American English language teaching, yet are not currently the object of anti-American demonstrations.

- The CBAs cater to the middle and upper-class, and provide tuition scholarships to needy students.

- The CBAs are concerned about the qualifications, training, and effectiveness of their teachers, and supervise them closely.

Disadvantages

- None of the CBAs provided evidence of being able to teach English effectively in a short time.

- Because of the desperate economic situation of Bolivia, the CBAs cannot charge their students enough to pay their teachers adequately. Teachers earn between $1.60 and $2.70 an hour, and are subject to income tax. With such low rates of pay, it is next to impossible to attract well-qualified American teachers. Locally hired staff (both supervisors and teachers) are deficient, in varying degrees, in their lack of professional training in TOEFL, their use of the English language, and their knowledge and understanding of American life and institutions, The most fluent, energetic, innovative, well-trained teachers usually leave for other, richer countries, or stay in Bolivia to work elsewhere or to begin their own language schools,

- The CBAs have not developed a formal curriculum (although some teachers in La Paz CBA prepared a four-book audiolingual course for young children a few years ago). The centers will experience difficulty in responding to the special language needs of anyone not fitting into their established three programs.

- Unless USAID can send participants in sufficient number to form a special, 4-6 hour a day intensive, ELT class, the CBAs will have to offer private or small-group classes, or place the students in the existing, semi-intensive, general-purpose classes.

- No one interviewed at the CBAs appeared qualified to set up and run a special, intensive ELT program with and English for academic purposes.

2. The EFL Program of the Centro Audiovisual De Idiomas (CAVI), Universidad Nur, Santa Cruz

Description

The CAVI was established in the fall of 1986 as part of the Communications Department of a rapidly growing private university in the center of Bolivia's "boomtown." Within three months, it has built up a student body of 80, teaching beginning and intermediate-level ELT. Universidad Nur is recognized by the Bolivian Ministry of Education, and concentrates its teaching on communications, electronics, and computer science. At the beginning of the next academic year, it proposes to offer a course in English for specific purposes for students in these areas.

Costs per Student

U.S. $	
20.00	per month (25 clock hours)
0.80	per clock hour
7.00	per book

Advantages and Disadvantages of the CAVI Option

Advantages

- It has very good classroom facilities, including modern technological teaching aids.
- Classes are open to the public, as well as to Nur University students.
- Its teachers earn $5.00 an hour, which is generous by Bolivian standards, and it has attracted two American staff members.
- A special interest group, which needs English for communications studies, science, and technology, already exists and could coincide with one of the Mission's development projects.

Disadvantages

- It is very new, and has no established record of cost-effectiveness.
- It currently offers ELT only at the beginning and intermediate levels.
- It does not prepare students for, nor administer, the ALI/GU or TOEFL tests.
- It does not have an ELT resource center for its teachers and students.
- It has no curriculum-designing experience.
- It draws its students from the upper-middle class, and has no experience in dealing with poorly educated, rural students.

3. **The Departamento De Linguistica of the Universidad Mayor de San Andres (UMSA), La Paz**

General Description

UMSA is Bolivia's largest university, but it is grossly underfunded with poor physical facilities. Its closed-stack library has "about 250,000 books" (Source: library staff member) and seats 346 students, crowded together around small tables. Its reference section is particularly weak, both in Spanish and other languages, and consists mostly of outdated materials. English is studied only by students of literature or linguistics and, unfortunately in the past 17 years, three students have completed their undergraduate degree in the latter discipline. Its English language teachers, for the most part, are the same ones who teach in the Centro Boliviano-Americano-La Paz. English courses are not open to members of the general public.

4. **The Instituto De Idiomas of the Maryknoll Missionary Fathers, Cochabamba**

General Description

The Instituto has permission from the Government of Bolivia to teach Spanish, Quechua, and Aymara to missionaries of all denominations. It has a small, but very good, lending and reference library, and a very large collection of cassettes, which may be listened to on-site, or borrowed by the language students. The presentation of new language is conducted generally in large groups, whereas subsequent audiolingual drill and practice sessions are conducted with no more than two students per teacher. The Instituto has a proven record of successfully training large numbers of missionaries (and a few non-missionaries) in the languages it teaches. It will not consider, however, entering into ELT, which is outside its current mandate. The new director, who is interested in going beyond audiolingual methodological orthodoxy, would be willing to ask his students if they would like to have regular or occasional conversational exchanges with AID participant.

5. **General Conclusions about Current and Potential In-country ELT**

- The three CBAs and the private university are American-oriented, and mainly use American textbooks.

- The CBAs are almost entirely staffed by Bolivians, whose English-language skills vary from poor to excellent. Very few of these teachers have resided for any length of time in an English-speaking country, and even fewer hold a university degree from one. This group of teachers is almost entirely untrained in their chosen profession, and are underpaid and overworked, teaching for too many hours in too many schools.

  Of the teachers, supervisors, and administrators observed and/or interviewed, none appears qualified to set up and administer an intensive, residential training program with a substantial ELT component, suitable for APS participants holding APSs. If the Mission were to have a large number of students with similar academic and linguistic abilities, it might decide that it would be more cost-effective to sign a contract with a specialized American training organization, instead of attempting to persuade existing Bolivian institutions to cater to these students' special needs. This brings us to the next option.

6. A Specialist Training Contractor From The United States

Description

Most participants have been found to need up to 12 months of residential, intensive, general education and ELT training before they can be called forward to study in the United States. A special Contractor could develop such an AID-specific program in country to ensure a high-qulaity program.

Advantages and Disadvantages of the Specialized Training Contractor Option

Advantages

- An STC would be free to hire the best available staff in Bolivia or the U.S.
- With participants from all over Bolivia, an STC could ensure that a coherent educational and social program would be organized.
- An STC could assist in the selection, testing, advising, placement, and monitoring of participants, thus lessening the Training Officer's workload, and helping to screen out students who are unsuitable for long-term academic training in the U.S.
- As the APS is a temporary program, special permanent physical facilities would not have to be found for it.

Disadvantages

- The start-up and operating costs of a quality program, especially if very few participants are involved, would be high.

7. A Regional Third country Training Center

Description

This list option was brought up by the Mission's Program Officer: the establishment of a regional, third country APS Training Center in the Andean country with the best human resources for such a center. This center could be located in Lima, Peru, because of its central location, and because its binational center caters to the largest number of students in the Andean region (between 6,000 and 9,000 at any one time).

Advantages and Disadvantages of the Regional, Third Country Training Center Option

Advantages

- Those participants who would have to travel to a new country would experience some, but not all, of the shock that awaits persons who leave their native land.
- All participants would profit from the experience of meeting other Andean people.

141

- Start-up costs would be lower, as they would be shared by the participating Missions.

Disadvantages

- Monitoring the progress of participants from long distance could be difficult.

E. MANAGEMENT SYSTEMS

Management of participant training is centralized in the Training Office. The Training Officer conducts general supervision of all training required for participants, in collaboration with the project officers. Staffing of this function appears to be adequate at present, but with the impending APS project, require additional personnel will be required.

IV. CONCLUSION

The ELT assessment in Bolivia was enormously facilitated by the Mission Training Officer, Ms. Carolina Zumaran. Her ready sharing of information with the assessors allowed the team to investigate issues and potentital institutions efficiently and effectively. The team's discussion with the Program Officer, Mr. Anthony Funicello, was invaluable, as he suggested an entirely new training option to the team. It was obvious to the team that the Mission is taking its new training responsibilities very seriously, and was interested in the assessors' work.

Mr. Thomas Carmichael, of USIS, was helpful in assisting us in our initial contact with the binational center in La Paz.

The administrators and teachers of all the academic institutions surveyed were very open with information about their programs, and generous with their time.

142

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: ECUADOR

Dates of Visit: Nov. 2 - Nov. 8, 1986

Assessment Conducted by:
Maurice Imhoof
Theodore Gochenour
Palmer Acheson

Academy for Educational Development
Washington, D.C.

143

I. SUMMARY

In-country ELT in Ecuador, only recently begun, has the potential for further development and expansion. Our assessment indicates that local education and training institutions can provide the opportunity for the AID Mission, through the Training Office, to build on a good beginning in in-country ELT toward a more effective and expanded program.

The local context explains why ELT is a growing concern. AID officials and English language specialists in Quito agree that finding qualified participants with sufficient English language skills is increasingly difficult. English language skills are not adequately developed in the public schools. U.S. Government support for English language programs and activities has deteriorated in recent years as well. The lack of a pool of candidates with English language ability sufficient for further academic training is handicapping project activities.

Our assessment of in-country ELT arrangements suggests some options for consideration by the Mission. Each option has advantages and disadvantages which need to be weighed by the Mission in light of overall program goals and Agency objectives. Arrangements were assessed by looking at institutions with the actual or potential ability to deliver ELT to meet AID's specific needs.

One type of training institution is the private, commercial language school whose commercial interests dictate that it provide acceptable service to its clients. Another type is the public or private educational institution (university in this instance) that already provides ELT to other clients within an academic institution whose major purpose is to serve the local community in the areas of culture and language study. Each type of training is assessed according to its current functions, costs, and advantages and disadvantages as an option to be considered by AID along with the programmatic and sociopolitical contexts of Ecuador.

In-country ELT appears to be inexpensive. Limited experience with in-country ELT, however, means that its effectiveness cannot be fully assessed. It is clear that expanding the use of in-country training requires the expansion of the management system and careful monitoring of ELT and its cost-effectiveness. Ensuring the quality of ELT will no doubt require expenditures beyond the payment of tuition. The limited supply of qualified teachers and the absence of an institution that meets all of AID's ELT requirement means that additional management and supervisory expenditures may be necessary. Some options also may require that development costs to upgrade ELT programs be borne by the Mission.

In general, the expansion of in-country ELT in Ecuador looks promising. The search for, and examination of, options was already underway before our assessment. With sufficient time and resources, in-country capabilities can be developed. Further in-country experience will be necessary before a final evaluation of ELT's contribution to the overall training goals of the Mission and the cost-effectiveness compared to third-country or U.S. ELT can be made.

144

II. SOURCES

A. MISSION PERSONNEL

Patricio Maldonado, Program Officer
Giaconda Lopez, Training Officer
Anne Langhaug, Librarian/Technical Information Center
Darell McIntyre, Project Officer/Agriculture
Audrey Wight, Project Officer/Health Agronomy

B. NON-MISSION SOURCES

Anne Holmberg, Cultural Affairs Officer, USIS
Reynaldo Pareja, Project Director, HealthCom
Personal observation and conversations with a variety of Ecuadorans, review of local newspapers, etc.

C. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

Pontificia Universidad Catolica del Ecuador:
Pernando Mino-Garces, Director, Institute of Languages and Linguistics
Mariana Yepez L., Coordinator, Oral English Program
Patricia Lopez de Jaramillo, Coordinator, Instrumental English Program

Fulbright Commission

Gonzalo A. Cartagenova C., Executive Director
Jose Julio Cisneros M., Associate Director
Richard Blot, Director, English Teaching Project

Centro Internacional de Lenguaje Dinamico y Servicios Educativos (CILDSE)

Nury Khozein, General Director
Ann Moncayo, Language Coordinator

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

- The Participant Training Program has been operating at an annual level of between 100 and 150 participants in recent years. When the Andean Peace Scholarship program becomes operational in FY'87, however, it faces the prospect of a significant increase in numbers.

- Tracking of participant training is relatively centralized in the office of the Training Officer, though for some participants special arrangements exist in the agriculture sector.

- English language skills in Ecuador are at a low level of development, and U.S. Government support for English language programs/activities has dwindled in recent years.

145

- Selection of qualified candidates for participant training is adversely affected by limitations of English language preparation. The result is, at times, the loss of otherwise desirable and well-prepared candidates, and in general, the limitation of selection -- particularly for academic training -- to those in urban/central areas.

- Length of time required to achieve an acceptable level of English skill often delays participants; call-forward, and perhaps effective contribution to project goals.

- Government of Ecuador approvals for participant training may adversely affect ELT, and ELT schedules. Specifically, long-range planning for ELT is difficult, and ELT is often interrupted before in-country ELT is maximized.

- Administrative decisions regarding in-country ELT, including selection of programs or institutions, evaluation, and ongoing monitoring of ELT, are additional burdens on an already fully employed training staff.

- Mission may benefit from ELT-specific expertise in selection of in-country options.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

The Participant Training Program in FY'86 operated at a level of 138 individuals, for a total cost in excess of $1,000,000 to the Mission. Mission funds covered ELT for 43 persons. Of these, 38 received non-intensive ELT in-country, at a Quito-based, private language-teaching company, for a total cost under $5,000, while five individuals received ELT in the United States, for a total of $12,500, spread over 11 person-months of training. Of this total, ELT costs were $3,994, and maintenance costs of $750 per person totaled $8,250.

The Mission attempts to create a "pool" of English-prepared candidates, over and above current participant numbers, by providing for some in-country ELT at the current ELT facility.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

The Mission has entered into two working arrangements, one with a private language-teaching company called CILDSE (see details below) and the other, a Cooperative Agreement, with the Fulbright Commission.

The Mission's arrangement with the Fulbright Commission serves as an extension of the Training Officer's functions in matters such as screening, selecting, and advising candidates on academic institutions in the United States. The Cooperative Agreement with the Commission serves the Mission only in the case of academic participant training. Collaboration proceeded on a trial basis in FY'85/'86, for a total of $70,000 in joint projects and cost-sharing. An expanded Agreement has been developed for FY'87.

a. **The Centro Internacional de Lenguaje Dinamico y Servicios Educat'vos (CILDSE)**

Description

CILDSE is a private commercial language school now being used by AID for participant training. It also provides ELT largely to professional adults on a non-intensive basis.

AID participants receive five hours per week of non-intensive instruction, generally in cycles of six weeks, in groups of one to five students. Eight levels of instruction are provided.

Costs per Student

Sucres	U.S.$	(@ rate of S/142=US$1.00)
5,250	36.97	per level = 30 hours
175	1.23	per hour
1,500	10.56	per year registration fee
2,000	14.08	(approximate cost of textbook, per level)

Advantages and Disadvantages of the CILDSE Option

Advantages:

- It is potentially responsive to AID's special needs (currently, a "general-purpose" ELT approach and textbook is being used, but ELT books for academic and specific professional purposes could be easily adopted by a qualified director of studies).
- It has flexible scheduling (participants can enter at the beginning of any week).
- It accepts individual students, or very small groups (up to four) at a rate of S/600 (US$4.22) per hour.
- It is American-oriented.
- It uses American textbooks.
- It has the potential to expand.
- The language-teaching section of the company is a single-purpose operation.
- It caters mainly to "professional" level students.

147

Disadvantages:

- It has no proven track record of cost-effectiveness.
- Its program quality needs careful monitoring.
- Currently, it cannot help in the selection of candidates.
- The present, untrained, part-time coordinator is leaving soon. The prompt hiring of suitable replacement is crucial for the future academic respectbility of CILDSE. A language-teaching institution must have an experienced, qualified coordinator or director of studies. Ideally, this person should be a full-time employee. CILDSE has nobody on its staff with teacher-training, curriculum, methodology, or testing expertise.
- Its financial stability is unknown at this time. Its continuing operation will depend on a steady supply of "around 100" students (according to the figure supplied by the General Manager).

b. Third Country Arrangements

The Mission does not contract for ELT services in third countries.

c. U.S. ELT Arrangements

Participants requiring ELT in the U.S. numbered five in FY'86. Two procedures are employed: one through ALI/GU at a total cost of $12,250 ($3,994 for ELT specifically, and approximately $8,250 for maintenance - FY'86 figures); and a special arrangement with the University of Florida, for participants in the Agriculture/Rural Development sector.

The University of Florida staffs a full-time training position in the Mission. The University provides ELT to a few participants, and otherwise serves either as a training facility in sectoral topics or channels to other U.S. institutions. The Quito-based representative from the University assists the Mission in identifying candidates, in addition to other project involvement.

Advantages of U.S. ELT to the Mission are the availability of intensive language training, the availability of training with a topic-specific focus or emphasis, language training in the U.S. cultural environment, and the use of native speakers as teachers.

Disadvantages to U.S. ELT are cost of training, cost of maintenance allowances, increased length of time of a given participant's period in the U.S., and the high personal and financial cost in any cases where a participant fails to acquire sufficient English to continue his/her program.

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

1. The Pontificia Universidad Catolica del Ecuador (PUCE)

Description

PUCE is a large, prestigious, private university. The Institute of Languages and Linguistics, apart from running undergraduate teacher preparation programs in English, French, or Quichua, has two well-established ELT programs in Oral English (OA) and Instrumental English (IE).

OA is an eight-level non-credit program for some 3,700 walk-in students of varying ages and objectives. IE is a fair-level service program of credit courses for some 1,200 registered PUCE students in 10 different disciplinary concentrations. In its methodological and curricular focus, it is highly relevant to the needs of AID participants, but is not currently open to them.

Costs of the Oral English Program

Sucres	U.S.$	
5,000.00	35.21	per semester = 80 hours
62.50	0.44	per hour
2,000.00	14.08	per level for the required text

Advantages and Disadvantages of PUCE

Advantages:

- All PUCE teachers appear to have a first degree from PUCE or elsewhere. It is not known what proportion have teacher training in ELT. Some have graduate degrees, but not necessarily in ELT. The teachers observed had good English-language skills.
- It has experienced, TEFL-qualified coordinators of both programs, reporting to an Institute Director who has an American doctoral degree.
- Many of the teachers have lived in the United States; some have American bachelor or graduate degrees.
- In the OE program, it uses an EFL textbook published by an American company, so many teachers are familiar with American-oriented materials.

Disadvantages:

- Instruction in both programs appears to be somewhat limited in scope, and ineffective for the special needs of AID participants.
- There is an extremely limited supply of software and hardware (additional textbooks, audio and visual tape recordings, technological aids, etc.)

- Currently, classes begin twice a year, so AID participants can be accommodated only at these times.

- Currently, small-group classes for groups with special interests are unavailable.

2. **The Instituto Britanico (IB)**

Description

The IB is one of the largest mid-size Direct Teaching Oprations in the world. Its fees are lower than those in Sri Lanka, yet it is largely self-supporting.

Costs per Student

Sucres	U.S.$	
4,000	28.17	per level = 25 clock hours
160	1.13	per hour
2,000	14.08	approximate cost of textbook, per level

Advantages and Disadvantages of the IB

Advantages:

- It is a well-established center (founded 1978) with a stable clientele (currently 1,500 students).

- It is well endowed. (10,000 books in its associated lending library, and a videocassette recorder, tape recorder, overhead projector, and large whiteboard in every room. There is also a very large inventory of audio and video tapes and class sets of methodology textbooks, resource texts, and other materials for teachers).

- It has qualified EFL teachers (all native speakers of English, with a TEFL qualification from a university, college, or etablished accrediting agency, such as the Royal Society of Arts, and TEFL experience).

- It has experienced, qualified administration. (The director and two assistants are career EFL professionals, and there is a support staff of seven).

- It has a coherent curriculum, tests, and methodology.

- It has a track record of proven effectiveness, as attested to by the results in standardized tests.

- It has a great variety of existing classroom levels, from complete beginner to highly advanced (19 levels + advanced oral group), and the possibility of special classes for homogeneous groups of learners with special needs (English for agricultural, medical, legal, etc., purposes).

- Its tuition fees are subsidized by the U.K. government, through the British Council and the Overseas Development Agency, which is the British equivalent to AID. It is experienced in the training of ODA participants (30 currently).

Disadvantages:

- It is British in world view and in academic orientation.

- Currently, classes start every six weeks, and students can begin their classes only at these times.

- Currently, it does not have small-group classes of students with special interests which are open to students other than the ODA participants.

3. Additional Options Available to AID

These have not been assessed in any detail. They include:

- Other private, commercial language schools.

- Firms, such as ASDELA, which could provide language training on a contractual basis.

- The Binational Centers in Guayaquil and Cuenca.

- Other public and private academic institutions.

Although similar in type to those arrangements assessed, they would require further examination and would doubtlessly require development and management funding to ensure quality. Anecdotal information suggests in some cases that further assessment at this time would not be productive. If the need for regional ELT developed, the study of other options would be necessary.

E. MANAGEMENT SYSTEMS

Management of participant training is centralized in the function of the Mission's Training Officer, with the exception that this office is not fully involved in arrangements conducted through the University of Florida. The Training Officer provides general oversight of all training required, working in collaboration with project officers. This officer directly manages contracutal relationships with CILDSE, and the Cooperative Agreement with the Fulbright Commission.

Staffing of this function appears to be limited, considering the scope and demands of the task. One avenue of relief is found in the working relationship with the Fulbright Commission, which serves in part as a secretariat to the Training Office, handling some aspects of standards-setting, screening, and advising of academic candidates.

Implementation of the Andean Peace Scholarship program, at a possible level of some 200 participants annually, will impose an increased load on the Training Office, requiring additional staffing, including planned increases in follow-up activities among returned participants.

The Mission is introducing additional measures to track training costs, including the breakdown of English Language Training expenses.

F. OTHER COST FACTORS

Specification of ELT costs by the Mission has not reached a point of development in which subcategories of expense can be readily identified. This would include imputed, or indirect, costs, such as staff time, or percentages of staff allocation to specific functions. For example, follow-up activities regarding returned participants -- e.g., sending out a questionnaire and handling responses -- were in FY'86 subsumed under normal operating costs of the Training Office.

IV. CONCLUSION

The ELT assessment task in Ecuador was made easier by the data available to the Academy team through the training Officer, Ms. Giaconda de Lopez. In addition, the summary of ongoing discussions between AID, USIA, and the Fulbright Commission by the Program Officer, Mr. Patricio Maldonado, and the training Officer proved invaluable in understanding the context and potential for in-country ELT. Clearly, the Mission is searching for effective approaches to ELT which will compensate for deficiencies in the local environment with respect to English language skills. Sharing the results of these discussions enabled our team to get at critical issues and potential institutions quickly.

Other Mission officers, as well as USIS and Fulbright personnel, were generous of their time and expertise, and confirmed the seriousness with which the whole ELT issue is taken.

Staff members of all the institutions examined were very forthcoming with information about their programs, management, and costs. They all displayed a real sense of collaboration and a genuine desire to continue discussions with AID in a search for solutions to ELT problems. This spirit of cooperation made our task, on this first assessment trip, very productive in refining our methodology and instruments.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: EGYPT

Dates of Visit: December 8 to 18, 1986

Assessment Conducted by:
Theodore Gochenour
Peter Shaw

Academy for Educational Development
Washington, D.C.

