

ENGLISH LANGUAGE PROGRAMS

OF THE

AGENCY FOR INTERNATIONAL DEVELOPMENT



Prepared by the

**Education and Human Resources Division
Office of Program and Policy Coordination**

**Department of State
Agency for International Development**

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FOREWORD

Much of the material presented in this report was first put together in 1963 as a result of a request from the Bureau of the Budget for information on the extent of AID's activities in assisting with English language teaching overseas. The 1963 report was revised and brought up-to-date in 1965 with the help of an English language consultant. The document at that time was intended to serve as a kind of briefing document for use at the U.S./U.K. conference on the teaching of English held at Ditchley Park, England, in November 1965.

The content of the present report is similar to that in previous reports except that some tables have been omitted. New programs have been added and additional information is supplied on continuing projects. Information on programs or projects that have been discontinued is again contained in this report so that it may, to some extent, serve as a historical presentation of the activities of AID and its predecessor agencies in this important field.

The report has been updated with the help of the various AID Missions and the Division of Foreign Studies of the Office of the Assistant Secretary for Education, Department of Health, Education, and Welfare.

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I

THE ROLE OF ENGLISH IN ECONOMIC DEVELOPMENT

The overseas operations of the United States Government for many years have included English language teaching programs. At first these activities were largely a part of the American effort to promote cultural cooperation, the exchange of ideas, and a better understanding of the United States and its culture. These objectives, for the most part, were and are carried out by the Department of State, mainly in connection with the Fulbright-Hays and Smith-Mundt programs, and by the United States Information Agency with Binational Center programs.

Establishment and implementation of U.S. technical assistance programs throughout the world brought new and more crucial needs for teaching English, and projected the Agency for International Development and its predecessor agencies into this field. Social and economic development in the newly emerging nations depends upon effective and efficient use of a communication instrument equal to the job of transferring needed knowledge, skills and activities. In the absence of an international language spoken, written, and understood by all, there has always been reliance on "world languages" which serve as international media of communication. For many generations English has been one of these "world" languages; today it is the most widely used of all "world" languages.

One of the major aims of the U.S. technical assistance program is the dissemination of technical and scientific knowledge to lesser developed countries. English is an essential key to such learning within the majority of these countries. Adequate textual and resource materials are not to be found in the local languages in the fields of science, agriculture, engineering, medicine and other technical disciplines. Few if any of the lesser known languages can at the present time interpret effectively the concepts and bodies of knowledge in these fields. Because of the closely intertwined relationship of culture (including technology) and language, translation is at best a slow and imperfect method of identifying the scientific, technical and professional concepts embodied in English. Hence, mastery of a "world" language which will provide access to the content of these fields is a requirement for scientific and technical study. In countries where English is used as this key to learning, improvement in the teaching of English contributes substantially to the achievement of economic development objectives.

Effective communication within a country is an essential condition for political and economic development. In some of the newly independent nations a truly national language does not now exist; instead, there are often several languages, mutually unintelligible, many of which have no alphabet and have never been written down. It is much easier, and less time-consuming, therefore, to establish an outside language as a means of internal communication rather than attempt to develop one of the local languages and elevate it to the status of a national language. In countries where English is the outside language chosen to serve this role, it is in the interest of social and economic development objectives to support the cultivation of English skills.

English is used as the language of government in many of the newly developing countries. When governmental instructions, policy statements, legal codes, and directives are transmitted in English from Ministry levels to lower echelons, it is essential that all levels of the civil service understand English. If such documents are translated or are interpreted orally into a local language or even into pidgin English the force of the document may be lost. Support of efforts to improve English and to advance the level of bilingualism in countries where English is the language of government is contributory to economic development in these countries, and may very well be a must in order to achieve such objectives.

The process of economic and social development is a long one. It is made longer when there is a shortage of skilled manpower and a scarcity of adequate local institutions which normally help a country to develop its potentiality and utilize the resources at its disposal. In most countries aided by the United States today, the development of human resources remains the priority need and technical assistance the heart of the U.S. development assistance program. It is in support of the A.I.D. technical assistance program that the Agency for International Development engages in English language activities having three major objectives:

1. To assist Ministries of Education and national educational institutions in establishing effective programs for teaching English as a second language.
2. To provide a working knowledge of English to foreign technicians and specialists (participants) selected for A.I.D.-sponsored academic and technical training in English-speaking countries.