153

I. SUMMARY

The Academy for Educational Development (AED) assessment/survey team visited Cairo and Alexandria from December 8 through 18, 1986, as one of three such teams surveying countries in an effort to gather data regarding English Language Training (ELT) approaches used by USAID Missions in their participant training programs. The data was collected and analyzed when team members returned from the field, towards presentation of a coherent view of ELT arrangements used by representative Missions, and to identify successful approaches which may serve as models for other Missions. The following report constitutes a field assessment, and was supplied to the Mission as an interim statement on work-in-progress.

Given the size, history, and complexity of the Mission's program in Egypt, it is difficult to do more than attempt a summary of the known facts relating to ELT as it applies to the participant training program. Clearly, a factor influencing participant training is the declining level of English language competence among the educated population in general. Additionaly, available avenues for providing ELT are limited, if not in number, certainly in quality. The Mission's response has been to fund ELT programs in-country, at the American University in Cairo (AUC) and, to a much lesser extent, at the American Cultural Center (ACC) in Alexandria. Additional ELT in the U.S. was funded by the Mission up until 1986, but now is not encouraged. A significant portion of the survey team's interviews focused as much on the overall situation of English in the country, and on projected USAID-supported efforts over the next five years, as on participant training ELT specifically. Although a portion of the Mission's programming has targeted, and will continue to target, English language development, directly or indirectly (through university support, teacher training, a national English language training center, materials development, etc.), there is no clear relation between the resources devoted to intensive English language preparation for participants and efforts in other areas, intended to benefit English language education in general.

The Commercial and Industrial Training (CIT) ELT program at the American University in Cairo, and the English Training Program (ETP) at the American Cultural Center in Alexandria operate at a professional ESL level, with competent management and well-trained teaching staff. The CIT program appears to be effective in terms of costs and results. It is less easy to assess the cost-effectiveness of the program in Alexandria because of the smaller number of participants, the center's shorter history with USAID, and the absence of detailed evaluative data. Through these program choices the Mission has been able to provide participants with a reasonable level of English language preparation at a cost probably below what similar training would cost if conducted in the U.S.

The AED team expresses its thanks to members of the Mission, the staff of CIT and ACC/Alexandria, Center for the Development of English Language Teaching, the Center for Administrative and Managerial Development, and all others in the educational and ELT communities in Egypt for their time and patience in responding to our many questions.

II. SOURCES

A. MISSION PERSONNEL

Bernard Wilder, Associate Director for Human Resources and Development Cooperation
Nassib Hemaidan, Director, Training Office, HRDC
George Kondos, Project Officer, HRDC
William Charleson, Acting Director, Education Office
Mona Kaldas, Participant Training Information System, HRDC

B. NON-MISSION INFORMATION SOURCES

Khaled Sherif, Director, Center for Administrative and Managerial Development, Ministry of State for Administrative Development
Richard Boyum, English Training Officer, USIS
Carol Clark, Coordinator, AID/CIT English Language Training Program, AUC
Paul Condie, Assistant Coordinator, AID/CIT, AUC
Jamila Mourad, Teacher, AID/CIT, AUC
Amina Makhlouf, Teacher, AID/CIT, AUC
John Richey, Director of Program Development & Sponsor Relations, AUC
John Bagnole, Director, English Teacher Training Program, CDELT, Ain Shams University
R.H. Straker Cook, Senior Consultant, CDELT, Ain Shams University
David Hopkins, Training Consultant, CDELT, Ain Shams University
Matthew P. Sindlinger, Director, English Teaching Program, American Cultural Center, Alexandria
Karen Peligian, Teacher, ETP/ACC, Alexandria
Virginia Carley, Teacher, ETP/ACC, Alexandria
Elizabeth Kepfele, Teacher, ETP/ACC, Alexandria
David Mize, Director for Egypt, AMIDEAST
Tony Shaw, English Language Officer, The British Council
Clive Gobey, Director of Studies, The British Council
Christopher Holten, Director, International Training Services, International Language Institute, Cairo

C. DOCUMENTS CONSULTED

1. Scope of Work: English Language Training Project Center for Administrative and Managerial Development, Dec. 1986

2. Narrative Progress Reports: Reports on the Evaluation Component, AUC/AID English Language Training Program, January/March/May 1986

3. Final Report: Development-Related English Language Training: Needs and Resources/Egypt, Group Seven Associates, April 1980

4. CDELT Decade (Program Description), Centre for Developing English Language Teaching

5. English Teaching Profile: Egypt, The British Council, March 1983

155

III. FINDINGS

A. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

The total number of USAID-supported participants who were new starts in FY'86 was 789. This number included 190 Peace Fellows, other project participants, and non-project participants. Of the total, one percent was initially sent for graduate degree programs, 51 percent for academic non-degree programs (with a portion later continuing on to complete degrees under GOE support), and 48 percent for technical non-academic training. All participants are required to demonstrate English proficiency. Peace Fellows and academic degree candidates must have a minimim TOEFL score of 500. Non-academic candidates must have a combined ALI/GU EPT of 200 (specifically, scores of 75, 60, and 65 on the listening, grammar, and reading/vocabulary sections respectively). This is the equivalent of about TOEFL 450, per Participant Training Notices updating Handbook 10).

In the 1985-86 academic year, AID sponsored approximately 413 U.S. (or third country)-bound participants at AUC for ELT. In calendar year 1986 it sponsored approximately 35 U.S.-bound participants at ETP/ACC in Alexandria. Recognizing that these two periods of time are not exactly the same (and that participants receiving ELT in a given year do not necessarily leave for U.S. training in the same year), very roughly, an estimated 57 percent of FY'86 partcipants received in-country AID-sponsored ELT.

Current policy is to not offer support for U.S.-based intensive ELT for participant trainees. In FY'86 no Peace Fellows received such training although other participants may have.

The number of participants in FY'86 declined from previous years. FY'87's projection is for at least a 10 percent increase in total participant numbers.

B. ELT MODES IN OPERATION

1. AID/CIT at AUC

Description

AUC has been the major in-country provider of ELT for USAID's participant trainees since FY'76. To date AUC has trained over 5,000 participants. AUC's Commercial and Industrial Training currently holds a service contract with USAID to provide ELT as well as English language testing (through use of the ALI/GU EPT) for all participant candidates. The AID/CIT program is only a small part of AUC's involvement in ELT. AUC also offers an M.A. program in ELT; it runs an ELI for intensive courses (previously offered to participants); it operates a non-intensive evening program; and the CIT also offers courses in ESP.

The AID/CIT program operated eight, eight-week rounds in FY'86. Classes are three hours a day, five days a week, for a total of 120 class (approximately 110 clock) hours. There are four levels of classes, and participants are permitted to take a maximim of two courses. Classes average 14 students. The program has a full-time coordinator, an assistant coordinator, and 10 full-time teachers.

156

Costs

The total cost to USAID in FY'86 was $479,040 for teaching and testing plus about $2,500 for materials. (All fees are billed in U.S. dollars) The average cost per student was $973; the average cost per student per course was $887. The clock hour cost is $8.06. Included in AUC's billing to USAID is the cost of testing all candidate participants with the ALI/GU test. In FY'86 this included over 1,500 tests for candidates who did not necessarily attend AUC. These costs are not broken out by AUC. Therefore, $887 is somewhat overstated as the cost per participant course.

In addition, USAID budgeted $40,000 in FY'86 for an AUC in-house evaluation of the AID/CIT program.

Advantages and Disadvantages of AID/CIT

Advantages:

- STAFF. AID/CIT has fully qualified staff. The coordinator, assistant coordinator, and all teachers hold Master's degrees in EFL. Four of the teachers are native English speakers.

- CURRICULUM. The curriculum is specifically designed around the ALI/GU exam, a certain level of which is required for most participants. In addition, there is an advanced class for TOEFL preparation for those requiring that exam.

- RESOURCES. The materials room is well supplied with supplementary materials which teachers may use in their classes. The program also has a well-equipped language lab for teaching and one for testing. Four personal computers are now available to the program. With its many other ELT programs, the university can offer a variety of resources to students (e.g., a library) and teachers (e.g., contact with other experts in the field).

- FLEXIBILITY. Because eight-week courses overlap during the year, students can be admitted every four weeks (except during the summer). Because of the long-standing close relationship the university has enjoyed with USAID, it can respond quickly to changing USAID demands/requirements.

- EXPERIENCE/HISTORY. AUC is an institution well respected in EFL internationally, and it can draw upon its long experience in the field. As regards its experience in participant training, it is now near the end of an evaluation of its program. It has established a database for analysis of test score correlations, and the relative effectiveness of different in-house ELT programs. The results of this evaluation will be useful in redesigning (if necessary) the curriculum or the testing/screening mechanism.

151

- COST-EFFECTIVENESS. AUC is less expensive than ALI/GU on a per class-hour basis. ($8.06 vs. $13.10) There is no reason to believe its effectiveness is significantly less than ALI/GU's. Given the complexity of the ALI/GU scoring system, however, (when both old and new tests are compared and when results from students at different levels are compared), this team cannot clearly evaluate the relative effectiveness of the two programs without further data from ALI/GU itself.

- THIRD COUNTRY TRAINING. AID/CIT has trained participants from Yemen, Oman, and Somalia, and would be willing to accept others in the future.

- POTENTIAL FOR EXPANSION. AUC has trained up to 1,000 USAID participants (in FY'83)--about double the number this year. An increase in participant numbers would not, therefore, strain its capacity.

Disadvantages:

- INSTITUTION BUILDING. AID/CIT is an American-run program in an American institution, whose use does not directly contribute to the creation or development of Egyptian ELT capacity. On the other hand, AUC is a permanent institution in Egypt, whose existence is not dependent upon its contract with USAID.

- EAP/ESP. The current program, at USAID's request, is directed primarily at ALI/GU preparation (and TOEFL preparation for some candidates). Fifty-two percent of all FY'86 participants entered graduate schools in the U.S., but received no specific EAP preparation. The balance of the participants are receiving no ESP despite the technical nature of the programs they are entering, due in part to the diversity of professional backgrounds representated in the classes. Study skills, orientation to U.S. culture, and some ESP were part of the curriculum at AUC until USAID made the decision to cut the program from five hours a day to three hours. This decision was made primarily upon ALI/GU test results per unit of cost.

2. ETP/ACC Alexandria

Description

The ETP at the ACC in Alexandria is administered by the Fulbright Commission. The program teaches over 2,000 students a year, all of whom have at least

one year of university study. In calendar 1986, 35 U.S.-bound USAID participants (all Peace Fellows) were trained here. The school operates three programs:

- Regular courses: Basic skills at 8 levels (50 clock hours)
- Special courses: ESP for advanced students (50 clock hours)
- Intensive course: Acceleration of the regular courses (135 clock hours)

Approximately two-thirds of the USAID participants were enrolled in intensive courses; the balance were split between special and regular course. Intensive courses are given five class hours a day for six-week terms. They have a maximum of 12 students (and in 1986 often had eight or less). USAID participants may take a maximum of two classes, regardless of whether they are intensive or not.

Cost

The schedule of fees for USAID (including books and in-house testing) are as follows:

Intensive courses:	$480	($3.56 per clock hour)
Regular courses:	90	($1.80 per clock hour)
Special courses:	100	($2.00 per clock hour)

USAID paid a total of $13,675 to ACC in calendar year 1986 to train 35 Peace Fellows. This is an average of $391 per participant. (All fees are paid in U.S. dollars).

Advantages and Disadvantages of ETP/ACC

Advantages:

- STAFF. ETP/ACC has a well-qualified staff. The director has previous administrative experience with an ELT program. He and about three-fourths of the teaching staff of 12 have master's degrees in EFL. Those who do not, have extensive ELT experience. All teachers are native speakers of American English.

- RESOURCES. Since the program is located at the ACC, students have ready access to a library and video room, as well as the placement, counseling, and testing services of AMIDEAST. In addition, teachers have available to them a variety of supplementary materials.

- POTENTIAL FOR EXPANSION. During the day until 3 p.m. only one or two of the eight available classrooms are used.

Disadvantages:

- CURRICULUM. The current curriculum, recently revised, is for the regular and intensive courses, an orderly progression through texts using a communicative approach. The courses are designed for a potential participant who must achieve a certain score on the ALI/GU (and possibly the TOEFL) and has EAP and ESP needs.

- INSTITUTION BUILDING. As in the case of AUC, USAID support for this program does not contribute to local ELT institution-building.

Potential for Increased USAID Use

The ETP/ACC is used by USAID on an irregular, as-needed basis. The number of Peace Fellows trained there may not have warranted the design of a program especially for them. The center could, however, absorb much greater numbers of participants. There is more than adequate classroom space during the day, and the teaching staff is not limited by local availability since it is recruited from overseas. The director has expressed a possible interest in devising curricula targeted to the needs of participants (ETP/ACC advanced courses already include ESP and TOEFL preparation). If USAID continues to contract with AUC (as is projected in the current plans for the next four years), it might consider a greater use of the ACC facility as an adjunct to AUC's capabilities. The numbers of participants (Peace Fellows plus others) would probably warrant such a program and would have the following advantages:

- It might prove less expensive to USAID than AUC (since its costs for the intensive program are $3.56 per clock hour vs. AUC's $8.06 (which includes testing).

- It would save travel/transport expenses to Egyptian ministries, which support participants in Cairo.

- It might encourage potential applicants who know that their English is inadequate for U.S. study, but who are not able/willing to study in Cairo.

D. POTENTIAL ELT ARRANGEMENTS

Given the projected level of participants in the next several years, the Mission does not need to develop alternative ELT arrangements to those now in use, if the sole objective in providing ELT is to reach a given test score level, enabling the candidate to qualify for the content training itself.

The overall program of the Mission, however, potentially links a number of English development projects and activities. A major investment is forecast for an intensive language training center at Sers el Layyan, which will have a potential impact on language teaching methodology, teacher training, materials development, and possibly serve as a site in which participant ELT can be conducted. The survey team is unaware of any detailed costing for this latter arrangment should it be decided upon.

Another option available to the Mission might be the encouragement (by support-cost loans or other mechanisms) of indigenous private enterprises in English Language

training. At present, only one (non-indigenous) private facility, the International Language Institute, appears to operate at a reliable and professional level of competence. The ILI offers TOEFL preparation courses in addition to courses in basic English and courses geared toward British certificates.

E. REMARKS FOR CONSIDERATION

Mission operating guidelines on minimum participant test scores follow those set out in Participant Training Notices pertaining to Handbook 10 (see section III.A.). The AUC program, at the demand of USAID, has been streamlined to meet these requirements. Given that U.S.-based ELT is no longer encouraged by the Mission, the AED team questions whether participants are being adequately prepared for U.S. studies. If many graduate schools are now requiring TOEFL 530-550, academic participants (degree or non-degree) may suffer from one of the following two problems:

1) Not being accepted into schools for which they are academically qualified because of their low TOEFL scores.

2) Being accepted because they are non-degree candidates, but having academic problems because of their low level of English proficiency.

Related to this issue and mentioned above (see section on Disadvantages of the AUC program) is the lack of academic English preparation offered participants and the absence of ESP for the large numbers of technical participants.

A second potential problem area is the unclear relation between USAID ELT objectives (as defined by testing requirements) and the courses participants may take. Students may take only two courses: the ALI/GU or TOEFL preparatory courses offered by AUC (of approximately 110 clock hours), or any of ACC's course with a curriculum unrelated to ALI/GU or TOEFL (of either 50 or 135 clock hours). Given how inexpensive these courses are compared to U.S.-based ELT, the possibility of extending the number of courses permitted might be reconsidered. Finally, whereas students' progress is measured by AUC in terms of the ALI/GU, the objective (and deciding factor for call-forward) for some students is the TOEFL. The use of the two exams should also be reconsidered, especially given the very general use of the TOEFL in the U.S. for academic admission.

The survey team is pleased to learn that plans for a national survey of English language needs/resources, funded by USAID, will be actively underway in the coming months. This survey will include a study of participant training ELT needs, and offers an opportunity for increased coordination of goals and means across all sectors involved in English language activity and development.

161

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: HAITI

Dates of Visit: November 22 - December 1, 1986

Assessment Conducted by:
Palmer Acheson
Joan Whitney

Academy for Educational Development
Washington, D.C.

I. SUMMARY

The Presidential Training Initiative for the Island Caribbean (PTIIC) has established the priority of providing training for disadvantaged young people. This training will take place in the United States. The five-year program, together with existing programs, will involve sending over 300 Haitian participants per year to the U.S.

The Mission plans to provide in-country preparatory training for these participants, including extensive, basic ELT prior to call-forward.

Currently, initial ELT is provided in the private primary schools and in all secondary schools. Further ELT, for adult learners, is available through the nonprofit binational center, the private American school, and various private language schools. In general, ELT for adults is much less expensive than in the U.S., but professionally qualified teachers are almost nonexistent. Furthermore, no one was identified with the qualifications and experience needed to organize and run the kind of training program needed by the participants selected for the PTIIC. These young people will not have benefited from good ELT, and will need extensive and intensive instruction to benefit from undergraduate study in the United States.

In this report, the assessment team provides the Mission with three basic ELT options for dealing with the specific problems involved in the PTIIC. For its other programs, existing procedures (non-intensive in-country ELT, followed by short-term "topping up" in the U.S.) seem adequate.

The three options are: (1) contracting with the binational Haitian-American Center to provide ELT, (2) contracting with the American School, or (3) contracting with a specialist agency from the United States. For each option, the advantages and disadvantages are listed. The team's findings were arrived at through visiting the institutions and observing ELT classes whenever possible.

It is apparent to the team that whichever option is chosen, additional expenditures for training in general, and ELT training in particular, will need to be included in the training budget.

II. SOURCES

A. MISSION PERSONNEL

Barry Heyman, General Development Officer, Dept. of Human Resources
Nicole Jean-Mary, Training Officer
Catherine McIntyre, Project Manager, Agricultural Development Office

B. NON-MISSION SOURCES

Anthony Fisher, Cultural Affairs Officer, USIS
Soeurette Gramont, Cultural Affairs Specialist, USIS
Micheline King, Educational Counselor, USIS
Elizabeth Asbury, English Teaching Fellow (1985-87) USIS
Louis Buteau, returned Participant Trainee (long-term academic)
Helena Savary, returned Participant Trainee (short-term technical)
Lilliane Hogarth, President, Haiti-TESOL Organization

163

Herve Jean-Charles, doctoral candidate in bilingual education, Stanford University
Fred Conway, anthropologist, University of Maine

Personal observation and conversations with a variety of Haitians, review of local French and English press, etc.

C. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED IN PORT-AU-PRINCE

Haitian-American Institute:
Eleanor Snare, Director
5 classes observed

Union School:
Mary Emerson Etheart, Director of Intensive English Program
2 classes observed

Universite d'Etat d'Haiti:
Pierre Vernet, Director of the Centre de Linguistique Appliquee

American English School:
Jean Sougrain, Director

English Center School:
Eddy Andre, Director

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. The participant training program has been operating at a level of about 110 participants per year for the last few years. With the impending PTIIC, to begin in FY'87, this is expected to change dramatically.

2. Tracking of participant training is relatively centralized in the office of the Training Officer, although special arrangements exist in the agricultural sector for a few participants at the University of Arkansas. It was not possible to ascertain whether the ELT instructions contained in AID Handbook 10 are followed by this institution.

3. Many of the Haitians engaged in USAID development projects have English language skills, but it appears that some may be excluded as participants because their English is inadequate. The supply of suitable candidates is sometimes inadequate at the time of selection for long-term academic participants.

4. It appears that the Haitian government often provides insufficient lead time to AID to permit much ELT between the selection stage of participants (both long- and short-term) to the call-forward stage. It is at this second stage, when a score of 500 on the TOEFL is required for academic trainees, and 450 for short-term trainees that it is sometimes discovered that a great deal of ELT is needed.

5. Of the 115 ongoing participants in FY'86, only one received in-country ELT.

6. The administrative burden of selecting, evaluating, and monitoring of participants and their in-country ELT has been manageable, but this will change in the near future.

7. Since the PTIIC will involve the training of large numbers of participants with weak academic skills and even weaker English skills, it appears to the assessors that the Mission will be faced with the following alternatives:

   (a) Improving the physical facilities and human resources at the Haitian-American Institute which is in urgent need of additional financial support to do its present job, let alone take on a new one.

   (b) Investigating whether Union School could mount a special program for these participants (which appears doubtful because of the need for additional physical plant and teachers).

   (c) Contracting with an American organization who can set up, staff, and run the special kind of intensive academic program that will be required.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

The participant training program in FY'86 operated at a level of 115 individuals, for a total cost of $758,000. Of 94 new starts in this FY'86, 10 required ELT. This cost the Mission a total of $55,200. One participant received in-country ELT, at a cost of $200 for six months of non-intensive tuition. The other nine (seven long-term postgraduate, and two short-term technical) received between two and four months of intensive ELT at ALI/GU, or the University of Arkansas, for a total cost of $55,000 ($6,111 per student).

In FY'87, participant numbers will almost triple, to 309; this will increase to 325 and 329 in FY'88 and '89, respectively. Of these, the Training Officer has estimated that some 30-40 percent will need ELT. She estimates that ELT will cost the Mission from $600,000 to $784,000 per year (FY'87-'89). In fact, according to her estimates this sum of money would cover only the three months of advanced ELT "topping-up" at ALI/GU, and does not take into account that up to 12 months of intensive, (residential) ELT and general academic training will need to be given to the PTIIC participants.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

In FY'86 the Mission arranged for in-country ELT in the case of only one participant in an outlying region. A private tutor was engaged for him at a cost of $200 for a six-month period.

2. Third Country ELT Arrangements

There are none at present.

165

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

1. The Haitian-American Institute (HAI)

Description

HAI is a nonprofit educational and cultural binational center. It was founded in 1942, and is currently located in the center of Port-au-Prince. It has some 1,000 students and 22 teachers, and is by far the biggest ELT operation in the country.

HAI offers a one-hour-a-day non-intensive program, and a two-hour-a-day semi-intensive program. At the upper levels, additional classes in listening comprehension, conversation, and writing are offered. In addition, preparation for standardized English proficiency examinations is given to those who want to take TOEFL, ALI/GU, Michigan, Educational Development Test, etc.

Costs per Student

U.S. $	
60.00	per 3 months (non-intensive = 60 clock hours)
1.00	per clock hour
110.00	per 3 months (semi-intensive = 120 clock hours)
1.09	per clock hour
9.50	for books

Advantages and Disadvantages of the HAI Option

Advantages:

- It has the nucleus of a good general library and educational counseling center (both funded by USIS), and an auditorium.
- It collaborates with USIS, through its employment of an English Teaching Fellow, and an educational guidance counselor.
- It has some experience with providing ELT to older students (drivers, mechanics, etc., from USAID), some of whom are illiterate in Creole and/or French.
- It has the potential to cater to additional groups of participants during the late morning and early afternoon, when there are currently no classes.

Disadvantages:

- It has no proven track record of cost-effectiveness.

166

- Its meager budget does not attract well-qualified staff. Salaries are extremely low by local standards ($5-6.50 per hour), and fringe benefits nonexistent. With the exception of the USIS English Teaching Fellow, the director and teaching staff do not appear to have received any formal training in TEFL (although they are not lacking in teaching experience). Moreover, they do not seem to be very knowledgeable about recent developments in the field.

- It conducts very little teacher evaluation, and teacher training has not been developed.

- It has no apparent understanding of, or expertise in, English for Specific Purposes. (A group of future executive secretaries was observed receiving the standard, general English course.)

- It has, in fact, no written curriculum nor measurable objectives, but rather commercial textbooks, which form the basis of all the programs.

- Its physical resources are of uneven quality. Classrooms, offices, and toilets are in a very poor state of repair and in need of urgent renovation.

2. <u>The Union School Intensive English Program (USIEP)</u>

<u>Description</u>

The USIEP began with one class, as a service to the community, in 1977. It has grown to 11 classes, with some 300 students, taught by 10 teachers. It has built up its large and loyal clientele without any advertising, and without offering any standardized exit tests.

The USIEP is, in fact, only semi-intensive, in as much as it provides four two-hour classes (ranging over four levels) per week.

<u>Costs per Student</u>

U.S. $	
70.00	per 8 weeks (= 64 clock hours)
1.09	per clock hour
7.00	for books (per level)

<u>Advantages and Disadvantages of the USIEP Option</u>

Advantages:

- It has good classroom facilities.

- The director is certified in TEFL and is familiar with some of the recent developments in the field.

- There are bimonthly workshops for EFL teachers.

161

Disadvantages:

- It has no proven track record of cost-effectiveness.
- It does not offer any courses suitable for students who are contemplating academic training in the U.S., nor is it authorized to administer the TOEFL or ALI/GU tests.
- There is no additional classroom space to provide a new ELT program.
- It does not appear to have a well-developed TEFL resource center for its teachers to consult books and other teaching materials.
- It does not have any experience with students from underprivileged backgrounds, who are deficient in academic skills, and severely deficient in English.
- It has no written curriculum.

3. <u>The American English School (AES)</u>

The American English School was founded in 1979. It offers a one-hour-a-day program and a two-hour-a-day program. AES charges 60 cents an hour for the first, and 50 cents an hour for the second program. Currently 11 teachers are on its staff, only one of whom is full-time. Ten teachers are without college degrees, a few are American undergraduates who are temporarily in Haiti. The director is a local businessman without professional training in ELT.

4. <u>English Center School (ECS)</u>

The ECS was at one time a flourishing business which existed mainly as a recruiting center for English Language Services, a chain of ELT schools with headquarters in California. Many of its students would leave for the U.S., and not return. When the American Consulate in Port-au-Prince ceased to issue student visas to its clients, ECS practically ceased to function. Currently, it has only one English language class, together with a special program for bilingual telephone operators. It charges 60 cents an hour.

5. <u>Le Centre de Linguistique, University d'Etat d'Haiti (CDL)</u>

The CDL offers a license (B.A. degree) in linguistics. This can include courses in English, Creole, Spanish, and French. Sometime in the future, when and if its budget permits, it hopes to offer a course in language-teaching methods. Its classes are only open to students registered at the University.

6. A Specialist Training Contractor from the United States

Description

This is obviously a major step, which departs from current practices. The Central America Peace Scholarship (CAPS) programs have faced problems identical to those about to confront Haiti. In Honduras, for example, an outside contractor has set up a residential, intensive training program for CAPS participants. Most of these participants are from disadvantaged rural backgrounds, needing additional academic training. Such a special contractor in Haiti would ensure a high-quality ELT program for PTIIC participants.

Advantages and Disadvantages of the Outside Contractor Option

Advantages:

- The contractor would be free to hire the best available staff in the Caribbean or U.S.
- As the program will be taking participants from distant parts of the country, a specially hired contractor would ensure that the relationships between the academic and social aspects of this residential program would be coherent.
- The contractor could assist in the selection, testing, advising, placement, and monitoring of participants, thus lessening the Training Officer's workload considerably.
- As the PTIIC is a temporary program, special permanent, physical facilities will not have to be found for it.

Disadvantages:

- Start-up and operating costs of a quality program will be high.

E. MANAGEMENT SYSTEMS

Management of participant training is centralized in the Mission's Training Office, except for arrangements conducted through the University of Arkansas. The Training Officer provides general supervision of all training required, working in collaboration with project officers.

Staffing of this function appears to be adequate at present, but the imminent PTIIC program will necessitate additional personnel.

IV. CONCLUSION

Existing in-country ELT has a few common features:

- All of the schools inspected are American-oriented.
- All use American textbooks.
- They are staffed almost entirely by English-speaking Haitian teachers who have studied high school and varying amounts of college in the United States. This pool of teachers, with English-language skills ranging from good to excellent, but without any formal, standard qualifications in their profession, are underpaid and overworked. Most of them teach in several private and/or public schools all over Port-au-Prince. and do not have the time to prepare interesting or "tailor-made" materials. They do not have the time to correct the numerous written assignments which must be done by academic participants who will be called upon to complete term papers when in the U.S.

  Of these teachers, no one appears qualified to set up and administer an intensive residential training program with a substantial ELT component, suitable for participants of the PTIIC. They could be effective, however, within a carefully structured program, run by capable administrators and academic directors.

The ELT assessment task in Haiti was facilitated enormously by the data readily provided to the team by Ms. Nicole Jean-Mary. Her warm rapport with participant trainees was evident from the readiness with which two returned participants accepted her invitation to discuss their in-country ELT with the assessment team. The General Development Officer, Mr. Barry Heyman, showed interest in the team's investigative activities, and appeared conscious of the problems involved in implementing the PTIIC in Haiti. The team was particularly impressed by the interest in, and understanding of language training demonstrated by Ms. Catherine McIntyre of the Agricultural Development Office.

USIS staff, and the USIS-supported English Teaching Fellow provided invaluable background information about the status of the English language in Haiti, and the state of ELT in particular.

The directors and teachers of the institutions examined were extremely hospitable and helpful, and frank in discussing the problems they face. Their commitment is unquestionable.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: INDONESIA

Dates of Visit: "Paper" Country Report

Assessment Conducted by:
Jose Goncalves

Academy for Educational Development
Washington, D.C.

I. INTRODUCTION

This is one of two "paper" country reports which are included in the 12 country reports written by the Academy for Educational Development (AED). Whereas primary data along several variables were gathered during the actual field visits to 10 other countries, the "paper" country reports for Indonesia and Yemen used secondary sources, such as earlier reports and phone discussions, to obtain information that would approximate data gathered in the field specifically for this study. Because the mandates and research questions of the field visits conducted by AED differed from those of earlier consultants, the "paper" reports cannot be expected to be identical to the reports on countries visited for this assignment. Efforts made to gather additional information via telephone to supplement earlier reports were not always fruitful. The major reasons were: consultants were away on other assignments, raw data were not gathered on specific variables, some reports were written two or three years ago and consultants no longer had vivid recollections of specific findings. But while the actual format and context of these "paper" country reports differ somewhat from the other country reports in this study, sufficient information was available to address the central research questions of this study, namely, the description of current in-country ELT arrangements and the potential for meeting future AID participant training demands.

The reader is cautioned that the most detailed information available on ELT in Indonesia comes from 1983 and 1985 studies (the 1986 report lacked specific data) and that this "paper" country report should not be assessed in the same light as country reports based on AED field visits conducted in November and December 1986. Where appropriate in this report, references have been made to the dates of particular findings, especially when these concern numbers and figures.

II. FINDINGS OF PARTICULAR NOTE

1. There are numerous institutions in Indonesia principally involved with English language instruction. These are both public, semi-public, and private institutions.

2. While numerous English language training institutions exist, only a few have the capacity or potential to meet the ELT needs of AID participants.

3. The participant training selection process in Indonesia has become increasingly more selective and now requires both an academic aptitude test and a pre-TOEFL test. These tests are being widely used, especially by university language programs.

4. In January 1986 the Overseas Training Office in Indonesia launched an intensive English language teaching program and began using four other institutions to train the growing numbers of prospective candidates.

5. Two of the English language training institutions, the British Council Language Centre and the Australian Language Centre, were indicated in a 1983 report as potential institutions capable of meeting ELT needs, and were two of the four institutions contracted in January 1986.

6. Fee costs per student varied from institution to institution but tended to be in the moderate to higher ranges for the better programs. The Australian Language Centre anticipated charging no fees for its ELT programs for training mainly candidates

who would be going to Australia for academic studies. The decision not to charge student fees was seen as part of Australia's developmental cooperation agreement with Indonesia.

III. METHODOLOGY

A review of three previous ELT reports conducted in 1983, 1985, and 1986, and telephone conversations with program evaluators were used to conduct this "paper" country assessment.

IV. SOURCES

A. DOCUMENTS REVIEWED

1. "Report of Consulting Services" (A memorandum report on English language training in Indonesia) by G. Richard Tucker, August 1986.

2. "Status and Role of English in Indonesia: A Research Report Prepared for the United States Information Agency" by Amran Halim, December 1985.

3. "Report of ALI/GU Consultation to USAID/Indonesia" by Suzanne M. Peppin, May 1983.

B. PERSONS CONTACTED

1. **Mission Personnel**

Donald Foster-Gross, Training Officer
J. Soebroto, Training Officer

2. **Non-Mission Personnel**

Amran Halim, Rector, Sriwijaya University and former Director of the National Centre for Language Development, Ministry of Education and Culture
Kay Ikranagare
Thomas Hudak, Director of the English Language Institute, University of Kentucky
Suzanne M. Peppin, Director ALI/GU, Georgetown University
G. Richard Tucker, Director of Center for Applied Linguistics
Monang Manullang, Academic Officer, The World Bank
Pramoetadi Sidharta, Director for Academic Affairs, Ministry of Education and Culture
Rena Kelley, Director, Australian Language Centre
Kerry O'Sullivan, Director designate, Australian Language Centre
Tom Kissinger, Representative, The Ford Foundation
Naugsari Ahmad, Director, UNSRI Language Centre
Richard Higeniot, Director, Summer Institute of Linguistics
Brian D. Smith, Director, The British Council

D. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

- Ministry of Education and Culture
- National Center for Language Development
- Sriwijaya University, UNSRI Language Centre
- Australian Language Centre, Jakarta
- The British Council English Language Centre, Jakarta
- International Language Programs, Jakarta and Kebayoran
- Perhimpunan Persahabatan Indonesia Amerika, Jakarta
- Lembaga Pengembangan Perbankan, Jakarta
- University of Kentucky, English Language Institute

V. FINDINGS AND ANALYSIS

From the reports surveyed, it appears that several institutions are principally involved with English language instruction in Indonesia. While only a few of those institutions visited are currently providing English instruction to AID participant training candidates, the reporters concluded that many of the institutions visited showed interest in and appeared to have the ability to offer programs consistent with AID's requirements. Visits were made to various types of institutions, including public, semi-public, and private English language programs in various parts of the country.

A. CANDIDATE SELECTION

A recent report conducted by G. Richard Tucker (August 1986) indicates that the program in Indonesia has become a highly selective process designed to select the best qualified candidates. While less rigorous before, this selection procedure is now conducted on both academic and linguistic bases. Academic selection is made on the basis of an aptitude test (Tes Potensi Akademik) while the linguistic screening involves passing the pre-TOEFL test. High scores on the aptitude test determine the nomination of a candidate while high scores on the pre-TOEFL confirm the nomination and select the individual as a potential candidate. Final qualification of the candidate is based on reaching minimum TOEFL scores prior to actual departure for academic study abroad. Although the Indonesian government permits a student to depart for study abroad with a TOEFL score of 500, most ELT programs in Indonesia strive for a TOEFL score of 525 or better for each participant. While scores on the pre-TOEFL naturally vary, most of those who pass the pre-TOEFL test still need at least 12 additional months of English language instruction before attaining an English proficiency level required by U.S. tertiary institutions. Because the onus for English language instruction is placed on the prospective participants, the vast majority of students aspiring to become participant training candidates have studied English from secondary school onwards. But while some of these students may have gained a strong command of English, most need additional English language training before meeting the TOEFL scores required by U.S. colleges and universities. As a result, potential participant training candidates acquire this additional English proficiency through programs offered by the various ELT institutions throughout Indonesia.

B. CURRENT ELT ARRANGEMENTS IN INDONESIA

While numerous institutions are involved in the teaching of English in Indonesia, only a few have the ability or potential to offer the level of quality instruction necessary to bring the student to the required language proficiency level. Of the institutions surveyed, only two were providing ELT specifically geared to the participant training

174

candidate. These were the Perhimpunan Persahabatan Indonesia Amerika (PPIA) and Lembaga Pengembangan Perbankan Indonesia (LPPI).

1. **The Perhimpunan Persahabatan Indonesia Amerika (PPIA)**

Description

The PPIA is a former Binational Center which has been financially independent since 1976 and currently provides ELT tailored to AID participant training candidates. In 1983, the Center employed 159 English instructors to reach more than 10,000 students then enrolled in all its language programs. Like its students, over three-fourths of the Center's instructors were on a part-time basis. According to its by-laws, only Indonesian nationals can be employed as English teachers at the Center, although English-speaking nationals may be used as role models. Although the majority of teachers are not professionally trained in English as a Foreign Language, prospective teachers are required to undergo a language competency exam and training session before beginning the teaching assignment.

Students in the intensive programs attend class four hours daily, five days a week, for a total of 20 hours per week. The program is offered three times a day: 7 - 11 a.m.; 11 a.m. - 3 p.m.; 3 p.m. - 7 p.m. A total of 160 students were enrolled at the time of the reported visit in 1983. Based on the Center's experience, six to nine months of intensive language instruction generally bring students to approximately 450 on TOEFL.

Cost per Student

The per-hour of instruction cost per student was 1,000 rupiah in 1983 (U.S. $1.40 in January 1983, rupiah at R. 714 per U.S. dollar). Hence, the 20- and 30-week intensive courses cost 400,000 and 600,000 rupiah, respectively.

Program I: 20 weeks x 20 hours = 400 hours/week x 1,000 R. = 400,000 R.

Program II: 30 weeks x 20 hours = 600 hours/week x 1,000 R. = 600,000 R.

Advantages and Disadvantages of PPIA

Advantages:

- The PPIA Center is a large and well-established institution able to accommodate AID'S special ELT needs.
- It is flexible in schedules and can accommodate entry of participants at various periods throughout the year.
- It accepts students in small, medium, or large groups.
- It has an American English and cultural orientation.
- American textbooks are used.
- Its sole commitment is to English-language instruction.
- It caters to professional-level students.

175

Disadvantages:

- The PPIA's large size limits its ability to modernize textbooks on a wide scale. As a result, most texts are based on learning theories of 1960s and 1970s.

- The advanced levels focus principally on preparing participants to pass the TOEFL exam and do not provide sufficient instruction to broaden and deepen the knowledge of English.

- Because of its large size, special groups can be accommodated only in the morning period, which may conflict with schedules of working students.

- It has no language laboratory.

2. **The Lembaga Pengembangan Perbankan Indonesia (LPPI)**

Description

The LPPI is a small program, originally established on an ad hoc basis to teach Indonesian bank employees scheduled to go abroad. Over time, however, LPPI has widened its program to offer courses to outside organizations on a contractual basis, including USAID participant training candidates. Although an AID participant training program was just ending at the time of the visit made in 1983, no evaluation data existed to assess the performance of LPPI nor its ability to meet AID needs.

A total of 32 AID participant trainees in the intensive language program were divided into two classes entitled "TOEFL Preparation." The focus of the course was on passing the TOEFL. Participants attended classes 40 hours per week, instructed by two teachers: one English native speaker and one Indonesian. The course consisted mainly of mechanical drill on grammatical patterns and learning vocabulary. Little time was actually spent on the improvement of either reading or writing skills. The course textbooks were mainly USIS materials.

Cost per Student

The per-student/hour of instruction cost was 1,400 rupiah for a group of 15 students in 1983. Hence, the 300-hour intensive program cost 420,000 rupiah per student.

300 hours x 1,400 rupiah = 420,000 R.

Advantages and Disadvantages of LPPI

Advantages:

- LPPI is responsive and flexible in meeting AID's ELT needs.

- It caters to a professional clientele.

- It charges moderate tuition fees.

176

Disadvantages:

- LPPI has a limited curriculum and class selection.
- classes are focused too narrowly on TOEFL preparation.
- Modern ESL methods are not used; too much reliance on mechanical drills of grammatical points.
- Little or no time is spent on reading and writing skills.
- Textbooks are conventional and outdated.
- Because of the small size of the institution, students of differing proficiency levels are grouped together and become frustrated because of disparities in learning pace and ability.

C. POTENTIAL IN-COUNTRY ELT INSTITUTIONS

1. The British Council English Language Centre (BC)

Description

The British Council operates an English Language Centre in Jakarta similar to intensive programs in the U.S. As a result of over 40 years of experience in English language teaching overseas, the BC has developed broad expertise and effective teaching methods which cater to professionals and technical people. In Jakarta, for example, the Centre works principally with Indonesian government employees and profesionals working in development and technical cooperation projects. On occasion, the BC has provided language training to World Bank project candidates intending to study in the U.S. The Centre is open throughout the year, except on national and major religious holidays.

The Centre has adequate space and flexibility, including 12 classrooms, a 24-booth language laboratory, a listening lab and video recording studio, and a 2,200-volume British Council Library adjoining the Centre. Textbooks use recent language learning approaches and plentiful supplies of teacher-prepared materials supplement commercial texts.

The Centre offers general English courses daily and on a part-time basis following office hours. The basic program consists of 20 hours a week of instruction. There are two types of language programs: general English and English for Academic Purposes (EAP). The general English courses are divided into levels I, II and III, in succeeding order of proficiency. EAP is typically an advanced level of English which focuses on the needs and requirements of prospective university students who plan to study abroad in English-speaking countries. The requirement to enter EAP is the equivalent of TOEFL 425-450. The EAP program is pursued on a full-time basis, 31 hours per week, and consists of 400 hours of instruction over a three-month period. The Centre recommends that students take an additional 8 to 12 weeks of advanced language and academic skills in the country of study following the intensive EAP program.

171

Cost per Student

Fees for each class hour are relatively high by Indonesian standards. The individual student fee per class hour in 1983 was U.S. $5.00 while fees for a group of 18 to 20 students were $75.00/hour, or as low as $3.75 per student. Computed by the different course levels, individual student-hour fees are as follows:

Individual Fees

Level I	(200 hours) x $5.00 =	$1,000
Level II	(200 hours) x $5.00 =	$1,000
Level III	(200 hours) x $5.00 =	$1,000
EAP	(400 hours) x $5.00 =	$2,000
Total Program Fees		$5,000

Although not all students need to undergo the entire BC language program, those who do can incur a considerable sum in fees alone, either to themselves or to their sponsoring agency or organization. Seen in the context that similar programs can be found only in the U.S. or similar English-speaking countries where additional maintenance costs may have to be provided for from 9 to 12 months, the BC program is still an attractive alternative from a cost-benefit standpoint.

Advantages and Disadvantages of the BC Language Centre

Advantages:

- BC is well established and supported by a prestigious institution in the field.
- Its program is well equipped with adequate learning facilities.
- It uses modern texts and additional teacher-prepared learning materials.
- It has adequate facilities and a supply of audiovisual materials.
- The program and curricula are strong and directed at the professional-level student.
- Professional staff and faculty are well trained.
- BC is interested in and capable of meeting AID's ELT needs.

Disadvantages:

- Fees are relatively high.
- It features predominately British language orientation.

178

2. International Language Programs (ILP)

Description

The ILP was established in 1977 as an independent private enterprise in Kebayoran, Jakarta. ILP offers a graded program from beginning to post-intermediate levels. The program focuses principally on oral fluency with little emphasis on reading and writing. There are 14 teachers on the staff, all either from Great Britain or Australia. Since 1983 an effort has been made to recruit American teachers. Teachers are selected on the basis of TESL background and experience, and teach a maximum of 24 hours per week.

Courses are divided into two levels--Basic and Intermediate, and Post-Intermediate--each with 180 hours of instruction. The basic and intermediate level is offered on a part-time basis while the Post-Intermediate course is full-time. Although no rigorous comparisons had been established, it was estimated that completing the first two levels and passing the British First Certificate English Examination would bring students to TOEFL 425-450.

Cost per Student	Per-student Fee
Basic level (180 hours)	U.S. $690
Intermediate level (180 hours)	U.S. $690
First Certificate English course (180 hours)	U.S. $810

Advantages and Disadvantages of ILP

Advantages:

- ILP has qualified native English-speaking teachers.
- The curriculum is well developed through the intermediate level.
- The schedule is flexible.
- It caters to professional-level students.

Disadvantages:

- There is little or no emphasis on reading and writing.
- Costs are moderately high by Indonesian standards.
- Audiovisual materials and facilities are limited.
- There are no advanced language courses.
- It is characterized by a heavy British influence and perspective.

3. Australian Language Centre

Based on a 1983 report, an Australian Language Centre was expected to be opened in Jakarta in August 1983. One of its directives was the provision of language training for the approximately 120 Indonesians going into academic programs in Australia each year. Indonesians were to be given five months of intensive study in Jakarta between July and December and two months of academic preparation in Sydney before the start of the Australian academic year. Four classrooms, two teaching laboratories, a library, and an auditorium were planned for the Centre. A staff of 11 under a Director with supporting administrative, technical, and library staff was planned, while professional EFL teachers were to be recruited in Australia.

The Centre was expected to be fully engaged from July to December with the intensive program. From January to June, it planned to offer courses to counterpart staff working on cooperative development projects. Recent information indicates that the Centre began as planned and that today it is engaged in providing English Language training, mainly to candidates who pursue their academic studies in Australia.

There is a possibility that AID participants might join classes during the January-June period if there are corresponding needs. This would be at no charge (in the spirit of cooperation). Some AID participants may be able to take advantage of this instruction; however, the opportunities may be limited because of the nature of the program at that time and limited facilities.

F. MANAGEMENT SYSTEMS

Management of the participant training program is principally centered in the Mission's Training Office. The ELT component of the program is, however, coordinated by the Mid-Western Universities Consortium on International Affairs (MUCIA) which is under contract with USAID to collaborate with the Overseas Training Office (OTO) in Indonesia for the preparation of Indonesian candidates for graduate academic training overseas. Since January 1986, OTO has launched intensive English language programs at various institutions, including the British Council Language Centre, Australian Language Centre, the Language Center of Sriwijaya Universitia in Palembang, South Sumatra, and the Language Centre at Hasanuddin University in Ujung Pandung, South Sulawesi.