3. To upgrade English skills of key project-centered technicians and government officials in situations where mastery of English is a requirement for successful performance of duties and responsibilities related to economic development activities.

U.S. Government Policy

These objectives are in keeping with the U.S. Government policy on the teaching of English abroad. On June 11, 1965, the President approved the following statement:

"English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lines because of the convenience of a lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are, therefore, widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man's knowledge about himself -- about his political experiments, his philosophies, and his inner human needs.

"The U.S. Government is prepared, as a major policy, to be of active and friendly assistance to countries that desire such help in the teaching and utilization of English. Each agency providing assistance to the teaching of English abroad under existing authorities will assign a high priority to activities in this area, within the framework of its own resources and programs. If new legislation or special funds are needed to effect this policy, agencies will make appropriate requests to the Congress. The Assistant Secretary of State for Educational and Cultural Affairs has responsibility for coordinating U.S. Government efforts in this field."

Emphasis of A.I.D. Program

The primary emphasis of the A.I.D. English language program is on the development of local capability to teach English effectively. Assistance is provided as part of the total educational and social development effort in a host country, and specialists are assigned to work with the Ministry of Education and educational institutions in the cooperating country, and to assist with the training of trainers of teachers of English and the training of teachers of English. Attention is given to the development and preparation of sound English language teaching and learning curriculum materials appropriate to the culture and the linguistic needs of the country. Help is provided in the development of supervisory capability to administer the English program. These activities are supported in a number of ways: commodity assistance in establishing English teaching laboratories, such as electronic equipment and tape libraries at key training installations; participant training in the United States and third countries to develop specialists' capability in the field of teacher training, English language materials development, English curriculum, and linguistic research.

The A.I.D. effort tends to focus on the national school system but may include the development of other indigenous institutions and programs for the teaching of English to adults, located either within existing educational institutions or administered by the Ministry of Education. English language programs aimed at the development of local capability (including participants in teacher-training programs for the teaching of English) are discussed in Chapter II.

English language training for the A.I.D. participants who will achieve academic or technical training in an English speaking country is usually provided in the trainee's own country. The USAID Mission in each country arranges for intensive English courses for candidates or participants by means of contracts with USIS at Binational Centers, or other local English teaching facilities. In some instances English language training for participants is provided directly by the Training Officer on the USAID Mission staff or as part of an A.I.D. project aimed at the development of local capability to teach English. If the participant already has some knowledge of English, he may be given a brief period of intensive refresher language training after he arrives in the United States rather than undergo training in his own country. Participants from countries

where English is the language of instruction in the schools (though not the language of the home) are examined for levels of proficiency in speaking, reading and writing English and given additional training as needed. Programs of English language instruction for participants are described in Chapter III.

II

A.I.D. PROGRAMS AIMED AT THE DEVELOPMENT OF LOCAL CAPABILITY
TO TEACH ENGLISH EFFECTIVELY

The ability to communicate effectively in English is a technical, social, and economic necessity for many developing countries. It is particularly important for those emerging countries that depend on the English language as a means of acquiring technical knowledge, as the means of communicating within their own geographical boundaries and as a means of communication with other countries. The 1962 International Meeting on Second Language Problems, held near Nijmegen, Holland, posted the following warning in its adopted resolutions: "Unless in the developing countries measures are taken immediately for the sharp improvement in the teaching of second languages, there will, within about fifteen years, be administrative chaos and economic stagnation in many of those countries." The resolutions of the International Meeting went on to emphasize the fact that "There is an urgent need to improve the institutional base for second language teaching in the developing countries." Recognizing that direct teaching alone does not get at the basic problem of effective second language instruction in host country education systems, and in line with its technical assistance objectives of human resource development and institution building, the Agency for International Development attempts to deal with this problem as part of its total education assistance program in support of priority economic development goals.