G. CONCLUSION

As indicated in the introduction to this report, only secondary data were used in writing this "paper" country report. Although the more detailed data were obtained from earlier reports written in 1983 and 1985, supplemental data indicated that beginning in January 1986, major steps were taken to expand the activities in Indonesia. The recent launching of intensive ELT activities by the Overseas Training Office was consistent with suggestions for ELT expansion made in the 1983 report. The OTO, whose main function is to prepare Indonesian candidates for graduate academic training overseas, is actively looking into how it can strengthen ELT in Indonesia to meet the increasing demands of prospective candidates who must undertake academic studies in English-speaking countries.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: MALI

Dates of Visit: December 8 to 11, 1986

Assessment Conducted by:
Maurice Imhoof
Brenda Bowman

Academy for Educational Development
Washington, D.C.

61

I. SUMMARY

In-country ELT in Mali is characterized by an emphasis on local capabilities and an absence of anxiety about passing the TOEFL. The general support system, perhaps of the culture itself but certainly by the Mission through long-term ELT commitments, has created an effective environment for preparation for academic studies in the U.S.

AID's commitment is manifested in the development of the in-country ELT institution, Cours de Langues, and through continued Mission monitoring of the program. The required presence of a resident American TOEFL advisor at the institution is strong evidence of the desire to make the program effective.

Although the costs of in-country ELT are relatively high in Mali, the high call-forward scores by the Mission ensure that little additional ELT is required in the U.S. Participants are able to acquire the necessary scores in a stress-free environment on a schedule that seems appropriate for local circumstances. English proficiency need not be a selection criterion in the participant training program since participants are given adequate time to reach the required proficiency in-country. Those participants who are unable to learn English leave the program before high personal and financial costs are incurred in the U.S.

With continued professional support at Cours de Langues, program quality and expansion of services are possible. There is, perhaps, a limited supply of quality teachers, but various teacher training possibilities are already in place. Any plans for expansion, however, should be accompanied by a careful analysis of teacher resources and a management system that provides adequate training and supervision of those teachers.

II. SOURCES

A. MISSION PERSONNEL

Eugene Chiavaroli, Director
Sherry Suggs, HRD Development Officer
Boubacar Diallo, Assistant to HRD Officer
Manlafi Keita, Assistant to HRD Officer

B. NON-MISSION SOURCES

Hilary Whittaker, Peace Corps Director
Fafaron Keito, A.P.C.D. Education
Harvey Smith, British Council Representative & KELT
Jerry Ponasik, Language Advisor, Cours de Langues
Ousmane Fofana, Director, Cours de Langues

C. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

Cours de Langues
Centre de Langues

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. The Cours de Langues is an example of an institution which has made good use of limited resources. Apart from the American language advisor, the 17 teachers are all Malians. Demands for native English speakers as teachers, so often heard in ELT centers outside of Mali, are not raised among participants at the Cours. Textbooks generally considered outmoded and overly structural in approach, are here used as popular and effective teaching tools.

Despite these limited resources, the Cours' record compares well with AID ELT programs in other parts of the world. The Cours' intensive participants (28 hours a week), take an average of nine months to reach TOEFL 500+. In Morocco, intensive participants (30 hours a week), with similar ELT backgrounds in school and university, also take an average of nine months to reach 500+. But the Moroccan particpants, it should be noted, have the benefit of native English speakers as teachers and a wide array of up-to-date texts.

2. The Cours' adaptation to Malian styles of communication and learning is striking. Interpersonal skills valued in Malian society--such as listening and building rapport--are consciously exploited in the Cours' methodology and curriculum. The use of the language laboratory and VCR permits development of an ELT approach that reinforces the strengths in Malian learning styles, which stress memory, the auditory, oral and visual.

3. The relationship of the Cours vis-a-vis AID is abiguous. AID is the Cours' most important client and mainstay. And the Cours has devoted considerable energy to answering the particular needs of AID participants in acquiring language skills, academic study skills, and orientation towards university life in the U.S. The Cours' director is aware of AID's importance to his institution, and prizes even symbolic attachments to AID (such as AID's HRD Officer being the one who signs teachers' checks, payable on the Cours' account).

Despite perceptions of the Cours as "AID's school of English", however, beyond paying for participants' ELT and requiring the Cours to employ an American advisor, AID has little to do with the Cours' policy planning and day-to-day management.

The status of the Cours vis-a-vis the Government of Mali is also ambiguous. The Cours is supposedly a private commercial operation, paying its way through profits acquired from fees. This self-supporting aspect fades when GRM subsidization is taken into account. GRM provides the facilites rent-free, and supplies water and electricity. It pays the director, two secretaries, two librarians, five watchmen, six janitors, one chauffeur, and one accountant--adding up to an estimated 440,000 CFA (approx. $1,300) per month in salaries.

4. USIS perceives the Cours as the major English teaching institute in Mali. The Cours receives an estimated average of $2,000 - $3,000 a year in USIS donations, mainly in the form of video equipment, tapes and textbooks. USIS has also had flyers about the Cours printed and distributed to perspective clients.

183

5. The tuition fees of the Cours de Langues are high. A comparison of ELT tuition charges per week by other insitutions illustrates this point:

Louisiana State University		$68.84/wk
ALIGU	$90/wk	
Economics Institute, Boulder, CO		$232/wk *
Cours de Langues	$215.88/wk	

6. As part of a joint project, Britain has helped the Malian Ministry of Education establish a language center, the Centre de Langues. This center has a direct ELT capability which provides ELT to Malians who need English for their work or for training abroad. The Council and the Cours are competing against each other for a very limited market. It is questionable whether the tuition-paying demand for ELT in Mali can support even one fully autonomous, unsubsidized ELT operation.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

The total number of participant trainees in FY'86 was 78. Ten of these participants were AFGRADS, trained at no cost to the Mission. The total cost of training the remaining 68 participants was $1,186,500.

Of these participants, 11 were new starts requiring approximately 30 weeks of intensive ELT to reach a call-forward score of 500. ELT was provided in-country at a cost of $101,145, or $9,195 per participant. (This includes $2,145 for testing.) Almost all participants from Mali require some ELT in the U.S., but it would be exceptional for a participant to undergo further intensive ELT. Cost figures for U.S. ELT are not available.

The current number of participants is low compared to other years (FY'81, 92 participants; FY'82, 118 participants; FY'84, 100 participants). This decrease in numbers is due to the evolution of projects such as the Development of Leadership Training (DLT), which in previous stages of its development had, in the last four years, sent over 60 participants for training. Projections for future numbers of participants depend on plans to extend or develop further projects once current projects have been evaluated.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

a. Cours de Langues

Description

The Cours de Langues is a semi-autonomous language school, initially funded under the Mali Livestock Project and currently providing ELT for AID participants. Cours de Langues now functions as a private commercial school charging AID and other clients tuition fees.

---

* From Sahel Manpower II In-country Feasibility Study, 1984.

Cours de Langues is subsidized to some extent by the Mali government which provides the salaries for the director and approximately 14 support staff. Campus-like classrooms and offices in a rural setting outside Bamako, as well as utilities, are also provided by the GRM. The facilities, built for another project but not used, were remodeled and furnished with Cours de Langue funds to make suitable classrooms. Considerable expansion is possible in the present facilities, and new buildings, for example dormitories, could be built on the extensive grounds.

Twenty-two AID participants are enrolled in the program at present, 20 receiving intensive maintenence instruction pending departure for academic programs.

Eighteen students are enrolled in non-intensive classes. These students are adult professionals who are studying English for their work or for participation in conferences and other international activities.

Costs per Student

CFAs	U.S. $ (@ rate of CFA 324 = $1.00)	
2,500	7.71	per hour
	108.00	testing fee, 3 TOEFL, 1 GRE per student average

Advantages and Disadvantages of the Cours de Langues Option

Advantages:

- Participants are able to achieve required TOEFL levels in-country. Rarely does a student require additional intensive English training in the U.S. A few are required to take an English course, usually writing, in conjunction with an academic program.

- The program has a full-time, highly qualified ELT advisor who helps to design courses, monitors teacher and student performance, supervises and trains new teachers, insures appropriate orientation to American culture, and generally provides the professional support necessary to meet AID's needs.

- The program takes into account and uses Malian teaching and learning styles.

- From AID's perspective, management of ELT is simple. With a resident U.S. advisor, hired by Cours de Langues, the AID training staff spends minimal time monitoring the program.

- As Cours de Langues is a private institution, GRM bureaucratic involvement is minimal.

- The program is capable of expansion. In fact, in previous years the program handled larger numbers of AID participants, but several projects are coming to an end and new ones have not yet been planned. The current staff could handle more students, and the facilities could accommodate considerable expansion.

Disadvantages:

- Small numbers of students, both AID sponsored and general non-intensive, may make it difficult to maintain economic stability on tuition fees alone. Program quality, particularly textbooks, teaching aids, and supplies, may need additional subsidization to maintain quality. The position of the American advisor also would be difficult to continue with small numbers of participants in the program.

- Perhaps because of dependence on AID, and constraints of space in the previous location, Cours de Langues has not attracted large numbers of general students. Such students could help to support the institution and provide more flexibility in programming.

- Although this is an untested assumption, the present location may have some disadvantages for development of the evening classes. These disadvantages might be overcome with aggressive marketing, provision of transportation, or other strategies.

- The curriculum and some textbooks, specifically, the Lado English Series, give an initial impression of being old-fashioned. This impression must to be carefully weighed against the success of the program. In fact, the program augments the texts with the extensive use of video, an effective way of bringing students into contact with real language situations. Additionally, the New English Course has been introduced, together with a variety of up-to-date supplementary works. It is hoped that these new texts will eventually prove to be as popular with staff and students as the Lado English Series has been.

2. Third Country Arrangements

The Mission does not contract for ELT services in third countries.

3. U.S. ELT Arrangements

All academic participants from Mali must receive full or provisional admission to U.S. universities before departure. Only rarely has anyone required intensive ELT. Most, however, require an English course during the first semester, usually a writing course. Some students have participated in summer language/orientation programs such as those at the Economics Institute in Boulder, Colorado.

136

Cost figures for U.S. ELT were not available at the Mission. These costs are currently reported to the Mission by contractors through S&T/IT within a single line item for training costs.

It is assumed that such U.S. ELT costs are a proportion of the individual's tuition costs at a particular university.

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

1. The Ministry of Education's Centre de Langues

Description

Britain is using funds it formerly contributed to UNESCO to expand British Council operations, especially in francophone Africa. Specifically, apart from its usual activities in teacher training colleges, universities, libraries and ministries, the Council is now building up its Direct Teaching of English Operations (DTEO). In the initial stages, these operations are subsidized by the Council, but the final aim is financial self-sufficiency. To help achieve this aim, the Council is forming a new department in London to monitor standards of instruction in DTEOs, to recruit and train managers and TOEFL professionals, to supply equipment and materials, and to support British Council representatives in their marketing efforts.

In Mali, this activity has been translated into a binational agreement, as part of which was founded the Centre de Langues. The Council's role has been to refurbish the building and equip it, and to provide a specialist with special responsibility for developing the resources of the Centre, including its direct teaching facility. English language courses began in September 1985, and the Centre now has an enrollment of 30-40 students in intensive and non-intensive programs, covering all levels from beginners to advanced.

Costs

	CFA	U.S. $	@ CFA 324 = $1.00
Individuals	5,000	15.43	per hour
Private sector international organizations (Groups of 1-6)	1,000	3.08	per student per hour

These fees include materials.

Advantages and Disadvantages of the Centre de Langues

Advantages:

- The Council has a well-earned reputation for delivering quality ELT, and the Centre appears to be benefitting fromt he Council's support. The Council plans to continue at the Centre until mid-1988, and probably for another five years beyond that. The degree and length of the Council's support in both

81

personnel and materials will likely result in the establishment of a strong ELT program in Bamako.

- The Centre is eager to expand its clientele. It already works with various GRM ministries and international organizations, designing and running programs tailored to clients' special needs. The Centre would doubtless be interested in providing ELT to AID participants.

- The Centre's tuition fees, subsidized by both GRM and Britain, are very reasonable.

Disadvantages:

- The Centre has no experience of working with AID, nor in preparing groups for the TOEFL. With its present staff it is not equipped to give courses in U.S. cultural orientation, nor in preparing students for U.S. universities. In addition, the Centre is a new venture with an unproven track record in ELT in Mali

- The Centre is part of the Ministry of Education. A radical move such as enrolling significant numbers of USAID participants in the Centre, rather than the Cours de Langues, might involve AID in protracted negotiations with the Ministry of Education and OMBEVI.

E. MANAGEMENT SYSTEMS

The number of participants is currently low as some large projects are coming to an end and future participant training plans are being developed. Numbers dropped from 118 participants in FY'82 to 78 in FY'86. Of the 78, 11 are academic participants who need ELT in-country.

Management of participant training is a function of the HRD Officer with two local-hire assistants. This staff provides general oversight of all training required, working in collaboration with project officers and the advisor to Cours de Langues. The training staff estimates that approximately 5-10 percent of their time is spent on ELT-related activities.

F. OTHER COST FACTORS

In-country ELT costs are known and can be carefully estimated in planning since nearly 100 percent of the academic participants need ELT. Call-forward scores in excess of 525 on the TOEFL have proved to require nine months of intensive ELT. Tuition costs for this training are easily determined. Testing costs, specifically the TOEFL and GRE tests, are also known. There are, however, additional ELT-related costs that are not disaggregated. The host government's contribution to the Cours de Langues operation can only be estimated. The true cost of in-country ELT would have to include these costs plus indirect costs to the Mission in training staff time and GRM stipends paid to participants while in ELT.

186

IV. CONCLUSIONS

ELT in Mali has several unique features. One of the major characteristics is that the teachers in the program are Malian, and they are part-time. Conventional wisdom suggests that the most effective teacher should be a full-time native speaker of English, yet the program successfully brings participants up to provisional or full admission status with call-forward scores that often require no further intensive English in the U.S.

It is important here to identify some of the characteristics of the learners which make this situation possible. Jerry Ponasik, the Cours de Langues Advisor, has suggested the following:

- High motivation
- Polylingual
- Uninhibited language users
- Very good at listening and remembering
- Very communicative, like to talk
- No one thinks he/she is going to fail

There are other important programatic features:

- The program is long -- generally nine months of instruction.
- It capitalizes on Malian learning styles.
- It has a full-time resident professional advisor.

A. COST-EFFECTIVENESS

Program effectiveness does not necessarily mean cost-effectiveness. The cost of the program at Cours de Langues is relatively high. We do not have adequate evidence of participant success in academic programs in the U.S. nor precise data on all costs for ELT in order to provide an authoritative answer about cost-effectiveness. The relationship between English learning rates, academic success in the U.S., and costs of instruction bear further study and analysis.

B. MANAGEMENT

AID's development support and association with Cours de Langues has assured the successful ELT of participants in Mali. The current autonomy and privatization of the institution also has enabled the Mission to delegate much of the ELT management responsibilities to the Cours de Langues staff, especially the advisor.

The rather ambiguous nature of the relationship between the Mission, Cours de Langues, and the GRM does mean, however, that continued monitoring by the Mission is very important. The dependence of the program on AID participants is still another factor that warrants AID's continued attention to ensure that the program continues to serve the Mission's changing needs and numbers.

C. ELT APPROACH

The Mali solution to in-country ELT is noteworthy. Recognizing the need for efficient ELT that is both relevant in a non-English-speaking environment and non-threatening to students, the Mission has developed a quality ELT institution from local resources. The gradual withdrawal of subsidy has created an institution that exists on fees for the most part. Some adjustments will probably be necessary in light of the competition from the British Council, itself an untested endeavor as yet.

The Cours de Langues has potential for still further development and improvement based on continual analysis of its role in both its intensive programs and its evening courses. Program quality, costs, and marketing strategies will need continued analysis for it to remain a viable ELT institution.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: MOROCCO

Dates of Visit: November 24 to 30, 1986

Assessment Conducted by:
Maurice Imhoof
Brenda Bowman

Academy for Educational Development
Washington, D.C.

I. SUMMARY

The need for English in business, science, and technology is increasingly rapidly in Morocco, and the support for ELT is demonstrated in both business and Government of Morocco programs to encourage personnel to upgrade their English abilities.

The USAID Mission in Morocco is strongly committed to ELT. This is manifest in the high-level involvement of project officers and the development of a long-term participant training project with sufficient ELT resources to ensure success. In a major way the counterpart program, an ELT program for public sector officials and staff, demonstrates the importance the Mission attaches to ELT as a development strategy. On a day-to-day basis, this commitment is shown in the continued support of participants who have already achieved an adequate TOEFL score but need to maintain their English skills until departure to the U.S.

The extension of the Sector Support Training Project and the greatly expanded counterpart ELT program have been possible partly because of an effective in-country ELT approach. Our assessment indicates that the current arrangement between the Mission and the American Language Center (ALC) in Rabat has enabled AID to monitor, evaluate, and improve its ELT resources continuously, making it possible to rely almost exclusively on in-country ELT that is both inexpensive and effective.

The constraints of limited English capabilities and the increasing demands are of concern to the Mission. Controlling and improving the effectiveness of its ELT is of major importance given the investment made in ELT. Our assessment of in-country ELT arrangements suggests some options for consideration by the Mission, but in general the approach now being followed seems effective and the review of this approach and examination of the issues by the Mission is continuous.

II. SOURCES

A. MISSION PERSONNEL

Dale Gibb, Chief Population and Human Resources
Paul Ehmer, Human Resources Officer
Monique Bidaoui, Senior Training Officer
Rachida El Alouani, Training Officer
Hamad Hanafi, Project Officer, Agriculture

B. NON-MISSION SOURCES

Janet Wilgus, Assistant Cultural Affairs Officer, USIS
Dave Frederick, Peace Corps Director
John Edmundson, British Council Representative
Sheila Henessey, Manager, British Council Language Center
Sue Buret, AMIDEAST Director
Gary Butzbach, American Language Center Director
Fernand Marciano, International Language Center Director

C. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

American Language Center, Rabat
British Council Language Center, Rabat
International Language Center, Rabat

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. ELT at AID is moving forward because of a fortunate combination of three items. First, the GOM reflects and encourages the demand for ELT, which is perceived by civil servants and others as important for national and personal advancement. Second, the Mission has shown great interest, and has been willing to invest creatively and effectively, in ELT. Third, ALC was on hand to implement AID's policies on ELT.

2. The force of demand for ELT in Morocco is not just anecdotal and can be seen in many areas. The British Council is confident that it can expand its ELT operations and continue to be financially viable. Staff at the Agronomic and Veterinary Medicine Institute report that conferences are held in English and that knowledge of the language is essential for members of the Institute. The universities now have more students studying English than French.

3. The Sector Support Training Project, which encompasses ELT, is an illustration of the Mission's serious intent to deal intelligently and effectively with ELT. A dynamic strategy to inform ministries of AID's training options has played a part in expanding in-country ELT. A variety of programs have been worked out, the most unique of which is the counterpart program which offers extensive ELT to Moroccans working in ministries involved in development.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

The participant training program in FY'86 included a total of 325 individuals in training, of whom 219 were academic and [illegible] were shore-term technical trainees.

Under the Sector Support Training Project, ELT accounts for 4.8 percent of the length of project funding.

The total new starts needing ELT included 77 academic and 35 short-term trainees. Ten academic and 31 short-term trainees did not need ELT.

Costs for ELT for academic new starts are $192,000 for six to nine months of ELT; for short-term new starts $35,000 for 3 months of ELT. Total ELT costs for the year (including new starts and continuous trainees) are $305,000.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

Over the past seven years the AID Mission has developed a successful arrangement with the American Language Center (ACL) of Rabat. The Center offers ELT to long-term academic and short-term technical participants sponsored by AID. In

addition, ALC works with the Mission on a counterpart program which offers individual classes to civil servants working in ministries which have dealings with AID.

Advanced ELT is provided at the Agronomic and Veterinary Medicine Institute, more commonly known as the Minnesota Project. These ELT operations, however, function independently of the Mission's training office, and hence did not come under the scope of our assessment.

a. **The American Language Center, Rabat**

The ALC is a nonprofit organization, part of the American Cultural Association which is a binational association founded by USIA just after Moroccan independence. Since 1978 both the Association and its language centers have operated independently of the U.S. Government. The ALCs are situated in Rabat, Casablanca, Fez, Marrakech, and Tangier. Regional ALCs provide some ELT for AID (currently 11 out of 55 academic students). Some of these Centers have the potential to expand. ALC Rabat has a total staff of 53 and a student enrollment of approximately 1,500 in all its programs.

AID academic participants are required to achieve an ALI/GU score of 40 before entering the intensive program. These participants receive six hours training, five days a week. They take an average of 8 - 10 months to reach ALI/GU scores of 85 necessary for call-forward to graduate studies in the U.S. They also must achieve a TOEFL score acceptable to U.S. university officials--500, and often 550, at minimum.

Short-term or technical participants are required to have ALI/GU scores of 50 before being accepted at ACL. They are required to stay in training until they reach ALI/GU scores of 75. AID allocates three months for this training.

Counterpart participants are offered non-intensive programs of three hours a week, each program lasting 10 weeks. Twenty levels, from basic to proficiency, are covered by these programs. The main objective of this counterpart program is to provide a low-cost method for increasing the number of Moroccans who might eventually be eligible for training in the U.S.

The main ALC building is open from 8 a.m. to 8 p.m., thus providing easy access to a variety of social activities for students throughout the day. The American Bookstore, with a respectable range of books from children's to popular fiction, is located in the same building.

Costs per Student

	Durhams	U.S.$	@ rate of Dh 8.6 = $1
Intensive	3096	360	per month = 120 hours
	25.8	3	per hour

(Texts included in tuition. Administration fee of 250 Dh ($30) per group per month not included).

Non-Intensive	212.8	24.70	per month
	13.90	4.62	per hour

(Texts, enrollment fee, insurance, placement test fee included).

Advantages and Disadvantages of the ALC Option

Advantages:

- ALC has grown alongside AID's ELT project. It understands and is attentive to AID's needs. It schedules courses at the right time, works in the TOEFL framework, and administers the test. It advises on participants' progress and on the length of time individuals will take to complete ELT.

- ALC's full-time staff of 20, who work in the intensive programs, are all native speakers of English. All have at least a first degree, 11 have master's degrees, and all have ELT training. The Americans on the staff are able to counsel students on American university life, and all of the staff appear to be sympathetic to and informed about the Moroccan culture from which their students come.

- ALC's director works hard at giving good service to AID, his major client. He is energetic in his pursuit of professional growth for himself and his staff. He also seems adept at making things work in Morocco, getting full mileage out of available services and technology, and maintaining good relationships with both participants and their superiors in the ministries.

- ALC's fees are competitive with those of the British Council, the only other serious ELT option in Rabat. In addition, ALC offers more than just regular classes. Clubs, firms, books, and social activities mean that motivated participants can be exposed to 12 hours of English a day if they so wished. All of this adds up to value for AID's money.

- ALC's collection of materials is extraordinary. Between $15,-20,000 a year is spent on maintaining text books (over 400 titles of which there are 20 - 100 copies each); reference books (over 1,000 volumes); and a library for students. The video collection has more than 2,000 hours of film; the audio collection consists of more than 600 tapes; and a printer is employed to keep some 800 supplementary teachers' worksheets up to date.

- ALC already has branches in other cities which could act as feeders for AID in Rabat.

Disadvantages:

- ALC's ability to respond to AID's needs depends on one person--the director. Should he leave Rabat, it is not immediately obvious that anyone of a similar calibre would be on hand to take his place. AID's dependency on the present leadership at ALC for the success of the ELT project is a disadvantage. AID may wish to consider fall-back plans before any crisis, brought on by this dependency, occurs.

- ALC's facilities, in comparison with those of the British Council, for example, are simple almost to the extreme. The carpetless classrooms cause voice echoes and distortion--not an ideal situation for the language learner. Also, the language laboratory lacks play-back facilities.

b. <u>Options within ALC</u>

Although the ALC is at this point clearly the best option available to the Mission, a number of options might be considered to maximize the programs serving AID participants and counterparts. These are not necessarily recommended for action since the assessment team's familiarity with local circumstances is limited, but we propose these as discussion points for the Mission and the ALC director.

<u>In-depth program evaluation</u>

The ALC has a strong program, some aspects of which are reviewed under "Advantages" above. Both the ALC and the Mission might benefit from a thorough programatic evaluation by outside ELT specialists. Such an evaluation should examine both the intensive program for participants and the non-intensive program for counterparts.

The evaluator(s) should have extensive experience in ELT both in the U.S. and in-country, as well as familarity with AID participant training.

The evaluation should examine the programs from instructional design to execution by reviewing the following:

- Curricula
- Syllabi by skill level
- Instructional materials (texts and supplementary audio, video, and print)
- Classroom instruction and teachers
- Testing

An evaluation of this nature would confirm strengths and identify any areas that could be improved. It also would help with professional development of the staff. For the Mission staff, it would provide further understanding of the resources and contraints of ELT and strengthen the dialogue between the training staff and ALC to meet AID's specific development goals.

Learning Center

In addition to the current audiovisual support in the ALC, the program for academic participants would be strengthened by familiarization with computers. To the extent possible, the Learning Center might include some computers. The instructional program could include some computer-assisted instruction (not especially effective beyond beginning levels of ELT) but, more importantly, would familiarize graduate-level participants with an indispensable tool for graduate studies.

TOEFL preparation

In an environment in which test-taking is accompanied by much anxiety, it might be useful to take a more deliberate approach to preparing for the TOEFL. We strongly support the philosophy that ELT should not be viewed solely as preparation for acquiring the appropriate TOEFL level; this approach often leaves the participant poorly prepared for more general academic work and gives false security with respect to English language abilities.

Some period of time before TOEFL tests are scheduled could be devoted to specific preparation for test-taking and anxiety-reducing activities.

Development lecture series

Advanced students are currently practicing higher level language skills through classroom lectures. This approach might be further developed to accomplish additional goals. Guest lecturers might be invited from the AID or Moroccan development community at large to make the lectures more relevant and provide more variety (not all speakers need to be native-English speakers, but they need to lecture in English). Such a series would move the students from the controlled classroom experience of working with a familiar teacher to the more real world of academic and professional experience.

Staff development

The long-term association between AID and ALC has profited both groups. It has permitted ALC to employ growing numbers of full-time instructors. A stronger program for professional development of instructors could be implemented, however, to capitalize on the collaboration between ALC and AID.

The major component of a professional development program would be the provision of more time for teachers to collaborate and interact with each other. Generally speaking, the more specific the tasks, the more effective the collaboration. Teachers then grow in their abilities to solve specific teaching problems (e.g., developing exercises for the difficult threshold-level students hovering between 530-550 TOEFL) or more general teaching strategies (e.g., how to make lessons more relevant).

Relevance

How relevant is English in the Moroccan context? Are some skills, topics, or activities more useful than others? A constant review of the curriculum, materials, and, more importantly, the methodology and classroom practices of teachers is very important to relating English use to the specific sociolinguistic contexts of Morocco, whether these are leisure, academic, or professional contexts.

At the lowest levels, it is the teacher's responsibility to ensure that lessons designed for a universal audience are relevant for students at the ALC. At the highest levels, it is the entire instructional staff's responsibility to ensure that the content of the lessons is suitable for the learner with relatively specific career and academic objectives.

An option within ALC would be further examination of and experimentation in content analysis of lessons in relation to specific groups of students and the selection or development of instructional materials to meet specific needs.

2. Third Country Arrangements

The Mission does not contract for ELT services in third countries.

3. U.S. ELT Arrangments

Currently, only four out of 50 participants in the U.S. are receiving ELT, all concurrently with academic programs. In the past, such training required only one course during the first semester and in rare cases one course for the full academic year.

Costs for U.S. ELT are usually within the tuition charged for a full academic load and may not represent additional costs to the Mission. They may, however, require the student to plan his program carefully in order to earn the required number of academic credits in the time allowed.

Although U.S. ELT is the exception, its advantage under the circumstances described is that it allows a call-forward for a participant with provisionally acceptable TOEFL scores.

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

1. International Language Centre

Description

The International Language Centre (ILC) is a commercial language school offering non-intensive instruction in English to the general public. It also provides courses for businesses in English, German, and Arabic. Each program has approximately 300 students and runs concurrently with the school year. A variety of summer courses are offered, some intensive, but mainly non-intensive.

The regular courses, scheduled mainly on Monday through Thursday evenings, provide 11 levels of English, the most advanced preparing students for the Oxford exam administered by ILC, and the Cambridge exam administered by the British Council.

Costs

Dirham	U.S. $	
390	45.34	per term = 30 hours
450	52.32	per term (if paid in installments)
13	1.51	per hour
60	6.90	textbooks per level

Advantages and Disadvantages of ILC

Advantages:

- All teachers are native speakers of English, with bachelor's degrees and, except for one, English language teacher training from International Language House in London. All have previous teaching experience.
- There is a Director of Studies who teaches a reduced load (18 hours a week rather than 25).
- Teachers hold weekly meetings and are visited in class twice a month by the Director of Studies.
- Classrooms and furnishings are attractive.

Disadvantages:

- Orientation is British, although perhaps this is neutral for counterpart programs.
- Students generally enter the program once a year (in October). They may advance two levels in one year if progress is good, but there is little flexibility in entering the program.
- Materials used are rather bookish in approach. Emphasis is more on analysis than on communication.
- Supplementary material is limited, perhaps a dozen class sets of additional textbooks.
- In-house testing does not use standardized tests.
- There is no language lab. All video or audio cassette work is part of class time. There is little opportunity for extra practice.
- There is no book library or lending service.
- Commercial operation probably requires payment in advance.

2. The British Council Language Centre

Description

This Centre is run by the British Council as part of its program in Morocco. The present Centre is small, with a full-time staff of seven, a part-time staff of three, and an enrollment of 755 students in non-intensive programs. The Centre is, however, considering expansion. If plans are agreed to by London, the Centre may be enlarged and rehoused by January 1989.

Costs per Student

Dirhams	U.S. $	@ rate of Dh 8.6 = 1$
175.00	20.34	per month = 12 hours
14.58	1.69	per hour

(Fees do not include book fee of approximately $12 per year).

Advantages and Disadvantages of British Council Language Centre Option

Advantages:

- The Centre's professional standing and quality of service is underwritten by the British Council. Among other things, being part of a larger framework means that the Centre would be able to cope with any delays AID may sometimes have in paying for ELT.

- The Centre's staff are all native speakers with strictly regulated TOEFL qualifications. The Director is a TEFL professional and an experienced manager.

- The Centre emphasizes the need for students to work in a pleasant environment. The facilities are attractive and well maintained. Equipment includes videos, tapedecks, and speakers in every classroom, and a modern language laboratory for 25. In addition, students are encouraged to make full use of the British Council Library.

- The Centre has experience in designing and running specialized English courses for professionals (Ministry of Foreign Affairs, Bank of Morocco). The Centre is particularly anxious to expand its day programs and would be willing to discuss designing and running short, intensive courses for AID participants--perhaps, for example, those who have achieved 500 on the TOEFL but who are still taking classes while waiting to be placed in American universities.

Disadvantages:

- The Centre is a British institution with no experience of and little interest in preparing participants, even indirectly, for TOEFL or life in American universities.

- The Centre has no experience in working with AID. Its schedule runs on lines unrelated to AID's needs and timing. Enrollment takes place only twice a year. The non-intensive evening classes are full to capacity, and at present could not take any significant numbers of counterparts.

- The Centre may require a firmer commitment than AID is able to give on numbers of students and frequency of programs. The Centre's rationale is that it takes time and money to develop specialized courses, and to justify this expenditure the Centre would need definite numbers of students and a firm commitment to frequent programs.

E. MANAGEMENT SYSTEMS

Management of participant training is centralized in the Mission's Training Office, except for involvement in arrangements carried out in the Agronomic Institution Project. Within this long-term project, ELT has developed as a part of the Institute's academic program and is staffed and supervised by Institute personnel.

The Senior Training Officer provides general oversight to all training required and is the project director of the Sector Training Support Project, the mechanism for major participant training activities at the Mission. An additional Training Officer coordinates all short-term technical training.

All project officers at the Mission are actively involved in discussions of the role and nature of ELT, which receives strong support from the Mission, including the Director. This support of English as a tool for participant training specifically and development activities in general is evidenced by a budget which supports in-country ELT for both academic and technical participants until they achieve acceptable English skills. Perhaps the best example of this support is the strategy which keeps participants in ELT classes after they achieve acceptable TOEFL scores but before they depart for academic training in the U.S.

An additional feature of ELT in Morocco is the counterpart program also managed by the Training Office.

Participants are selected in various ways and by various parties depending on the different projects. Under the Sector Support Training Project, selection is done by a Joint Selection Committee and one of the criteria is a minimum score of 40% average on ALI/GU for Academic, and 50% for technical (short-term) candidates. Other projects do not have Joint Selection Committees, nor minimum ALI/GU scores. Generally speaking, it is very rare that candidates with absolute no English are slected for U.S. training. When required, all testing--ALI/GU, TOEFL, GRE, and others--is carried out by ALC. Long-term association between the Training Office and ALC, and the reporting regularly provided by the ALC Director, seem to require a minimum of management time by AID.

ELT costs are budgeted by averages based on past experience. Specific ELT costs are monitored. The only unanticipated costs are a result of U.S. ELT costs of a very few participants (four out of 50 in the U.S.) who take an English course concurrent with their academic training.

F. OTHER COST FACTORS

Indirect costs include Mission staff time. This includes portions of three local hire staff, approximately 10 project officers with projects that have participants and ELT components, and PHR staff and Mission management. It is difficult to estimate the time spent specifically on ELT, but given the high level of attention to ELT it is a significant cost.

101

IV. CONCLUSION

English language skills still constrain participant training in Morocco and delay development activities. The Mission is searching for more effective strategies. Taking part in some of those discussions was very rewarding for the assessment team. The Training Officers, Monique Bidaoui and Rachida El Alouani, along with Population and Human Resources Chief Dale Gibb and Human Resources Officer Paul Ehmer provided invaluable information on the context and issues for ELT.

Staff members of all the institutions visited, often on short notice, were very forthcoming with information about their programs. The cooperation of Gary Butzback, ALC Director, was especially useful in gaining an understanding of the growth of ALC activities and the nature of Moroccan participants.

A. COST-EFFECTIVENESS

The current arrangement for ELT in Morocco appears to be cost-effective. Per student instructional costs are low and no maintainence costs are paid during the in-country ELT.

The length of time required to prepare participants compares favorably with published reports of student rates of progress in U.S. institutions. This is, however, an area that warrants further study using the most recent TOEFL studies carried out by ETS, NAFSA, and intensive English programs in U.S. universities.

Participant failures are few. The in-country training period enables the Mission to examine potential participants carefully. If all participants sent to the U.S. are likely to succeed, the financial and human costs are reduced.

B. MANAGEMENT

The consolidation of most participant training under the Sector Support Training Project allows for effective management. Despite large numbers of academic, technical, and counterpart trainees in English language, the project has been very successful and popular with the Government of Morocco. Because of the efficiency of the project, participant training has been able to expand its goals. The Mission knows what ELT costs and is willing to invest in an effective program in-country to meet its objectives. The long association with an effective ELT institution also contributes to the efficiency of the project.

C. ELT APPROACH

The collaborative arrangement with the ALC has strengthened ALC's ability to respond effectively to AID's needs. The arrangement also has enabled AID to concentrate more attention on other aspects of the training program and to offer the unique counterpart ELT program.

Although the ALC can continue to develop and strengthen specific aspects of its programs, it is clearly a superior option for the Mission.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: PAKISTAN

Dates of Visit: November 30 to December 7, 1986

Assessment Conducted by:
Theodore Gochenour
Peter Shaw

Academy for Educational Development
Washington, D.C.

I. SUMMARY

The Academy for Educational Development (AED) assessment/survey team visited Islamabad from November 30 through December 7, 1986, as one of three such teams visiting 10 countries to gather data on English Language Training (ELT) approaches used by USAID Missions with their participant training programs. This data was collected and analyzed when team members returned from the field towards presentation of a coherent view of ELT arrangements used by representative Missions, and to identify successful approaches which may serve as models for other Missions. This report constitutes a field assessment and was supplied to the Mission as an interim statement on work-in-progress.

The following significant constraints influencing the Mission's ELT program are evident:

- A declining level of English language competence in Pakistan.
- A dearth of in-country institutions providing quality, intensive ELT programs, and a scarcity of local persons with sufficient competence in English to teach in an English language program.
- A rapid expansion of the participant training program expected to continue into the next several years.

The Mission's response to these constraints, after experimenting with a number of regional courses, has been the creation of the Center for Intensive English Language Study (CIELS). The team's assessment of this Center, nearing the end of its first year of operation, is that it is directed specifically and uniquely at providing an English language program to prepare participant candidates for the TOEFL examination, and to provide them with study skills necessary in a U.S. academic environment, as well as a limited orientation to American society. Given that CIELS' costs are apparently less than those of the American Language Institute at Georgetown University (ALI/GU), and that improvements in the TOEFL scores of candidates suggest that there is no significant difference in the relative effectiveness of the two programs, the CIELS operation appears to be a cost-effective response to local conditions. Nonetheless, the team notes the necessity in the near future for decisions regarding how the Mission will accommodate the ELT needs of the rapidly increasing number of its participant trainees, and the relation this process might have with Pakistan's long-term needs in English Language development.

The survey team would like to extend its thanks to the staffs of USAID, the Development Support Training Project (DSTP), CIELS, other members of the ELT community in Islamabad, and the CIELS students for their availability, the time they spent speaking with us, and their patience in responding to our many questions.

II. SOURCES

A. MISSION PERSONNEL

Jon A. Gant, Chief, Human Resources and Training
Andra J. Herriott, Education Advisor, HR&T
Richard Goldman, Deputy Chief, Office of Agriculture and Rural Development
Mahmood Ahmed, Staff Accountant

B. NON-MISSION SOURCES

Kent Obee, Public Affairs Officer, USIS

Thomas Miller, English Teaching Officer, USIS

Anjum Riyazul Haque, Director, National Academy of Higher Education, University Grants Commission

Iffat Farah, Senior Research Officer, National Academy of Higher Education

James Frits, Representative, Academy for Educational Development

Laurie Emel, English Language Teaching Specialist, DSTP

Raymond Clark, English Language Consultant, DSTP

Kazem Ali Khan, Senior Executive Officer, DSTP

Frank Dines, Representative, Asia Foundation

Roger Budd, Representative, The British Council

Marietta Johnson, Acting Coordinator/Teacher, CIELS

K. Herriott, Co-coordinator, Makran Project

Nek Bozdar, Co-coordinator, Makran Project

Loh Peng Yim, Administrator, Regional English Language Center, Singapore

Margaret Van Naerssen, RELC

Rebecca Parini, Teacher, CIELS

Katarina Hadley, Teacher, CIELS

English Language students, CIELS

C. DOCUMENTS CONSULTED

Amendment 20, Budget, DSTP

Paper: "Possible Use of IMG Funds", USIS, 3 Sept. 1986

Paper: "English Teaching in Pakistan", USIS, 5 Nov. 1986

"Interim Evaluation of DSTP", National Association of Schools of Public Affairs and Administration, 21 Nov. 1986

Sixth-month Report, AED, DSTP, 1/86 - 6/86

English Teaching Profile: Pakistan, The British Council, English Language and Literature Division, January 1983.

III. FINDINGS AND ANALYSIS

The USAID Mission in Pakistan operates in a context where programming objectives include a high level of participant training, often requiring functional English skills, yet where the pool of language-qualified persons is limited, or, in fact, declining. The AED survey team encountered a universally shared perspective that the level of English usage, comprehension, and learning in Pakistan is in a steady decline, one which shows no signs of changing.

In a country which continues to use English officially, and which requires English language instruction beginning at Grade 6, good EL skills appear to be present in a progressively smaller proportion of a growing population each year. While the number of English language newspapers has not significantly changed in recent years, their readership has not kept pace proportionate to the increase in the overall population. On the single national television channel, English programs comprise a daily 15-minute newscast, and weekly, some sports programs and occasional foreign films. There is even less air time devoted to English on the national radio broadcast system. On the other hand, English language books appear in relative abundance in local stores, although their cost is high.

Interest in learning English among the Pakistani population at large is evident, though the available avenues for this are limited in both number and qualification. This constitutes one constraint upon the programming for participant training, in that candidates requiring English for their program must either (1) already have acquired it though schooling, or (2) have it provided for them through an operation set up for the purpose. Pakistan-American Cultural Centers (PACCs) do not provide intensive ESL instruction, nor operate at a consistent professional instructional level, nor have a presence in Islamabad, where coordination and centralization of a preparatory program can best be managed. The British Council provides no English language classes anywhere in the country. While there are some initial efforts in developing private, commercial language training facilities other than PACCs, these have not reached a point approaching professional ESL competence, and will, in any case, face continuing difficulties in recruiting qualified teachers.

CIELS is the only professional-level ESL training facility in Pakistan, and the only one organized and supported by a foreign agency. Foreign support for English language development in the country is focused primarily at the teacher-training, institutional development, and materials-support level, rather than in direct classroom instruction. Notable among the Pakistani official institutions working toward the improvement of teacher training, and specifically the preparation of English language teachers, is the National Academy of Higher Education, University Grants Commission. Considerable collaboration exists between this institution and various foreign agencies supplying technical assistance, materials, and study grants to participants. Three regional universities are supported by the Asia Foundation in the provision of consulting expertise for the development of English Language Institutes. Students in these are restricted currently to those from the science and technology departments.

After some years in discussion, the concept of a National English Language Institute (NELI), under the Ministry of Education, has recently taken concrete form through the designation of a facility and the appointment of a local director and deputy. The AED survey team encountered several views, sometimes conflicting, regarding the prospects for effective impact on the part of NELI. As it is currently conceived, NELI would be primarily a teacher training institution, though the possibility exists of placing CIELS within the facility, both as a participant training activity and as a resource to the teacher training efforts.

As a result of the general condition of English language education/training in Pakistan, and the dearth of available institutional resources to carry out communicative English language instruction, the Mission organized special ELT courses in several regions. The decision was then taken to consolidate the effort into one center located in Islamabad--CIELS. In calendar year 1986, four sessions of eight weeks each have concluded, with the fifth session currently in progress, for a total enrollment of 187.

A. PARTICIPANT NUMBERS

The number of USAID-supported participants has risen dramatically from 47 in FY'83 to 733 in FY'86. (Data is for new starts.) This number is projected to rise to 1,485 in FY'87 and level off in FY'88 at about 1,630. Approximately two-thirds of the participants have been and will continue to be short-term trainees. Minimum TOEFL scores generally required for different programs are as follows:

- Short-term, less than three months: no EL requirement
- Short-term, three months or more: TOEFL 500
- Long-term, M.A. candidates: TOEFL 530
- Long-term, Ph.D. candidates: TOEFL 550

In FY'86 an estimated 55 percent of the 555 short-term participants (305) and all of the long-term participants (178) had to meet an English language requirement. In calendar year 1986, only 187 studied at CIELS; the balance met the requirement on their own (or were trained through the Transformation and Integration of Provincial Agriculture Network Project (TIPAN) which operates an independent ELT program for its participants).

Institutional TOEFL scores of GOP participant training candidates reveal the following:

- Thirty-two percent do not meet the English language requirement to qualify for CIELS study (TOEFL 440) and therefore do not qualify as candidates for training programs of longer than three months.

- Of the balance who do qualify for training of three months or more, 73 percent of the long-term candidates and 52 percent of the short-term candidates require CIELS study prior to call-forward.

Assuming that these percentages remain constant and that the proportion of short-termers who must meet the English language requirement also remains constant, USAID can expect 604 candidates to require ELT in 1987 (excluding TIPAN). Even if only two-thirds of the project number of participants actually become candidates in 1987, as suggested by HR&T, 403 will likely require CIELS study. CIELS can currently accommodate only 275 students a year, however, (assuming no students attend more than one session, as did 25 percent of CIELS students in 1986).

B. ELT MODES IN OPERATION

1. In-country Arrangements

Description

CIELS is a USAID supported institution created in response to the problems (of staffing and logistics notably) arising from the experiential regional ELT efforts conducted throughout the country in 1985. CIELS holds five eight-week sessions per year. Students are divided into three levels and may attend up to three sessions, although the majority are called forward after a single session. Classes of 10-16 are held six hours a day and are divided into two hour segments of listening, reading, and grammar, with writing skills developed in the latter two sections. CIELS currently has a

staff of four full-time and four part-time teachers and a coordinator. It is supervised by the DSTP ELT specialist.