General program support in the field of teaching English as a second language was provided initially under A.I.D.'s predecessor agencies - the Foreign Operations Administration and the International Cooperation Administration. Inter-agency coordination, exchange of information, and liaison with university and other private organizations and with other English speaking resource countries have been carried out under the auspices of the Department of State, with a Subcommittee on English Teaching which was established in 1955 as part of the Inter-Agency Committee on Training Programs and Exchange of Persons chaired by the Department's International Educational Exchange Service. In November 1959, at the request of the Special Assistant to the Secretary for the Coordination of International Educational and Cultural Relations, a separate Working Group on English Language was established to review, and coordinate at the policy level, the English language teaching programs conducted by the U.S. Government. A.I.D. representation on the successor Inter-Agency Committee on the Teaching of English as a Second Language (chaired by the Bureau of Educational and Cultural Affairs in the Department of State), is provided by the Education and Human Resources Division

of the Office of Program and Policy Coordination, and by the Academic Advisory Staff of the Office of International Training.

Conference Representation

Representatives of the various U.S. Government agencies engaged in English language teaching activities including the Agency for International Development, have exchanged information and discussed programs and problems in the teaching of English and other second languages with representatives of foundations, universities, professional organizations, and other English speaking resource countries by means of a series of national, bilateral and international meetings. Those at which the Agency was represented are as follows:

Conference on English Teaching Abroad (Washington, May 1959)

Second International Meeting on the Survey of Second Language Teaching (London, December 1960)

Commonwealth Conference on the Teaching of English as a Second Language (Makerere, Uganda, January 1961)

National Conference of English Language Specialists (Washington, March 1961)

Anglo-American Conference on English Teaching Abroad (Cambridge, England, June 1961)

AEC/ICA Conference on the Application of Newer Scientific Methods of Learning and Teaching to Selected Major Educational Problems in Developing Countries (Washington, July 1961)

CCTA/CSA Meeting of Specialists on the Teaching of Second European Languages (Yaounde, Cameroon, November 1961)

International Meeting on Second Language Problems (Nijmegen, Holland, February 1962)

International Meeting on Second Language Problems (Besancon, France, March 1963)

International Meeting on Second Language Problems
(Rome, March 1964)

Meeting of Teachers of English as a Foreign Language
(Tucson, May 1964)

Meeting of Teachers of English as a Foreign Language
(San Diego, March 1965)

International Meeting on Second Language Problems
(Dublin, March 1965)

International Meeting on Second Language Problems
(Quebec, April 1966)

International Meeting on Second Language Problems
(Heidelberg, April 1967)

The March 1961 National Conference of English Language Specialists held in Washington, which was convened by the Center for Applied Linguistics at the request of ICA for the purpose of discussing present and proposed English language programs and obtaining advice on the approach, methods, and materials best suited to the teaching of English as a second language, recommended the establishment of a non-government advisory council to relate university and other private resources to the national effort and to serve the Inter-Agency Committee on English in an advisory capacity with respect to policy and plans. The proposal was accepted by the Assistant Secretary of State for Educational and Cultural Affairs, and the first meeting of the National Advisory Council on the Teaching of English as a Second Language was held in May 1962. Subsequent meetings were held in February and September 1963 and semiannually since then.

Publications

To provide background for the development of U.S. Government English language programs, the Agency contracted with the Center for Applied Linguistics for the preparation of two monographs based on data collected in its survey of second language teaching. English Overseas provides critical professional evaluation of the main elements of the problem as seen by various experts and makes recommendations in specifically American terms which serve as available guidelines for the U.S. Government, foundations, and other organizations concerned with strengthening existing resources, coordinating existing efforts, and developing new programs and other specific courses of action. The second monograph, entitled Study of the Role of Second Languages in Asia, Africa, and Latin America, deals with the teaching of English as a second language and gives attention to the teaching of French and other languages which appear to have significant economic, social, or educational value of national or regional importance.

Development Research

At the Conference on the Application of Newer Scientific Methods of Learning and Teaching to Selected Major Educational Problems in Developing Countries conducted for the Agency by the American Council on Education in July 1961, one of the six problem areas discussed was "Increasing the Number of Teachers of English as a Second Language and Improving the Methods of Teaching English." The recommendations of this and other conferences pointed up the need for research and development of new or modified approaches to direct teaching in the classroom and to the training of indigenous teachers of English as a second language in order to free scarce U.S. manpower resources for institutional development and other specialized programs.

In June 1962, AID signed a research contract with English Language Services, Inc., for the development of a teacher training course utilizing programmed instruction techniques for teachers of English whose mother tongue is not English. The development of this research was proposed in four phases. Phase I was to consist of a series of analyses of classroom teacher behavior with the purpose of developing a descriptive statement of high-level teacher performance. Phase II was to produce the final design and actual development of the self-instructional system. (This phase has resulted in an integrated program of films, tape recordings, texts, and workbooks, designed so that a poorly trained teacher of English as a foreign language can develop within about four months into a skilled teacher.) Phase III was to consist of a small-scale tryout of the assembled system using foreign students in the U.S. and American students. Phase IV will provide successive trials of the Teacher Education Program (TEP) at three overseas locations. The objectives of the overseas tryouts is to provide cost analyses, indicate problems internal to the program, and measures of teaching effectiveness including a comparison of the performance of TEP-trained teachers with that of teachers trained by alternative other means. Phase IV is expected to last 18 months.

In June 1967, a contract was signed with the American Institutes for Research to conduct Phase IV. The tryouts are to be conducted in three countries in three different operational regions - the Far East, South Asia, and Latin America, the Ford Foundation having already begun tryouts in Africa. Although testing sites have not yet been determined in Latin America and the Far East, testing in South Asia will be conducted in cooperation with the Central Institute for English at Hyderabad. It is presumed that testing in the Far East will be done in conjunction with the new SEAMES Regional Center for English Teaching at Singapore.

CONTRACTOR: English Language Services, Inc.
CONTRACT NUMBER: AID/repas-13
SIGNATURE DATE OF CONTRACT: June 30, 1963
EXPIRATION DATE OF CONTRACT:
TOTAL DOLLAR AMOUNT OF CONTRACT: \$1,052,975.
CONTRACT FUNDING BY FISCAL YEAR:
 FY 1962 \$410,960
 FY 1964 \$427,015
 FY 1965 \$215,000.

CONTRACTOR: American Institutes for Research
CONTRACT NUMBER: AID/csd-1555
SIGNATURE DATE OF CONTRACT: June 27, 1967
PRESENT EXPIRATION DATE OF CONTRACT: December 30, 1968
TOTAL DOLLAR AMOUNT OF CONTRACT: \$371,362.
CONTRACT FUNDING BY FISCAL YEAR:
 FY 1968 \$247,575
 FY 1969 \$123,787.

Regional Support

Within A.I.D., the four geographical Regional Bureaus are responsible for country program planning and execution. Based on country assistance program and long-range assistance strategy submissions developed in cooperation with the host country by the USAID Mission in the field, the level and composition of U.S. assistance to a particular country is determined and, within authorized funding levels, development lending and technical assistance projects for the attainment of priority development goals are approved. As part of its technical assistance activities for human resource development and institution building within a host country, English language projects within the A.I.D. education program are financed by development grant and technical assistance funds. Out of these funds come the salaries and support costs of U.S. technicians working overseas; the costs of sending key host country personnel to the United States

and other countries for advanced training; the costs of the supplies and equipment technicians need to carry out their jobs; and, to a limited degree, cost of construction connected with technical assistance, such as the building, expansion or remodeling of educational institutions.

The various project elements outlined in the preceding paragraph are carried out by direct-hire technicians on the USAID Mission staff or provided for under an A.I.D.-financed contract with an American university or other educational institution. In many instances, project implementation involves a combination of direct-hire and contract assistance. The A.I.D.-financed English language specialist is the focal agent of project implementation. Serving in an advisory capacity to the Ministry of Education and/or educational institution, the U.S. specialist assists host country counterpart teachers and administrators in the development of an effective program of English language instruction as part of the total educational system. Depending on the needs of the particular country, A.I.D. English language programs involve assistance with curriculum development, teacher training, linguistic research and testing, and the development of indigenous teaching and learning materials and are, for the most part, centered in host country teacher institutions or foreign language institutes. In some instances, the A.I.D. English language specialist performs direct teaching services until such time as host country teachers and specialists have been trained to staff developing institutions.

Descriptive analyses of the English Language Programs as well as tabular presentations constitute the remaining portion of this report.