Costs

Based on data available to the survey team, an analysis of 1986 expenses shows the average cost per student per session to be approximately $1,791 (Exchange rate of 17 rupees to $1.00). The average cost per student (for those who attend more than one session) was $2,251. The total cost of the operation was approximately $421,000. The costs (actual or estimated) include the following:

Direct Costs:

- Teachers' and coordinators' salaries, benefits
- Support staff
- Students' maintenance and in-country transportation
- Books and materials, including TOEFL exams
- Rent
- Equipment (amortized)
- Utilities
- Consumables

Indirect Costs:

- ELT specialist's time (salary, benefits, transportation)
- EIL staff time (salary, benefits, transportation)
- AED administrative time
- EIL overhead
- AED overhead
- AED fixed fee

Not included in the analysis were certain indirect costs such as HR&T staff time, DSTP administrative staff time, and Mission costs of managing all rupee expenses. (All direct costs are rupee expenses except books and a portion of the coordinator's salary, after being placed in U.S. contract. All indirect costs are dollar costs).

Estimated clock hour cost per student is $7.46, based upon 240 clock hours per course and 235 student courses taught in 1986.

Advantages and Disadvantages of CIELS

Advantages:

- CIELS has a highly experienced coordinator and benefits from significant professional support from the ELT specialists as well as from the ESL staff of the Experiment in International Living. All these specialists contributed to CIELS' curriculum design. A stable core curriculum has been established with the expectation that it will continue to evolve over time.

- The curriculum prepares students for U.S. academic study by teaching study skills as well as preparing students for the TOEFL. Time also is devoted to orientation to American culture through texts and classroom discussions.

208

- Although many of the teachers have had no previous ESL experience, all have received in-house training and have attended CIELS workshops. Teachers' weekly lesson plans are reviewed by the CIELS coordinator, who frequently observes the teaching staff. Teachers also visit each others' classes and function as a team. Materials were expressly chosen with the less-experienced teacher in mind.

- The teaching staff is stabilizing as a number of permanent positions have opened for the current temporary staff. The majority of teachers in the last session of 1986 had taught during at least two previous sessions.

- Teachers are all either native speakers of American English or fluent speakers of English, are well acquainted with American culture, and have (with two exceptions) direct experience with the American academic environment.

- CIELS appears to be as effective as comparable intensive ELT programs in the U.S. For example, ALI/GU estimates that students in the 475-500 TOEFL range require 8-12 weeks of ELT prior to beginning academic coursework. CIELS' average of three TOEFL points gain per week would require approximately eight weeks of ELT for participants in the 500 range and 16 for those in the 475 range--a not appreciable difference from ALI/GU.

- The analysis of costs indicates that CIELS is less expensive than ALI/GU. While costs for the former are estimated at $1,791 per eight-week session, ALI/GU costs for the same eight week period of time would be approximately $2,341 (including tuition, registration for computers, maintenance, book allowances, and supplementary transportation to Washington, D.C.) Note, however, that CIELS provides 43 percent more clock hours per week than ALI/GU (30 vs. ALI/GU's 21).

- CIELS serves as a screening function. Students who are judged incapable/unwilling to make adequate progress in ELT are disqualified as participants before USAID makes the investment to send them to the U.S.

- The institutional TOEFL is administered to students at the time of their entrance to CIELS and at the end of each session. This provides a useful body of data regarding the effectiveness of the program. In addition, since these scores are apparently being accepted by some U.S. universities for admission, the need for international TOEFL testing (given only a few times a year) for some students is eliminated.

- Student responses in informal conversation with the survey team were very positive regarding the preparation they feel they arereceiving. Classroom atmosphere was pleasant, and motivation (based upon observation and discussions with teachers) appeared high.

Disadvantages:

- The pressure of the numbers of participants requiring ' ſ in 1987 will call for the expansion of the CIELS unless another alternative is found. The problem of 55 students per session can easily be overcome by renting another house; however, the lack of teaching staff is less easily resolved. The ELT specialist believes that the staff could be expanded if CIELS recruited further in the expatriate community as well as overseas. Obviously, bringing in overseas staff would be more expensive than local hires and would raise per-student costs.

- Through its exclusive use of expatriate teachers in a fully USAID-supported institution, CIELS does not provide a contribution to ELT institution-building in Pakistan. On one hand, the mandate for CIELS is limited to preparing participant trainees for their EL requirement. On the other hand, the DSTP Project Paper foresaw achieving this goal through the development of local institutions.

- Procurement of teaching materials goes through an extremely cumbersome process by which books may take up to six months to arrive. This problem is not the fault of CIELS, but of the procurement system to which it is subject.

2. <u>Third Country and U.S. ELT Arrangements</u>

The USAID/Pakistan Mission currently has no third country or U.S.-based ELT arrangements.

C. POTENTIAL ELT ARRANGEMENTS

For the immediate future, there do not appear to be viable alternatives to CIELS which can provide Mission-sponsored participants with the amount and quality of English language instruction required. Two overlapping problems, however, may force some development of alternatives. One is the growing number of USAID-sponsored participants (and a likely concomitant decrease in English language skills, as the best of the candidates are selected and sent), and the second is the size limitation of CIELS, as referred to above.

In light of the number of participants projected, the Mission may find it useful to explore one or more of the following:

- The development of one or more satellite ELT operations in regional centers, along the lines of and under the coordination of CIELS. This would involve recruiting qualified expatriate coordinators and local (expatriate) teaching staff. The satellite centers could provide testing and screening services, and either full-time intensive, or part-time ESL classes.

210

- Students who now need more than one session at CIELS might be sent to ALI/GU at the end of their first session if they have reached their TOEFL 500 for call-forward. This would enable the screening/assessment-of-potential aspect of CIELS to be continued, prior to departure for the U.S. Students who had successfully completed one session at CIELS would have a reasonable likelihood of carrying out the ALI/GU portion of their training without the embarassment of failure or the cost of early return.

- The potential benefits of placing CIELS within the organizational and physical facilities of NELI appear to offer good prospects for an expanded program. Concurrently, doing so offers an opportunity for CIELS to make a more direct contribution to Pakistani development, by serving as a teacher-training and classroom observation resource.

- The Mission might develop a programming focus in ELT, specifically for the preparation of qualified ESL teacher trainers, curriculum developers, and program administrators. It might provide a number of participant training slots to Pakistanis from both the private and public sectors to study ESL in the U.S., and upon return to form a gradually increasing cadre of trained people able to affect ELT in the country. Such a focus could fit well with the projected Institutional Excellence program for FY'88 and, as readily, could be consonant with Mission and GOP interests in the stimulation of commercial enterprise.

D. A NOTE CONCERNING MANAGEMENT

All participant training for USAID/Pakistan is managed by the Development Support Training Project, with the exception of the TIPAN project. ELT is a component of the DSTP. CIELS currently has the following reporting system: The CIELS coordinator reports to the ELT specialist, who reports to the DSTP chief-of-party, who reports to AED and the Chief of Human Resources and Training. The management system apparently operates effectively, communications and working relations are good between the parties, and past issues of the delineation of responsibilities have been mostly resolved.

One of the problems which arose in conducting this assessment, however, was the lack of centralized financial data. ELT expenses include draw-downs on excess Rupee accounts (not appearing in DSTP's budget nor fully reported to either the project's Washington or Islamabad offices) as well as budgeted dollar expenses, which are not reported in detail to USAID/Pakistan. Because of the experimental nature of the CIELS operation, financial analysis of Mission ELT efforts could be very useful for future planning. Such analysis could be undertaken more accurately and efficiently if financial data were:

- Centralized either at USAID/Pakistan, DSTP/Pakistan, or DSTP/Washington.

- Earmarked by activity, including proportions of staff time allotted to various activities.

So doing would be beneficial to the analysis/assessment/evaluation of other project/Mission activities as well.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: PERU

Dates of Visit: December 11 to 18, 1986

Assessment Conducted by:
Palmer Acheson
Joan Whitney

Academy for Educational Development
Washington, D.C.

212

I. SUMMARY

During the next five years, subject to final approval from USAID/Washington, USAID/Peru will receive some $4 million to finance the Andean Peace Scholarship (APS) Project for high school graduates. The Mission has not yet estimated numbers of participants for FY'87 as it is awaiting detailed directives from Washington regarding the APS Project.

Because the level of English language skill is very low in Peru, the Mission is frequently faced with many problems. One is finding participants who already have a good knowledge of English. Recently, 14 candidates for master's degrees had insufficient English to proceed to the U.S., and several will have to be sent to Spanish- or Portugese-speaking countries. Also, prospective academic or technical participants find it almost impossible to free themselves from their other duties to spend time learning English intensively. Employers are often unwilling to pay their employees to study English. Furthermore, the Government of Peru is reluctant to approve loan-financed training arrangements suggested by the local Mission, as it perceives this action as incurring debt rather than building up a human resource base.

The agricultural division at the Mission feels strongly that future scholarships should be for master's-level studies or, in the case of high school graduates, for short-term technical training. It sees the APS Project as poorly conceived and of dubious utility for Peru. The chief of Health, Nutrition, and Education is likewise concerned about finding qualified Peruvian participants who can meet the probable selection criteria for APS, and who will be able to complete ELT to a level which will enable them to obtain bachelor's degrees in the U.S.

In this report, the assessment team provides the Mission with three basic options for dealing with the lack of English language skills of participants in general, and APS participants in particular. Long-term, basic ELT in the U.S. is ruled out because of the high costs. The options are:

1) Contracting with the binational center in Miraflores and/or with the center in Trujillo.

2) Contracting with a specialized training agency in the U.S.

3) Collaborating with one or more of the other three Andean countries to set up a regional training center in Peru or elsewhere.

II. SOURCES

A. MISSION PERSONNEL

Norma Jean Parker, Chief, Office of Health, Nutrition, & Education
David Flood, Chief, Agricultural Division
Robert Sparks, Project Coordinator, Agricultural Planning and Institutional Development (APID)
Fred L. Mann, Chief of Agricultural Policy Analysis Division
Rosalia de Llerena, Training Officer

23

B. NON-MISSION SOURCES

Barbara Shelby de Merello, Cultural Affairs Officer, USIS
Charla Saylor Hatton, Assistant CAO & USIS Coordinator of the Binational Centers
Max Niccolini, Assistant to Ms. C.S. Hatton
Walter Eliason, Fulbright Scholar in Lima
Ann Sittig, Fulbright Scholar in Lima
Amy Pofcher, USIS English Teaching Fellow in Trujillo

C. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

Instituto Cultural Peruano Norteamericano, Lima:
4 classes observed

Instituto Cultural Peruano Norteamericano, Miraflores:
Joseph G. Attea, Academic Director, ICPNA-Lima/Miraflores
Dora Vazquez, Administrator at ICPNA-Miraflores
3 classes observed

Instituto Cultural Peruano Norteamericano, Trujillo:
Lorenzo Santillan, Executive Director
4 classes observed

Pontificia Universidad Catolica del Peru, Lima:
Mary Elizabeth Silva, Coordinator of Language Center

Universidad Nacional Agraria, La Molina:
Flor de Maria Chauca, Coordinator of the Language Center
Manuel Arca, Administrative Staff of the University
1 class observed

Translex (Centro de Ingles Especializado), Lima:
Jaime Ponce, Executive Director
Jose Zirena, Coordinator of Extension Services
2 classes observed

Asociacion Cultural Peruano-Britanica, San Isidro:
Mr. James Leigh, Executive Director

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. Tracking of all overseas participant training is centralized in the office of the Training Officer.

2. A total of 176 participants were called-forward in FY'86; no one received Mission-funded ELT.

3. Very little information on the aims and nature of the APS Project has been sent to the Mission from Washington. Because of this lack of information, the Training Officer is unable to predict what percentage of future participants will need ELT, and what the associated costs will be.

4. Many participants are financed by USAID loans to the Peruvian government. The latter is often unwilling to approve the training arrangements suggested by AID, as it perceives this as incurring debt, rather than making a long-term investment in human resources.

5. The level of English language skill in Peru is very low.

6. The Mission frequently faces the problem of finding suitable participants with a good working knowledge of English. Of a recent group of 14 good candidates for academic training at the master's degree level, none had sufficient English. Some will have to go to Spanish- or Portuguese-speaking countries, others will have to learn English on their own time and at their own cost, and some will see their places taken by other candidates with better English skills.

7. The problem of a lack of English on the part of otherwise good candidates is not easily resolved. Prospective participants find it nearly impossible to spend the time needed to become fluent in English, and employers are unwilling or unable to pay their employees to study English.

8. The administrators in the Agricultural Division of USAID/Peru who were interviewed, together with the Chief of Health, Nutrition, and Education, strongly believe that two kinds of scholarships should be awarded to two categories of participant training: (a) medium-term academic scholarships for master's degrees, for mature people in positions of responsibility, and (b) short-term technical training scholarships, for young people without first degrees. For young farmers, this ideally should include farm-stays in the U.S.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

In FY'86, there was a total number of 176 participants, of which 123 went to the U.S. Of these, 49 went for academic training, and 74 for technical training. The largest group of participants (some 49) were in the field of agriculture, and the second and third largest groups were in management/administration and economics, respectively. There were 17 participant new starts, none of whom required ELT. Total participant costs were $2,456,058.

In FY'87, participant numbers are expected to increase to 68 academic and 113 technical. FY'88 will see a much larger increase: 121 academic and 293 technical. The Training Officer does not believe that these estimates include APS participants, and she is unable to estimate what percentage of the participants might need ELT, or at what cost.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

There were none in FY'86.

216

2. Third Country Arrangements

There were none in FY'86.

3. U.S. ELT Arrangements

There were none in FY'86. In FY'85, however, five new starts were given between two and six months of intensive ELT at ALI/GU, for a total of $39,569.

4. Private (Non-Mission) Costs to Participants

In FY'86 the Training Officer reported that some prospective participants were taking ELT on their own time and at their own cost, but precise numbers and costs are unknown.

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

1. The Instituto Cultural Peruano Norteamericana, Lima (ICNPA-Lima)

This binational center was founded in 1938. It is currently the second largest in Latin America, with 10,533 students enrolled in its most active term (FY'86 internal statistics), and an average of 182 unionized teachers. While the center owns its large, well-maintained building, which houses a spacious library, it has no room for a special, intensive program. Moreover, it is located in what has become one of the most crime-ridden areas of downtown Lima, and is forced to keep armed guards at the entrance to deter thieves from entering the center. If any participant program were to be mounted in Lima, the center's teachers could provide a source of staff. Many of them have an excellent command of the language, although very few hold any TEFL qualifications.

2. The Instituto Cultural Peruano Norteamericano Miraflores (ICPNA-Miraflores)

Description

This binational center is a satellite branch of the center in Lima; functioning in the same way, under the same academic director, but with a subordinate administrator. While essentially part of ICPNA-Lima, it differs enormously from the downtown center in terms of location, size, staff, and general atmosphere. It is situated in this pleasant, middle- and upper-class suburb, 20 minutes from Lima. Its student population is drawn from Miraflores and similar neighboring suburbs. Currently, no advanced English classes are being offered at Miraflores.

It is unknown whether or not ICPNA-Miraflores could become a regional center for some or all of the Andean countries. This would depend on participant numbers (both totals and flow-through) and the length of the participant programs. The USAID Missions in the four countries concerned would need to negotiate these matters with the ICPNA administration.

Costs per Student

U.S.$

19.00	per cycle (=26.67 clock hours)
.71	per clock hour
8.00	per textbook (for 3 months)

Advantages and Disadvantages of the ICPNA-Miraflores Option

Advantages:

- From observations of three intermediate-level clases, the teaching appears to be extremely effective. These classes were the best-planned, best-taught, and most creative lessons yet observed during this team's tour of Haiti, Bolivia, and Peru. Of the 93 (mostly part-time) teachers on staff, 10 are native speakers of English, one of whom has worked at the center for 15 years. The Peruvian teachers observed were highly competent in English.

- Classroom space is currently available for a special participant program during the mornings and early afternoons.

- Physical facilities include large, pleasantly decorated classrooms with good acoustic qualities, a completely equipped language laboratory, and a new auditorium.

Disadvantages:

- Since the student clientele is from the suburbs, some of the staff may be inexperienced in dealing with the poorly educated, rural students which the APS program is targeting.

- Its library is very small (some 2,000 volumes).

3. The Pontificia Universidad Catolica de Lima (PUCL)

This prestigious private university offers ELT on a one-hour-a-day or two-hour-a-day basis on its suburban campus and in a downtown center. Its teachers are poorly paid, untrained, bilingual PUCL students with short-term teaching contracts, supervized by a full-time coordinator (with an American M.A. degree with a minor in TEFL) who is ineligible for tenure. Because of a lack of students, PUCL recently terminated its education degree with a major in linguistics which had a TEFL methodology component--a rare commodity in Peru.

4. The Universidad Nacional Agraria, La Molina (UNA)

This public institution is located on the northern outskirts of Lima, and is being helped by USAID/Peru and the MidAmerica International Agricultural Consortium (MIAC's headquarters are at the University of Missouri) to improve its human resources and instructional programs.

Between September 6-18, 1986, the ELT program of UNA was thoroughly assessed by Dr. Roberta Vann (Iowa State University) for MIAC and for USAID/Peru. Her report (12 pages and appendices) is a detailed indictment of a university and an ELT program with serious problems. This team gave the ELT Coordinator an opportunity to respond to Dr. Vann's criticisms, and accepted an invitation to observe some classes. The UNA was in such a chaotic state that only one class could be found in progress. The teaching observed was amateurish and ineffective.

5. Translex

Founded with the approval of Dr. Robert Lado (Georgetown University) in the mid-1970s, Translex is the largest private ELT institution in Peru. It is located in an eight-story building with 40 classrooms, and has about 100 teachers (20 being native speakers) for some 2,000 students. It appeared that none of the teachers or administrators holds a TEFL qualification. The two classes observed were ineffective.

6. The Asociacion Cultural Peruano-Britanica, San Isidro

The British maintain three binational centers in Peru, all of them in the Lima metropolitan area. The headquarters in San Isidro is remarkable for its library. With over 18,000 volumes, it is the largest of its kind in Peru. The British also offer a coherent, internationally recoginized teacher preparation program in TEFL which is open to anyone who is eligible. The British Council's report (1982) on ELT in Peru is a comprehensive survey, and was invaluable to the work of the assessment team.

7. The Instituto Cultural Peruano Norteamericano de Trujillo (ICPN-Trujillo)

Description

The ICPNA-Trujillo has a dynamic executive director. (Although the staff claim to be overworked and underpaid, as far as the team could tell, their workloads and salaries seemed relatively good by non-Lima, Peruvian standards.) Mr. Santillan is enlarging his binational center and its small library, is having a closed-circuit television system installed, and is interested in acquiring a microcomputer. He is strongly supported in his endeavours by USIS-Lima, and his center is the only one (out of seven in Peru) to have a USIS-funded English Teaching Fellow on its staff. Apart from a very large program for young children, ICPNA-Trujillo offers a 90-minute-a-day program for adults, consisting of 19 levels, each of which lasts for one month. Upon completion of level 19, 12 additional monthly, advanced courses are available.

Costs per Student

U.S.$	
12.00	per month (=30 clock hours)
0.40	per clock hour
5.00	(approximately) for books

Advantages and Disadvantages of the ICPNA-Trujillo Option

Advantage:

- Located in the northern region of Peru, this institution is in a safe location, far from present political guerilla activity.

Disadvantages:

- A USAID-contracted supervisor would be needed to administer the participant program because, as the Executive Director spontaneously stated, no one on the staff is currently qualified to do so, and an objective outsider would be needed to assist in the selection and monitoring of participants in the special training program.

- While there appears to be a nucleus of six or seven effective Peruvian teachers, some of whom have resided for long periods in the U.S., and a few of whom have American bachelor's degrees, only one of the full-time staff and one of the part-timers have master's degrees in TEFL. Additional fully qualified staff, particularly in the specialized area of English for academic and other specific purposes, would therefore have to be hired for a participant program.

- The library is in urgent need of major capital to purchase modern ELT textbooks. In addition, one or two microcomputers and accompanying software would enable the center to improve its maintenance of student records, its writing of original materials, and its devising and correction of examinations.

- The center is located in a building purchased some six years ago in a suburb of Trujillo. At the time, the zone was quiet. Now it is at an extremely busy traffic intersection, and the resulting ambient noise makes classroom speech almost inaudible.

8. A Specialist Training Contractor from the United States

Description

Participants selected for the APS will need a special, intensive ELT program including general academic skill-building. A special contractor could design such a specialized program to meet APS participant needs.

Advantages and Disadvantages of the STC Option

Advantages:

- An STC would be free to hire the best available staff in Peru or elsewhere.

219

- With participants from all over Peru, an STC could ensure that a coherent educational and social program would be organized, and could assist the Training Officer in selection, testing, advising, placement, and monitoring of participants.

Disadvantage:

- Start-up and operating costs of a quality program would be high.

9. A Regional Third Country Training Center

Description

This option was suggested by the Program Officer in USAID/Bolivia. Of the three Andean countries (Ecuador, Peru, and Bolivia) visited by ELT assessment teams, the only existing center that appears suitable for this option in Peru is ICPNA-Miraflores.

Of course, the selection of Option #8, with a rented location somewhere in Peru, or elsewhere, is another possibility, assuming that special funds were made available. The main advantage of a regional training center is that start-up costs would be shared by all the Missions involved, and therefore would be lower. The main disadvantage would be the problems of monitoring the progress of participants in a third country.

E. MANAGEMENT SYSTEMS

Management of participants is centralized in the Training Division, and specifically in the office of the Training Officer who reports to the Chief of Health, Nutrition, and Education. The Training Officer conducts general supervision of all training required for participants, in collaboration with the project officers. Staffing of this function appears to be adequate at present, but with the impending APS project, additional personnel will be required in the future, and the Mission is examining options to increase the participant staff.

IV. CONCLUSION

The ELT assessment task in Peru was facilitated by the Mission Training Officer, Ms. Rosalia de Llerena. With her help, the team was able to meet with different project officers at the Mission, and discuss the ELT factor as it affected their work.

The team was most grateful for the professional guidance and logistic support supplied by the USIS officers, particularly Ms. Charla Saylor Hatton, who identified Trujillo as a potentially important regional center for ELT in the north of Peru.

The administrators and teachers of the institutions surveyed were very open and generous with informaton about their programs. Mr. Lorenzo Santillan was a solicitous host and effective ambassador for Trujillo.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: SOMALIA

Dates of Visit: December 12 to 17, 1986

Assessment Conducted by:
Maurice Imhoof
Brenda Bowman

Academy for Educational Development
Washington, D.C.