THE AFRICA REGION
FEDERAL REPUBLIC OF CAMEROON

On May 16, 1963, a contract was signed with English Language Services, Inc., for the provision of technical advisory services under the administration of the Federal Cultural and Linguistic Center in Yaounde. Textbooks, workbooks, tapes, miscellaneous teaching materials, and language laboratory equipment consisting of forty position "Audio-Notebook" installation and closed circuit television with three monitors were provided under the contract.

By June 1964, the Government of the Federal Republic of Cameroon had provided a building to house the language laboratory, classrooms and staff offices as well as related furniture. English classes for secondary and post-secondary school students, with a total enrollment of 204, were held from June to September 1964. A special course for fifteen English teachers in East Cameroon was also organized.

The contract staff consisted of two French-speaking English language specialists with competence in curriculum development, materials preparation, and language laboratory operation and maintenance. During the summer of 1964 they were assisted by five Peace Corps Volunteers.

During the remainder of FY 1964/65, the contract staff assisted by one PCV provided English language training to various groups designated by the Ministry of Education for a total enrollment of 395.

Courses designed to upgrade the East Cameroonian English teacher's command of the language were held during July and August 1965. Total enrollment was 27. Methods seminars and English courses were also held for eight West Cameroonians (English speaking) whom the Ministry of Education has assigned as teaching assistants in the East Cameroonian school system. An additional 27 East Cameroonian secondary school students were given English instruction by a PCV under the supervision of contract staff.

On September 15, 1965, the contract team operations were made part of the Ecole Normale Supérieure, Yaounde, and in October of 1965 the administration and planning for the project were taken over by the Director of the Pedagogic Institute. The team operated under these circumstances until their departures in the Spring of 1966. After incorporation into the Pedagogic Institute, considerable assistance was given by project personnel to the teaching staff in matters of lesson planning, language laboratory maintenance and use, library acquisitions, and curriculum development.

The project was officially terminated on April 30, 1966 and the two team members departed Cameroon shortly thereafter.

At the Ecole Normale Superieure, under the general sponsorship of the Ministry of Education, the contract staff of two performed the following functions:

1. Organized and conducted intensive and semi-intensive English courses for East Cameroonian teachers of English in public and private schools.
2. Organized and conducted English courses for special groups designated by the Ministry of Education.
3. Organized and conducted courses in methodology for West Cameroonians which the Ministry of Education assigned to teach English in the Cameroon.
4. Conducted English courses for students enrolled at the Ecole Normale Superieure.
5. Supervised the teaching of English by student teachers at the bilingual demonstration school attached to the Ecole Normale Superieure.
6. Developed basic student training materials and assisted Cameroonian specialists in curriculum development and the preparation of language teaching materials in both West and East Cameroon.
7. Trained host counterparts as replacement personnel.

SUMMARY DATA

CONTRACTOR:	English Language Services, Inc.
CONTRACT NUMBER:	AID/afe-99
SIGNATURE DATE OF CONTRACT:	May 16, 1963
EXPIRATION DATE OF CONTRACT:	April 30, 1966
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$160,625.22
CONTRACT FUNDING BY FISCAL YEAR:	
FY 1962	\$154,000.00
FY 1966	6,625.22

NON-CONTRACT PROJECT FUNDING:

FY 1963	\$ 7,885.00	Participant teacher training
FY 1962-1966	41,249.86	Building remodelling and Technicians' Housing

REPUBLIC OF THE CONGO (BRAZZAVILLE)

Recognizing the fact that the Government of the Congo could no longer rely entirely upon the French language in the conduct of its official Government affairs, as well as in the conduct of its commerce, the Government made English a required second language in the school system effective October 1962. Those ministries, and particularly the Ministry of Foreign Affairs, which are obliged to communicate with the English-speaking nations of Africa, as well as with those in other parts of the world, came to realize that it was more and more difficult for them to conduct day-to-day operations because of the unfamiliarity of their present staff with the English language. This was one of the major reasons that the President of the Republic requested that the United States provide a substantial participant training program for young Congolese with special emphasis on the English language. During the 1962-1963 school year, sixteen Congolese received training in the teaching of English as a second language in 19-month programs at Georgetown University and the University of Michigan at a cost of \$119,000. English teacher training in the United States was provided for twenty additional participants at an estimated cost of \$200,000 from fiscal year 1963 funds.