I. SUMMARY

The language policy of Somalia was described by an official as "nomadic," in the sense that it is short-term and reactive and has no reliable mechanisms for planning and implementing long-term strategies. Language policies, juggling English, Italian, and Somali, have over the years resulted in a weakened language teaching capability in primary and secondary schools, and in a situation where university undergraduates, having been taught in Somali at secondary level with classes in English as a foreign language., are then required to learn Italian to follow courses in most faculties.

There is strong perception among Somalis, however, that English is vital for both national and individual development. This perception is reinforced by outside agencies and countries struggling to implement aid programs. Without input and participation from trained Somalis with appropriate levels of English language skills, these programs cannot be successful in the long run.

The SOMTAD project, which is designed to accelerate the development of human resources in both the private and public sectors, is a strong signal of AID's commitment to human resource developmet in Somalia. Some of its features have been drawn from lessons learned in previous participant training schemes. Specifically, SOMTAD will attempt to overcome the problem of unacceptably long and costly periods of academic training in the U.S. by offering in-country ELT. It also will attempt to overcome the problem of participants failing to return to Somalia on completion of training by offering academic training in-country and by requiring participants to complete their studies in Somalia before receiving their degrees.

Central to the success of SOMTAD is the ELT component. Under a Participant Agency Service Agreement, USIS offers ELT to AID participants and counterparts. This agreeement has been extended to include the 210 SOMTAD participants who will require up to 18 months of in-country ELT, and further ELT while undergoing academic training. USIS is also offering a pre-implementation ELT program to 400 SOMTAD candidates.

This collaboration is unique in that USIS and AID have different policies, mandates, and approaches to ELT, and consequently do not often team up on ventures of inter-agency cooperation. In a climate of budgetary cutbacks, the USIS investment has been considerable. In FY'86, contributions to the ELT program were: USIS - $110,145; U.S. Embassy - $21,610; AID - $47,318. But if the potential difficulties surrounding this collaboration are to be resolved, more than financial commitment from both sides will be required.

At present, the SOMTAD ELT program is in a pre-implementation stage, and is still largely untested. An energetic outlay of management time will be necessary to anticipate problems and to seek satisfactory solutions. Channels of communication between client (AID) and contractor (USIS) have yet to be firmly established. AID will need to be explicit in its requirements, and USIS will need to be open and flexible in its responses.

II. SOURCES

A. AID MISSION PERSONNEL

Louis Cohen, Director
Marion Warren, Chief Rural Development & Refugee Affairs
Stanley Andrews, Assistant Education and HRD Officer
Abdi Hussein Gire, Training Specialist
Hassan Mohamed Jama, Participant Training Assistant

B. NON-MISSION SOURCES

Martin Mould, ELTP Director
Diane Moxhay, PAO
Louise Bedicheck, Deputy PAO
David Rawson, DCM
David Clark, KELT, British Council
Christopher Ramsden, KELT, British Council
Hasan Dahir Obsiye, Director, Curriculum Development Center
Mohamed Farah Derie, Head of English Dept. CDC
Ibrahim Mohammed Abyan, Director SIDAM
Dahir Yussuf Mohamud, Director SOMTAD, DG Ministry of Sports and Labor
Mark Burgher, Field Director, Improving Efficiency of Educational Systems
Betsy Bedell, ESL Project Coordinator, Institute of In-service Teacher Training

C. IN COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

ELT classes for AID participants, at SIDAM.

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. The past 30-40 years of the Somalian educational system has been characterized by a switching and mixing of English, Italian, and Somali. As a result, incomplete mastery of any of these languages can be seen among many graduates from Somali secondary schools, who are now in their 20s and 30s and are employed in the mid and upper levels of the public and private sectors. Yet the need for trained Somalians, with appropriate language skills, is crucial to the country's ability to develop and profitably absorb the aid proffered by donor agencies and countries. ELT is essential to AID participants, both in the short-term to undertake academic or technical training, and in the long-term to ensure their life-long learning process.

2. AID's SOMTAD Project includes features designed to deal with problems which have surfaced in previous participant training efforts, such as:

- Excessive time taken by participants training in the U.S., and consequent cost overrun.

- Failure of some participants to return to Somalia on completion of training.

To counteract these problems SOMTAD requires:

- Up to 18 months extensive in-country ELT, intended to cut down on training time in the U.S.

- The greater part of academic training to take place in Somalia, so that participants will be in the country to graduate from the program.

3. The ELT component of SOMTAD has been contracted out to USIS. This cooperative venture, initiated at high levels of USIS and AID, is now being implemented by officials of both agencies in Somalia. Achieving an efficient working relationship will require good communication and explicit statements of the expectations and responsibilities of both agencies, who traditionally have different ELT objectives, and target different client populations.

4. The ELT component of SOMTAD is still in a pre-implementation stage, where 400 candidates are being trained and screened. Of this number, 210 will be selected as participants. This pre-implementation stage provides a period for identifying and planning for some of the ingredients necessary for a successful ELT program.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

Mission participant trainees for FY'86 include the following:

- 13 academic new starts in the U.S.
- 8 academic new starts in third countries
- 2 short-term participants in the U.S.
- 21 short-term participants in third countries
- 516 additional participants receiving ELT in-country, including 400 pre-implementation SOMTAD participants and approximately 116 AID counterparts.

Total participant training costs are $1,045,200 for the academic and technical training in both the U.S. and third countries, inclusive of U.S. ELT costs. ELT costs for all participants in-country for the year are $172,800. The high proportion of training costs for ELT stem partially from the pre-implementation ELT for the new SOMTAD Project. Costs per student per hour of instruction will increase, by our calculations, with full implementation of the SOMTAD Project. ELT currently accounts for more than 17 percent of the Mission's total training budget.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

General Description

The Mission currently makes use of one institution for in-country ELT.

Academic participants, whether scheduled for studies in the U.S. or in third countries (most often Kenya) receive in-country training to TOEFL levels that gain students at least provisional, and often full, admission into universities.

Technical participants generally do not receive ELT, according to the Mission Training Specialist, because the participants are not selected far enough in advance. This is not to say that technical participants do not already have sufficient English.

In addition to the regular participant training program, the Mission is preparing for the SOMTAD project which will require participants with sufficient English to study effectively in this in-country graduate program. Currently, the Mission is funding ELT for 400 applicants from whom the final SOMTAD participants will be selected.

2. USIS English Language Training Program (ELTP)

Description

The ELTP is the result of collaboration between USIS, the American Embassy, and USAID in Somalia. It offers three overlapping but somewhat distinct programs at present, with still another program to be implemented next year under SOMTAD:

- USIS PROGRAM. The USIS target audience is a highly select audience of key Somali government officials. These include directors general, permanent secretaries, vice ministers, supreme court judges, senior party officials, and university deans. The program is offered without tuition fees. In addition, special classes have been provided to ministries. The USIS program does not provide classes to the general public.

- USAID PARTICIPANT TRAINING. Although similar in activities and scheduling to the USIS program, the USAID program has as its primary focus the training of participants who are going abroad for academic degree training.

- USAID COUNTERPART TRAINING. The ELTP also trains counterparts who work closely with AID projects. Is focus is on persons who implement projects rather than on the elite leaders who make policy.

- SOMTAD. The new SOMTAD Project requires still another configuration in order to serve the ELT needs of this in-country manpower training project. At present, the ELTP is providing training to 400 potential candidates for the 210 slots in the project. This pre-implementation training will provide a head-start for candidates with lower-level skills so that qualified candidates are not selected simply on the basis of their English language ability.

An even heavier involvement, with provision of an intensive program (perhaps more correctly, semi-intensive at 15 hours per week) will begin upon final selection of participants for the program.

Costs per Student (USIS)

U.S.$

4.50	per hour*
13.00	per student per term. Fee to be implemented soon to cover increasing costs of books

* Cost of providing instruction. At present, students do not pay fees. AID pays for its participants. USIS pays for its students.

Estimated Costs Per Student (SOMTAD)

4.80 per hour

(Maintenance allowance of $45 per month is not included in above calculation.)

Program Features

Goals and Objectives:

- Each program has different goals and clients.
- Performance objectives or competencies have not been developed.

Curriculum and Texts:

- There is no written curriculum.
- The core curriculum is the textbook series Spectrum, a 1983 series of six books published by Regents.
- Supplementary texts at all levels are available.
- English for Specific Purposes (ESP) materials for business/management will be used in SOMTAD.
- Emphasis is on communicative skills.

Aids:

- Video equipment and materials are being purchased.

- All teachers have tape recorders available, with cassette materials to accompany some texts.

Testing:

- Michigan tests are used for selection and placement.
- The TOEFL is administered six times a year.
- Institutional administration of the TOEFL will be carried out under SOMTAD.

Teachers:

- One-third of the teachers are native speakers of English in the USIS and AID participant training programs.

- All 28 teachers are part-time.
- Four additional full-time teachers will join SOMTAD.
- Salary scale for part-time ranges from $4 to $11 per hour; plans are to raise upper limit to $18.

Students:

- Except counterparts, all students have at least a first degree.
- 17-18 percent are women.

Class Size:

- Classes are now limited to 15.
- SOMTAD classes may be up to 25.

Hours and Scheduling:

- USIS and USAID participants receive six hours weekly.
- SOMTAD pre-implementation students receive four hours weekly.
- SOMTAD students will receive 15 hours weekly.
- Instruction is in the evening, after the workday.
- Student gains are predicted to be slow given the number of hours and schedule (e.g., 360 hours of instruction to gain 50 points on the TOEFL).
- Students can enter the program three times per year.
- SOMTAD participants enter upon selection to program.

Costs:

- $4.50 per hour per student -- same as tuition at ALI/GU.
- Maintanence cost of $45 per student per month in SOMTAD compares with $750 in Washington, D.C.

Other Observations:

- SOMTAD ELT design is as yet untested. Adjustments in pace, schedule, materials, and student placement may need to be made during the first year.
- THE ELTP director serves two different clients, with several different agendas.
- USIS has limited experience with English for Specific Purposes or with this scale of intensive English programs.
- USIS has limited backstopping capability or personnel for ELT locally.
- As yet, no external evaluation of the ELTP has taken place or has been planned.
- The SOMTAD ELT program may swallow up other programs.

3. <u>Third Country Arrangements</u>

Although the Mission carries out third country participant training, it does not contract for ELT in third countries.

4. U.S. ELT Arrangements

The Training Specialist indicated that five participants in FY'86 needed additional ELT in the U.S. Three of the five had received in-country ELT. Of the five, one or two needed intensive English, and the others took English along with academic courses.

Participants were placed in programs by Partners for Productivity or USDA.

Costs for this ELT are not available at the Mission.

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

With government encouragement, private language schools offering ELT are springing up in Mogadishu. These schools are often run by Somalis to supplement their salaries as secondary school teachers or university lecturers. The team considered that these schools did not come into the scope of its assessment, since they are not yet viable options, capable of designing and running courses for the special needs of AID participants.

E. MANAGEMENT SYSTEMS

Management of participant training is a function of the Training Officer in the Rural Development and Refugee Affairs division. The dominant training project is SOMTAD, with a projected number of 210 participants. SOMTAD has an American director, the AID Training Officer, and a Somali director, the director general of the Ministry of Sports and Labor. The assistant education and HRD officer in AID backstops the SOMTAD Project. A locally hired Somali Training Assistant deals with administrative procedures for prospective SOMTAD participants.

A Somali training specialist administers academic and short-term particpant training in the U.S. and third countries.

Under a PASA, the Public Affairs Officer is responsible for the ELT offered by USIS to AID participants. An ELTP director, employed by USIS, is responsible for managing participants' ELT. A team of four American teachers, recruited by USIS and funded by AID, will be going to Somalia to implement the ELT component of the SOMTAD Project.

Areas requiring attention are:

- Identification and selection procedures for participants and counterparts outside SOMTAD who need ELT.
- Identification and selection procedures for short-term participants.
- Communication channels and clearly defined areas of responsibility between USIS, AID, and the four American teachers.

F. OTHER COST FACTORS

Cost figures generally are for amounts budgeted, not actual expenditures. Actual costs would require an audit of expenditures. It is not certain that this would reveal actual ELT costs either, since ELT is not a separate line-item expenditure in U.S.

128

training cost reporting. The percentage of ELT costs in relation to overall training costs could therefore vary by several points simply on the basis of a few students taking more time for ELT than is presently known. S&T/IT contractors who place and monitor participants in the U.S. could develop a reporting system that separates ELT costs from other training costs.

In-country ELT costs can be determined, although per student per hour costs as reported here may vary considerably depending on the numbers of participants in classes at any one time. Since budgeting is not done on a per student tuition basis, these figures may not be as relevant. Overall costs do not vary much by the number of students, but would vary if the number of teachers required for classes changed significantly.

SOMTAD ELT costs are only projections at this stage.

The only hidden costs we could determine are management and overhead costs borne by the AID training staff in managing ELT operations.

IV. CONCLUSIONS

The Mission is embarking on a unique effort to meet the particular development needs of Somalia. The socioeconomic and education constraints affect the kind of ELT that is needed to accomplish other training goals.

The Mission has recognized the importance of English as a development tool and the need to provide Somali managers with an international language that can equip them to participate in the increasingly complex technical and scientific world. The role of English in dealing with the rest of the world must be incorporated into a development system that already recognizes the importance of the Somali language as the medium for national and cultural unification and continuity.

A. COST-EFFECTIVENESS

The cost-effectiveness of the Mission's in-country ELT cannot be assessed at this time. In particular, the SOMTAD ELT must await further implementation to determine what modifications are necessary and what actual costs are.

Given the educational background of the participants and their language preparation, any ELT effort that effectively prepares participants to use English as the medium of instruction at the graduate level is going to be expensive. It will require intensive study of the language over a fairly long period of time. It appears from the budgets we reveiwed that a large proportion of training costs are going into ELT. Careful monitoring of the effectiveness, therefore, will be important.

Based on general experience, three areas warrant ongoing monitoring and analysis:

- The program may not be intensive enough to accomplish its goals. Intensive programs are generally thought to require more than 20 hours per week to be most effective. Some offer as much as 25 or 30, often including extracurricular video clubs, social activities, and so on.

- Time on task is perhaps the most critical feature of language learning. Shorter, intensive periods seem to be more productive than

longer, less-intensive programs. The long period for ELT--for some students as much as 18 months--may result in high frustration levels and perhaps dropouts.

- Adding a heavy instructional program at the end of the workday will result in less-effective learning. Attention to motivation, attendance, and constant reinforcement will be necessary during the SOMTAD ELT.

B. MANAGEMENT

The management system of the SOMTAD ELT is evolving as the project nears site implementation. The dominance of the SOMTAD Project, combined with the inter-agency collaboration, suggest a rather complex system that will require significant AID monitoring and management.

As well as technical review of the ELT program, a review of the management system should be carried out within the first year of SOMTAD implementation.

C. POTENTIAL ELT APPROACHES

No viable alternative to the present ELT arrangement is in place in Somalia. Although general interest in English is strong, and private language schools are opening up in the city, none would have the capability to offer the kind of intensive ELT program needed by AID.

Other alternatives, such as those identified in other countries, would require further development and contracting cost. In most cases, specific approaches to in-country ELT have evolved to take into account local constraints and resources and to meet the specific programatic needs of the Mission. Often these approaches have required years of discussion and considerable development cost to the Mission. It is assumed that the level of attention to ELT and the commitment demonstrated through the development of in-country ELT relates positively to the effectiveness of the programs.

230

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: TUNISIA

Dates of Visit: November 2 to 5, 1986

Assessment Conducted by:
Maurice Imhoof
Brenda Bowman

Academy for Educational Development
Washington, D.C.

I. SUMMARY

The Mission and the Government of Tunisia (GOT) make a heavy investment in ELT, especially ELT carried out in U.S. universities. Although a brief intensive English language program is provided in-country for undergraduate students, all undergraduates and some graduates receive from one to two semesters of intensive English training in the U.S.

U.S. ELT is consistent with a broader policy of providing long-term training in the U.S. for large numbers of participants. This policy is evidenced by the proportionally large numbers of undergraduates in the Technology Transfer Project.

Any recommendations for change in ELT approaches in Tunisia must be made in the larger sociolinguistic and educational contexts of the country. The assessment team is unable to judge the appropriateness of identified options in these contexts, thus only suggests some alternatives for further consideration.

In general there is a growing interest in English language training. New institutions are being created to meet the demand for English training, some of which have the potential to serve AID's and the GOT's needs for efficient ELT. Clearly, a great deal of expertise exists locally, and we feel it could be focused to provide in-country programs of merit. Effective institutional arrangements are not wholely in place, however, and would require development and careful monitoring. The situation looks promising, however, for some emerging resources that could be alternatives for in-country ELT.

II. SOURCES

A: MISSION PERSONNEL

James Phippard, Director
Louis Macary, Program Officer
James Vermillion, Project Officer, Health and Population
Paul Novik, Project Officer, Agriculture
Mark Karns, Project Officer, Technology Transfer Project
Greta Cherchad, Training Officer

B: NON-MISSION SOURCES

Joan MacDonald, Program Officer, USIS
Jamil Halfaoui, Program Specialist
Maamouri, Director, Bourghiba Institute
Salah Brik El Hannachi, Director ISG
Salim, Head of English Department, ISG
Peter Clark, British Council Representative
Valerie Richards, Acting Director of Studies, British Council
Annie Stuart, Acting Deputy Director of Studies, British Council
Pat Payne, Director, AMIDEAST
Ann Mhenni, Administrative Assistant, responsible for TOEFL, AMIDEAST

132

C. IN-COUNTRY INSTITUTIONS OBSERVED/INTERVIEWED

Bourghiba Institute
Institut Superieur de Gestion (ISG)
The British Council Language Centre

III. FINDINGS AND ANALYSIS

A. INFORMATION ACQUIRED OF PARTICULAR NOTE

1. The Government of Tunisia seems keen to support training in the U.S. for the best undergraduate and graduate science students. GOT actively promotes this goal by carefully controlling selection of participants and by maintaining a mission (MUST) in Washington which places and monitors undergraduate students. Anecdotal evidence suggests that on their return to Tunisia, these participants, with their by then fluent command of English, will be well equipped to find jobs either in the public or private sectors. Even for those postsecondary students who do not study overseas, English is considered necessary for a successful career.

2. In terms of numbers, AID's in-country ELT arrangements are dominated by the Technology Transfer Project (TT), which provides a five week orientation/intensive ELT program for undergraduates who are destined for study in the U.S.

AID contributes $25,000 a year to pay for the salaries and transport of 2 teachers from the U.S., part of their per diem, text books and other equipment. GOT supplies facilities, four Tunisian teachers, administrative support, lodges the students and pays them a small stipend of 30 dinars each a month.

The selection of students for this program is entirely in the hands of GOT, which bases its selection on the results of the baccalaureat, choosing the very best students from the scientific branches of Tunisia's lycees.

Because of GOT's successful track-record in choosing students who perform excellently in the U.S., the Mission sees no reason to alter this program, nor does the Mission see any reason to go beyond its role as pay-master. It may be beneficial from a cost effective point of view, however, for the Mission to require more accountability from the course organizers, even if it is only to ask for entry-exit test scores from a test such as the ALI/GU, which would give some way of measuring the English language achievement of participants.

3. English language requirements for graduate participants vary from project to project:

Project	TOEFL	# Students	ELT Sources
TT	550	25/year	None
Fam.Pl. Pop.Dev.	520	5 total for project	Nat.Pop.& Fam.Pl.Office
Agr.TT	480	15 for remaining project time to be placed '87	Min.Agr in-country/ 1 semester U.S.
Range Dev.	480	3 for remaining project time, to be placed '87	Off.Livestock & Pasture, and OSU in-country/ 1 semester U.S.

For the TT Project, the Mission does not think the TOEFL requirement and the absence of ELT is a constraint. Other projects whose life-spans are running out, however, do feel the lack of ELT among potential participants. To remedy this, these projects have had to offer some ELT, both in-country and in the U.S.

The Mission's position on English language requirements and training for the TT project may in part be due to GOT's proven assurance that excellent participants can be selected, even without any ELT from AID. It is not known if this situation would continue should the number of graduate participants substantially increase.

B. PARTICIPANT NUMBERS, ELT NUMBERS, AND PERCENTAGES

The total number of trainees in FY'87 is 550 for a total cost to the Mission of $6,500,000. Of these 550, 80 new starts need ELT, 70 are undergraduates, and 10 are graduates. Mission funds cover ELT for the 70 graduates at a total cost of $25,000 for an in-country, five-week program, and a budgeted amount of $5,500 per student per semester for U.S. ELT. Under various arrangements, the 10 graduates receive in-country ELT to get up to the TOEFL 480 score. Cost figures are not available. U.S. ELT costs for these graduates are the same as those for undergraduates. All 80 participants will need at least one semester of ELT in the U.S.; 16 will require additional ELT, usually of one more semester. ELT accounts for 8.3 percent of the Mission's total training budget.

C. CURRENT ELT ARRANGEMENTS

1. In-country Arrangements

The Mission currently has two approaches to ELT, one for undergraduates, the other for graduates.

a. Five-week Summer Program for Undergraduates

Description

The major participant training program is under the Technology Transfer Project. Under this project, most of the participants go to the U.S. for undergraduate degrees in engineering and the sciences. In-country ELT consists of a five-week intensive summer program funded by AID, with additional contributions by the GOT and logistics administered by USIS. Program administration is provided by one of the visiting U.S. consultants who also teaches in the program. The program, as most recently offered, consists of four hours of intensive English at three skills levels, followed by two-three hours a day of informal orientation and listening practice.

Since 1985, the GOT has provided classrooms at the Bourghiba Institute and four to five teachers from the Institute. AID has funded the two American specialists and most of the teaching materials at a budget of $25,000 per summer. USIS has recruited the American specialists and provided logistical backstopping.

Costs per Student (94 students)

Dinars	U.S. $ @ rate of D1.00 = $.865	
	25,000	AID support
8,819	10,184	GOT support
	35,184	total program cost = 100 teaching hours
2.26	3.74	per hour
	2.66	USAID per hour support

(Does not include Institute costs for facilities and overhead.)

Advantages and Disadvantages of the Summer Program Option

Advantages:

- The program works. Undergraduates complete U.S. ELT in one term or semester at an 80 percent success rate. Participants also maintain very high GPAs in their academic programs. The success rate is extremely high, but perhaps not surprising given the rigorous and highly competitive selection process.

- The program combines what many EFL specialists and foreign student advisors recommend: an in-country period of ELT and cultural orientation which puts the participant at little risk while improving his English skill, followed by a period of U.S. ELT in an English-speaking academic enviornment. There is no hard research data, however, to suggest what the most advantageous blend of in-country and U.S. ELT should be with reference to particular groups of students--e.g., Tunisian undergraduates.

- From AID's perspective, management is simple. Beyond the budgeting and funding process, the Mission has no further input into the arrangement.