\$30,000 had been requested from fiscal year 1964 funds for the installation of language laboratory equipment at the Equatorial State University in Brazzaville where English language instruction was provided by a member of the University faculty.

During FY 1964 and FY 1965, there were approximately twenty Congolese participants receiving English language teacher training in the United States for the purpose of upgrading local teaching capability at home.

Support for English teaching activities came to an end in August 1965 when the USAID Mission left Brazzaville. However, participants in the United States who were studying the teaching of English as a foreign language were permitted to remain in this country until their programs were completed.

REPUBLIC OF THE CONGO (LEOPOLDVILLE)

On 30 November 1960, only four months after achieving independence, the Congolese government adopted English as the second official language of the Republic of the Congo. Prior to independence, a team of A.I.D. technicians had carried out a survey to determine the priority need of the Congo most appropriate for U.S. technical assistance. One of the most urgent requirements, and the one that was constantly stressed by Congolese government officials, was the organization of an intensive English language program in Leopoldville for members of the newly created government and for teachers and students within the school system.

Thus, the first technical assistance project to be undertaken by the A.I.D. in the Congo was the signing of a contract with English Language Services, Inc. (ELS) to establish an English language project in the Leopoldville area. The first ELS field team of seven specialists arrived in Leopoldville in February 1961. In the next eighteen months, ELS taught English to more than 800 Congolese adults. During this period, classes were conducted in temporary facilities located in the Ministry of Justice. Target groups instructed were: (1) participants selected for technical or university programs in the United States; (2) government officials on a "need-to-know" basis; and (3) teachers and university students (Lovanium University) also requiring English in their work.

Upon completing eighteen months in the Congo beginning in August 1962, the first ELS field team was replaced by a new ELS team, and the project was expanded to include teacher-training and materials development. By January 1963, the second ELS field team had (1) provided language instruction to an additional 600 Congolese adults; (2) located a site for the future A.I.D. Congo-American Language Institute (CALI); (3) started work on an English language textbook culturally and linguistically oriented to the Congo; and (4) established a teacher-training program for a small Congolese cadre of future instructors of English as a second language.

Students continued to be restricted to select groups from the A.I.D. participant training program, the government and educational institutions. Government ministries included: Public Works, Foreign Affairs, Education, Labor, Public Health, Telecommunications, Justice, Agriculture, Housing, Commerce and Civil Service. In addition to Lovanium University, educational institutions were expanded to include the National School of Law and Administration, the National Institute of Political Studies, the Congo Polytechnical Institute and the National Pedagogical Institute. In addition, special courses emphasizing technical vocabularies were conducted for Congolese students enrolled in U.N. air traffic control and meteorology schools and for such specialized groups as auto mechanics, radio technicians, trade union leaders and, with the express approval of the U.S. Ambassador, selected officers of the Congolese National Army.

The opening of the Leopoldville Congo-American Language Institute on 1 April 1963, provided a much-needed center for direct classroom teaching, teacher-training and materials development, as well as a base from which assistance could be extended to nearby Congolese educational institutions. At this time, the second ELS field team consisted of project director, administrative officer, laboratory technician and four specialists in English as a second language, teacher-training and textbook development. Soon after the opening of CALI, the ELS instructor staff was increased by three CALI-trained Congolese instructors of English who had successfully completed a six-month course in teacher training at the Institute. By October 1963, five additional Congolese trained at CALI were appointed instructors of English.

With the increase of instructor staff, the second ELS field team was able to conduct courses for over 1,000 Congolese students monthly for the rest of 1963 and for most of 1964. The highest monthly enrollment figure was 1,464 for the months of February and March 1964. Student breakdown for these months was as follows:

a. Congo-American Language Institute		
1. government officials	423	667
2. teachers	217	
3. army officers	5	
4. in-service teacher training	9	
5. local employees of Mission	<u>13</u>	
	667	
b. National School of Law and Administration		330
c. Lovanium University		167
d. National Pedagogical Institute		<u>300</u>
		1,464

Language laboratory equipment numbering one-hundred and twenty student positions has been provided under the ELS contract, with 30 positions and console on loan to Lovanium University, thirty positions and console on loan to the National Pedagogical Institute and sixty positions with console at the Congo-American Language Institute. Summer workshops for Congolese teachers of English have been held annually at CALI since 1963 along with special summer intensive courses in English for government officials. Teacher-training and linguistics courses have been offered at Lovanium University throughout the academic years 1962-3-4-5.

In January 1965, five of the CALI-trained Congolese instructors of English were assigned to Georgetown University as A.I.D. participants. They were enrolled as full-time students in linguistics and teacher-training and should obtain undergraduate degrees in 1968. In September 1965, five additional CALI-trained Congolese instructors of English will be assigned to the same degree program at Georgetown University. All ten instructors will return to the Congo in 1968 and will replace U.S. personnel as English instructors and teacher-trainers at the National Pedagogical Institute. In view of the Georgetown University program for the CALI-trained Congolese instructor cadre, project activities at the Congo-American Language Institute were reduced in 1965.

Below are figures on the number of Congolese adults taught by ELS from the beginning of the contract in 1961:

	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
January	none	200	353	1,123	ELS personnel on leave
February	103	243	488	1,464	426
March	197	286	488	1,464	240
April	196	314	643	1,164	327
May	174	264	683	1,161	327
June	180	190	717	975	327
July	175	135	805	1,376	
August	190	79	249	909	
September	100	116	263	909	
October	83	112	1,005	1,011	
November	136	433	1,065	1,010	
December	220	409	1,109	1,011	

Location of ELS classes conducted since 1961

a. Palais de Justice	1961-3
b. Congo Polytechnique Institute	1962-3
c. St. Jean de Vianney School (Secondary)	1963
d. Congo-American Language Institute	1963-5
e. Lovanium University	1961-5
f. National School of Law and Administration	1963-4
g. National Pedagogical Institute	1964-5
h. National Institute of Public Works	1965

The contract with ELS was terminated in FY '66. Following that a direct grant to the National Pedagogical Institute is covering the costs of two American professors during 1966-67 and 1967-68. These are assigned principally to the English language teacher training department. Three Congolese are now receiving graduate training in English as a Second Language in the U.S. They are scheduled to assume professorships in the English language teacher training department.

REPUBLIC OF DAHOMEY

A ten-week summer intensive workshop for English teachers from Francophone West African countries was held in Porto-Novo, Dahomey from July 15 to September 23, 1967. Some 95 participants from The Central African Republic, Chad, Gabon, Cameroon, Ivory Coast, Niger, Senegal and Togo completed the workshop. These participants were primarily C.E.G. level English teachers or students from the Ecole Normale Superieure in Dakar and Abidjan who will be teaching English at the C.E.G. level in one year. Other participants included candidates proposed for United States study programs under AID, USIS or other United States Government sponsorship, who required English prior to starting their programs in the United States.

ETHIOPIA

Until 1963 English as the official second language of Ethiopia was taught as a subject in grades one through four and was the language of instruction above the fourth grade. In 1964, the Imperial Ethiopian Government decreed that Amharic would serve as the official language of instruction for the first six grades and English as the language of instruction from grade seven through the secondary school. To facilitate the teaching of English as a second language, the United States aid program installed language laboratories with a total of 238 individual listening positions at the following teacher training institutions: University College of the Haile Selassie I University, Addis Ababa; Debre Berhan Community Teacher Training School, Debre Berhan; Teacher Training School, Harar; Asmara Vocational Training School, Asmara; and the Comprehensive Secondary School, Dessie. Since 1962 eight Ethiopian participants have received training in English as a second language at universities in the U.S. under programs of from twenty-four to thirty months duration at an estimated cost of \$80,000.

Under an AID program for the development of indigenous teaching materials for the Ethiopian school system, a textbook for beginning English and an accompanying Teacher's Manual were developed, and, after experimentation, adopted officially, printed in large numbers by the Government and distributed to all elementary schools. English instruction begins in grade three with these books. Two other books were developed, one a reader for beginning English students, the other a manual for speech improvement for adult speakers of English. The language laboratories began work with a series of fifty taped lessons (twenty beginning, eighteen intermediate, twelve advanced) developed and put on tape under the same program. In addition, \$172,000 was used from FY 1963 and FY 1964 funds to purchase English textbooks for grades three through twelve.