- The program is capable of expanding up to double its present size, according to the Director of Bourghiba. (However, this does not address whether expansion could be accomplished within existing funding levels.)

Disadvantages:

- The correlation between the summer program and participant success in U.S. ELT or academic programs is not known. Success of the program is currently judged by external criteria (e.g., program ran smoothly, students and teachers were happy, etc.). This is not to say there is not a correlation, but no quantitative measures have been used to evaluate participant progress and follow-up progress in the U.S.

- Quality control is outside AID's management. This may be an advantage as long as arrangement appears to be effective.

b. Graduate ELT Arrangements

Description

The second approach to in-country ELT for participants pursuing graduate degrees under the Technology Transfer Project supports no in-country ELT. Candidates must achieve a 550 TOEFL score before selection by the GOT.

Graduate participants funded under other projects have significantly different arrangements, seemingly developed on an ad hoc basis necessitated by the constraints of English language ability. Participants in the Range Management Project, located in central Tunisia, could be supported for one semester of ELT in the U.S., but only after achieving 480 on the TOEFL in-country. The Office of Livestock and Pasture, in collaboration with the project contractor, has contracted with British and American teachers to provide 22-1/2 hours per week of ELT for 14 participants.

Similarly, computer and population projects require participants to acquire the bulk of their ELT in-country. The projects assist the students in reaching TOFEL 550 (or whatever score individual universities require). Project funds pay for no ELT except, perhaps, technical assistance in hiring a teacher or teachers.

In short, graduate students are largely on their own in acquiring sufficient English skill (as measured by TOEFL) although some receive modest project support.

Costs

No Mission funds are used directly for ELT. Costs assumed by the GOT under individual projects require further study.

Advantages and Disadvantages of Graduate ELT Arrangements

Advantages:

- Providing no ELT to graduate participants in the Technology Transfer Project appears to be cost-effective since there seems to be no difficulty in selecting qualified candidates with sufficient TOEFL scores.

- This arrangement requires little AID management.

- Project-specific ELT for graduate participants on other projects is of short duration. There is, however, little evidence of effectiveness since these arrangements are very recent.

Disadvantages:

- Graduate participants in the Technology Transfer Project seem to be at somewhat of a disadvantage with respect to other graduate participants. Could otherwise highly qualified participants be eliminated because of English language constraints?

- The ad hoc arrangements related to specific projects are of unknown effectiveness. They should be studied carefully as possible efficient options for specific English language training in conjunction with academic and practical work that might substitute for the more general ELT.

- Again, quality control is a question since programs are new and unmonitored by AID.

2. **Third Country Arrangements**

The Mission does not contract for ELT in third countries.

3. **U.S. ELT Arrangements**

Description

In FY'87, 80 new starts will require U.S. ELT. ELT under the Technology Transfer Project is managed by the GOT Tunisian Scientific and University Mission (MUST) in Washington, D.C. Through this office, students are placed in the required intensive English programs and subsequently in the appropriate undergraduate and graduate programs.

Students are placed in 10 - 12 university ELT programs, all students for one term or semester, and about 20 percent for an additional term or semester of intensive English or some English along with academic course work.

Costs

Costs average $5,500 per student per semester. Exact cost figures are not available in Tunisia. Actual costs would have to be determined through collaboration with MUST.

D. POTENTIAL IN-COUNTRY ELT ARRANGEMENTS

1. The Bourghiba Language Institute

Description

The Bourghiba Institute is a large, prestigious language training center under the administration of the Ministry of Higher Education. Its current day program for university students studying English and other languages serves 900 students from 8 - 4 o'clock. Its evening classes for adults enroll 4,000 at present.

The Institute is only a limited ELT option at this time. Dr. Maamouri, the Director, indicates that only the summer intensive program could be expanded--up to double the past summer's enrollment.

Costs

Costs are low in these ongoing programs, largely because teachers' pay is controlled by the GOT. Current hourly pay is no more than $3.50. Maamouri indicates that other institutions pay between $7 - 12 per hour.

Advantages and Disadvantages of the Institute

Advantages:

- The Institute could expand the summer program at low cost. Maamouri feels it may not be necessary to have American specialists.
- The Institute has 11 regional branches. These are less crowded and might offer courses for projects located outside Tunis.
- The Institute must be responsive to GOT requests.

Disadvantages:

- The Institute cannot meet intensive in-country ELT needs beyond the summer program.
- Quality under program expansion is not assured.
- It is a GOT institution within the bureaucracy of the Ministry of Education. Among other problems, teachers' pay is irregular. It may not be flexible in responding to AID's special needs.

2. The British Council

Description

In recent years the British Council has moved towards financial self-sufficiency in its ELT operations. A special department has been set up in London to standardize the management and teaching practices of these operations, and to be a recruiting agent for teachers and a source of texts and materials. Acting with the support of this department, the Council opened an extensive ELT program in Tunis in September 1985, and now has an enrollment of 190 students, most of whom are professionals working in the private sector. For legal reasons, the Council in Tunisia must operate its ELT on a nonprofit basis.

Cost

Present Extensive Courses:

Dinars	U.S. $ @ $.835 = 1 dinar	
70.00	83.83	per 45 hr trim.
1.55	1.86	per student per hr

Estimated costs for group courses of 15 students organized outside of present framework:

Dinars	U.S. $	
1.59	1.92	per student per hr

Advantages and Disadvantages of British Council Option

Advantages:

- The Council is a government institution aggressively pursuing a policy of expanding its ELT operations worldwide. The current Council representative in Tunis plays a strong role in putting Council policy on ELT into action, while also carefully maintaining the Council's reputation for delivering quality ELT. He has plans to extend both facilities and staff within the next two years.

- The Council would be willing to discuss with AID possibilities for the Council to design and run ELT programs for AID participants. The Council is interested in responding to AID's needs: it is accustomed to dealing with short-term contracts, and would not be disturbed by fluctuations in numbers of participants. It also would be prepared to recruit American teachers if this would ensure a program geared to participants' needs in areas such as orientation, university study skills, TOEFL, etc.

- As a non-GOT institution, the Council's programs would not be affected by the disturbances which periodically sweep the public education sector.

Disadvantages:

- The Council's ELT operation in Tunis is new, small and, in comparison with ISG, for example, underequipped. It also has political problems hanging over its head, and is awaiting the Minister of Education's decision on whether it can actually continue this new venture.

- The present Council ELT team has no experience in working with AID. It may require time and patience on both sides before the Council could accurately target AID's needs and supply a satisfactory program.

3. Institut Superieur de Gestion (ISG)

Description

The ISG comes under the aegis of Ministry of Education. It offers first degrees in a four-year program, and second degrees in an additional two-year program. Its total student body is 455. Students receive training and specialize in: management, computer science, accountancy, personnel management, finance, or marketing.

Three hours a week of English are offered throughout the six years at ISG. The objectives of this ELT is to offer students access to books written in English (60 percent of the library's 18,000 books are in English), to be able to train students in computer science, and to give graduates of ISG an edge in the job market, especially in banking.

Costs

Cost figures are not available.

Advantages and Disadvantages of ISG

Advantages:

- ISG is an established body, whose English department is staffed by qualified ELT experts (3 full-time, 6 part-time). The facilities are good: numbers of textbooks are adequate; the language lab, with 25 booths, is fully operational; and the computer center is impressive (though the English department complains that it does not have enough access to these computers).

- ISG is developing materials for English for Specific Purposes (English for managers, computer programmers, bankers, etc.), and would be interested in discussing with AID the design of such programs specifically for AID participant needs. ISG is energetic and innovative in its materials development--professors of marketing and English team-teach, and 10 staff (including the head of the English department) spent time in Washington this summer working on a cross-curriculum, case-study approach, at a seminar given by George Washington University. Guest lecturers from the U.S. or U.K. are frequently invited to speak in English on their fields of expertise.

- ISG recognizes the value of ELT. The director was trained in the U.S., and he has encouraged the introduction of TOEFL and GMAT preparation courses. If AID participants were to receive ELT at the ISG, they would be able to take advantage of a strong orientation towards the U.S. and the requirements of U.S. universities.

- ISG has a record for starting classes on time at the beginning of the academic year, and for remaining aloof from the problems which trouble other student bodies.

Disadvantages:

- ISG comes under the Ministry of Higher Education, and would probably require the permission of the Ministry for any collaboration it might undertake with AID. This might prolong negotiations and implementation of any ventures with AID.

- ISG's scope is limited to management and related fields. It would not be able to offer suitable ELT to participants not involved in the same fields.

4. <u>Additional Options Available to AID</u>

Additional options have not been assessed in detail. They include:

- Private commercial schools such as:

  -- Director, Language Tuition Center, Rue des Palestine, Mr. Aleya Gmar

  -- Head of English Department, INTAC, Ave Khereddine Pacha, Madame Boudebella

- Joint M.S. or Ph.D. programs between Tunisian institutes and U.S. universities.

E. MANAGEMENT SYSTEMS

Management of ELT is decentralized and requires very little administration time from Mission personnel beyond policy discussions and budgetary support.

In-country ELT for Technology Transfer undergraduates is administered by USIS and the Bourghiba Institute. Graduate students fend for themselves, including taking the TOEFL and other required tests through AMIDEAST.

Other graduate participant ELT in-country is managed by the Tunisian project institutions receiving AID funding.

U.S. ELT is managed by MUST for participants under the Technology Transfer Project.. ELT for participants under other projects is arranged by U.S. contractors for their respective projects.

F. OTHER COST FACTORS

The unknown cost figures for in-country ELT are those borne or administered by the GOT. For example, teacher costs and participant maintainence costs for the Bourghiba Institute's five-week summer program are easy to determine. Classroom facilities, participant housing, administration, and overhead are not. Classrooms and dormitories are free in the summer, and administration, as explained by the director, "is part of my job."

Costs for ELT for graduate students in agriculture and population programs are also difficult to determine. One would need access to Tunisian financial records and Ministry approval to examine such records in order to analyze costs fully. ELT costs are not necessarily disaggregated for analysis, and such an effort would no doubt be time-consuming. Since the assessment team's visit was on such short notice, and the time in-country very limited, GOT approvals were not available to carry out such an analysis.

IV. CONCLUSIONS

With one of the largest participant training programs in AID, the Tunisian Mission funds extensive ELT, mostly in the U.S. Given the nature of the funding--grants to the GOT--the management of ELT is carried out by the GOT, both in-country and in the U.S. For the present, neither party feels a strong need to make changes. The arrangements are moving participants through the system with success. The system seems to work, with little administrative burden on the Mission.

A. COST-EFFECTIVENESS

The high cost of U.S. ELT cuts back on the numbers of participants who can receive academic training in the U.S. The GOT makes considerable effort to get the most for their money through careful selection of ELT institutions in the U.S., minimal student maintainence support, and high student performance.

An annual ELT cost of more than 8.3 percent of the total training budget may be in excess of what needs to be spent if more in-country ELT were done. (The 8.3 percent figure is based on known ELT costs. It does not take into account contributions by the GOT which we could not assess.)

242

The effectiveness of in-country ELT has not been adequately measured. Our assessment suggests some alternate strategies are worth considering, but none has a proven track record. A number of local ELT specialists--Dr. Maamouri, Bourghiba Institute; Peter Clark, British Council; and Pat Payne, AMIDEAST--feel that the Tunis environment could supply qualified teachers and specialists to develop quality in-country ELT.

B. MANAGEMENT

The management of current ELT arrangements is effective. Choosing alternate arrangements would require other management systems. Guidance in exploring options and in identifying approproate management systems could be acquired locally or in a combination of local and minimal external expertise. The assessment team feels there is a strong local group of ELT specialists which might form an advisory group to the project and Training Officers at the Mission. As individuals, they may have vested interests and definitely represent varying perspectives, but they are informed and serious professionals.

The advantage of a local advisory panel is that members would know the Tunisian situation well, and have professional interests in ELT and in expanding in-country services and resources. Although they are not likely to agree on all issues, they would provide AID and the GOT with fresh perspectives on cost-effective, in-country training.

We recommend a mix of Tunisian, American, and British experts.

C. POTENTIAL ELT APPROACHES

No strong alternative to the present ELT arrangement is apparent. Any alternative approach would need nurturing, as the five-week summer program has. For the sake of developing additional in-country resources, and reducing ELT costs, some risks should be taken in small-scale experiments with specialized programs. In addition, continued discussions on ELT policy between AID and the GOT should be held. The role of English seems to be playing a larger and larger role in technology transfer, and local resources demonstrate that some of the transfer can contribute to the efficiency of in-country training.

English Language Training Assessment
INFORMAL REPORT - END OF FIELD VISIT

Country: YEMEN

Dates of Visit: "Paper" Country Report

Assessment Conducted by:
Jose Goncalves

Academy for Educational Development
Washington, D.C.

244

I. INTRODUCTION

This is one of two "paper" country reports prepared for the 12-country English Language Training (ELT) assessment conducted by the Academy for Educational Development (AED) for USAID/S&T/IT. This report on Yemen used secondary sources as its basis. By "paper" is meant that the report is different from the actual country reports for which AED teams made visits in December 1986 to gather data to form the basis of those reports. The report relies on previous evaluation reports and telephone conversations (when possible) with program evaluators as sources. Although the Yemen reports were conducted recently (November 1986), the mandates for those reports differed significantly from those which guided AED's field research. As a result, despite the efforts made to collect data that would render the Yemen report similar to the other ELT country reports, data found were of a different nature, which explains the difference in the end product. This is true even in the case of the two "paper" country reports where the findings and conclusions are noticeably different from one another. Whereas there are several ELT institutions in Indonesia and data were actually collected on many of them, only the Oregon State University/Yemen American Language Institute (OSU/YALI) program is involved with ELT in Yemen. Hence, the Yemen report is more a report on the OSU/YALI program than a country report, per se.

II. FINDINGS OF PARTICULAR NOTE

1. The OSU/YALI ELT program qualifies as an intensive language program, offering a total of 25 hours per week of ELT studies and activities (compared to most other programs which offer a 20-hour per week program).

2. Class sizes fall within a range of 8 to 15, with the average class size being 12 students.

3. All but one of the 92 students at YALI are male.

4. The OSU/YALI ELT program focuses principally on preparing participant training candidates to pass the TOEFL test with a minimum score of 500.

5. As a result of OSU/YALI's principal training focus, grammar and vocabulary receive disproportionately wide attention (over 50 percent of the program) to the detriment of reading and writing skills, and courses in cultural orientation.

6. OSU/YALI has a well-trained professional staff and faculty trained in EFL methodology and approaches.

7. Many classrooms were found to be too small and lighting seemed inadequate in many.

8. While the two evaluators found that OSU/YALI has made a successful start in meeting its stated objective during its first year of operation, it was recommended that YALI consider developing a broader program objective than the current apparent overemphasis on passing the TOEFL 500 hurdle.

9. One way to broaden the breadth and depth of YALI's program would be for OSU/YALI to shift some of the grammatical emphasis to courses on reading, writing, and cultural orientation, thus rendering the students better equipped to handle academic studies in U.S. universities and colleges.

III. METHODOLOGY

The methodology for this report involved review of two YALI evaluation reports conducted in November 1986 and phone conversations with program managers and one of the evaluators.

IV. SOURCES

A. DOCUMENTS REVIEWED

1. "Report of an Evaluation of the Intensive English Program for AID Participants Provided by the Yemen American Language Institute (YALI)" by Leslie A. Palmer, Ph.D., November 1986.

2. "An Evaluation of the English Programme for AID Participants by the Yemen American Language Institute, and of the Available Educational Facilities" by E.F. Chaplen, Ph.D, November 1986.

B. PERSONS CONTACTED FOR REPORTS ABOVE

1. **Mission Personnel**

Karl Schwartz, USAID/Sana'a

2. **Non-Mission Personnel**

Jack McCreary, PAO/Sana'a
Karl Drobnic, Director OSU/YALI
Deborah Marino, Academic Coordinator, YALI
Ian Palmer, Teacher
Deborah Healy, Teacher
John Saunders, Teacher
Abdul Rachman Al Alemee, Staff
Samira Al Shalali, Staff

C. IN-COUNTRY INSTITUTION OBSERVED

Yemen American Language Institute

VI. FINDINGS AND ANALYSIS

A. CURRENT ELT ARRANGEMENTS

1. **Program Background and Purpose**

Data available for this report indicate that only one institution, the Yemen American Language Institute (YALI), is currently involved with English language training in Yemen. The intensive ELT program at YALI dates back to August 1985 and is the result of an agreement signed between USAID/Sana'a and Oregon State University. In that agreement it was stipulated that OSU would be responsible for implementing an intensive English language training program in Yemen to bring Yemeni

participant training candidates to a minimum TOEFL 500 score prior to their departure to pursue academic studies in the U.S. The ensuing program is referred to in this report as OSU/YALI.

2. General Program Description

OSU/YALI is located in Sana'a, Yemen, and shares facilities with USIS in two buildings next to each other in a compound. One building houses USIS administration and operation while the other houses OSU/YALI administration, learning facilities, and most of the classrooms. Each shares the other's facilities to some degree: the USIS faculty offices are located in the OSU/YALI building and some OSU/YALI classrooms are situated in the USIS building. Hence, the two institutions have arrived at a mutually cooperative working arrangement.

OSU/YALI facilities consist of administrative offices, faculty offices (shared with USIS faculty), one language laboratory with 14 booths, a computer laboratory equipped with six Apple 2e microcomputers, classrooms, a reading library, a listening library equipped with audiovisual equipment, a staff/student cafeteria, and a student lounge.

3. Student Characteristics and Placement

Of the 92 students enrolled at OSU/YALI, virtually all are either government or university employees. They are released on salary to pursue full-time English training, but are required to report to their places of employment on Thursday mornings and during term breaks. All but one of the students are men and the vast majority are married with young families. The ages range from 19-37 with the majority in the 27-32 age category.

Placement of new students is determined on the basis of a one- or two-step process in succeeding order. The first step is to complete the Michigan Test of English Proficiency. Those who obtain higher scores are then administered an Institutional TOEFL test to determine the appropriate level of placement in one of OSU/YALI's seven proficiency levels: Introductory, Low Intermediate, High Intermediate, Pre-Advanced, Advanced, Post Advanced I, Post Advanced II, and University. Following is a breakdown of number of students by level as reported in November 1986, where it can be seen that over two-thirds of the students are in the Low Intermediate to Advanced range.

Levels	Number of Students	
Low Intermediate	21	
High Intermediate	14	
Pre-Advanced		14
Advanced		15
Post Advanced I		10
Post Advanced II	8	
University		10
	Total	92

4. Course Schedule and Program

While most intensive language programs operate on a 20-hour per week schedule, OSU/YALI students attend ELT classes and language laboratory for a total of 25 hours per week. The program is taught five days a week from 8 a.m. to 2 p.m., Saturday through Wednesday. Each of the basic segments is 10 weeks in length, followed by examination and writing tests (for the more advanced levels) before progressing to a higher proficiency level. The program is composed of the following components:

Foundation:	10 hours
Grammar:	5 hours
Reading Lab:	2 hours - first 3 levels 3 hours - Advanced and Post-Advanced levels
Listening Lab	3 Hours - first 3 levels 2 hours for Advanced and Post-Advanced levels
Reading Skills	5 hours - first 3 levels
TOEFL Skills	5 hours - Advanced and Post-Advanced

5. Class Size and Grouping by Proficiency Level

Observations of classes in session and review of the class roster indicated that most classes were within the range recommended for intensive language programs. With the exception of one Low Intermediate class with 21 students, all other regular classes were in the desirable range of 8 to 15 students, with an average class size of 12.

As a result of the two tests administered, the Michigan Test of English Proficiency and the Institutional TOEFL, ELT students are appropriately discriminated into the various proficiency levels and subsequently placed in one of the seven class levels.

6. Learning Objectives and Curriculum

Per its mandate, the OSU/YALI program was designed to train entering Yemeni participants to "pass" TOEFL with a minimum score of 500 in order to undertake studies in the U.S. As a result of this rather narrow objective, OSU/YALI was found to have begun meeting this objective already in the first year of program implementation when some 12 students achieved a score of 500 or higher. Although 12 successful candidates out of an average of some 85 students in 1985/86 does not appear very high, this number must be seen in the context that OSU/YALI students enter at any one of seven proficiency levels with the overwhelming majority in the lower half--e.g., Low Intermediate to Advanced range.

The OSU/YALI program has a wide selection of the better known ELT textbooks and learning materials as well as a qualified EFL teaching staff. Because of the heavy emphasis on "passing" TOEFL at the designated 500 score level, however, it was generally felt by the evaluators that too much emphasis is placed on grammatical drills and vocabulary mastery. This overemphasis on grammar generally has been at the expense of other important skills such as reading and writing, which, to be sure, may be far greater determinants of academic success in U.S. universities and colleges. Similarly, while the evaluators observed an effort to differentiate entering students by language proficiency levels, each level seems to operate relatively independently from

one another with little apparent vertical coordination from the least to the most advanced levels. Suggestions that OSU/YALI place more emphasis on reading and writing skills in its ELT program are generally supported by evidence that Yemeni university students studying in the U.S. who have met the TOEFL score requirement still tend to be deficient in reading and writing skills.

VI. CONCLUSIONS

From the two reports reviewed for this "paper" country report, several conclusions can be reached about the OSU/YALI ELT program. First, to the degree that OSU/YALI is successfully preparing students in English language skills to pass TOEFL with a minimum score of 500, the program is meeting its stated objective per its mandate in the Cooperative Agreement between OSU and USAID/Sana'a. The general consensus reached by the two program evaluators, however, suggests that the scope of the principal objective needs to be reassessed before the promising OSU/YALI program becomes just "another TOEFL prep mill." From what is known in the field of ELT and its importance in academic success, students who go through ELT programs which emphasize both grammar and other language skills such as reading and writing, as well as cultural orientation and other study skills, tend to adapt more readily to and succeed in their academic studies at U.S. colleges and universities. Futhermore, as one of the evaluators verified, passing the TOEFL with a minimum of 500 is no guarantee that the ELT training received in Yemen prepares a student for rigorous academic studies in the U.S. In fact, of the 17 recent YALI graduates on whom information could be gathered, 15 required additional English training--seven on a part-time basis and eight on a full-time basis.

In sum, it appears that OSU/YALI has the necessary material and highly qualified human resources to excel as a model ELT program. Perhaps what is needed at this time is less zeal for the single-minded objective of reaching and surpassing the TOEFL 500 score and a reassessment of the goals and objectives that will enable OSU/YALI to meet its implicit broader goal of providing Yemeni students with the necessary English language skills that will help to assure their success in U.S. academic institutions of higher learning.