The target is to upgrade 500 elementary teachers of English by 1970 enabling them in turn to teach others at both the elementary and secondary levels in new techniques and methodology. This embraces a year round workshop program at Haile Selassie I University in Addis Ababa that has a projection of 100 teachers taking part annually. Approximately 125 teachers attended these workshops in 1964. In-service vacation courses during the summers of 1964 and 1965 with an enrollment of approximately 1,400 elementary school teachers offered a special course in basic English and the teaching of English in the elementary schools of Ethiopia.

"United States AID will furnish basic English textbooks for grades nine, ten, and eleven. These books are expected to be on hand for the 1967-68 school year. The total order consists of 21,650 basic English textbooks, 164 teacher's manuals, and 4,200 dictionaries. Total cost is about \$50,000."

REPUBLIC OF GUINEA

Following independence in 1958, the Government of the Republic of Guinea made English the official second language of the country. In response to requests for assistance in the teaching of English, a contract was signed with English Language Services, Inc. on June 30, 1960. This original contract called for the conduct of teacher training seminars during the summers of 1960 and 1961 and the provision of teaching and advisory services during the intervening academic year. Necessary textbooks, pre-recorded tapes, teaching materials, and language laboratory equipment were provided for these activities. The ELS contract team of three full-time teaching specialists, two short-term teaching specialists, and one language laboratory technician arrived in Conakry on July 17, 1960. The initial six-week seminar held in Conakry in the summer of 1960 graduated one-hundred teachers. During the summer of 1961 three hundred teachers were enrolled in seminars held at centers in Conakry, Maou, and Kanhan where courses in English teaching methods and special problems, and the elements of linguistics were given at both the elementary and advanced level. The major emphases of both seminars were to increase the Guinean teachers' command of spoken English and to demonstrate how the direct method of language instruction could be used with various textbooks.

Project work was extended by additional contracts signed with ELS on September 15, 1961, and October 24, 1962. The contract staff was increased to five full-time teacher training specialists, and a total of eighty language laboratory booths have been provided. Practical courses in spoken English, intensive English courses for students and evening classes for teachers of English have been given at the Classical High School in Donka. Intensive courses in English, methods of teaching English as a second language, and linguistics have been a part of the program at the Ecole Normale de Jeunes Filles in Dixinn. Following one year's training at the Ecole Normale, 19 Guineans arrived in the United States in December 1962 for 9-12 months training. Following initial training at the ELS/Washington, twelve of the participants entered San Jose State Teachers College for teacher training in English while the remaining seven entered Georgetown University for training as interpreters and translators. The cost of this training, conducted outside of the ELS contract, is estimated at \$110,000. During the 1962-1963 school year an additional 36 Guineans were selected by the Ministry of Education for one year's training by the ELS contract team at the Ecole Normale. \$50,000 from fiscal year 1964 funds provided for nine months teacher training in the United States for Guinean students.

In addition, members of the ELS contract team have been conducting English classes at the Ecole de la Poste (part of the Ministry of Posts and Telecommunications) and have trained fourteen air traffic and passenger control employees for service at Conakry Airport.

In compliance with a plan originated by President Toure and enunciated by him to the Guinean Cabinet, ELS provided English training to twelve key secretaries from various ministries of the Guinean Government in order to enable them to handle the increasing quantity of correspondence being received in English.

From the 1963 funds, \$195,000 was obligated for an amendment to the ELS contract to extend the project to September 1964. The plans called for a National Linguistic Center to be established in an existing institution where all English classes would eventually be taught. The contract was again amended to extend the project through December 1966. However, in 1964, under the Seven Year Plan of the Government of Guinea, stress was laid on immediate production in all phases of Guinea's economic life, and it was decided to terminate the English language program in May 1964. The ELS English language program was phased out in September 1964.

SUMMARY DATA

CONTRACTOR: English Language Services, Inc.

CONTRACT NUMBER: AID/afe-61
Extension contracts ICAC-1962
and ICAC-2233

SIGNATURE DATE OF ORIGINAL CONTRACT: June 20, 1960

EXPIRATION DATE OF CONTRACT: June 30, 1963
Extended to December 1966
Termination September 1964

TOTAL DOLLAR AMOUNT OF CONTRACT: \$507,820
310,180
60,000

\$878,000

CONTRACT FUNDING BY FISCAL YEAR:

FY 1960	\$300,000
FY 1961	207,820
FY 1962	----
FY 1963	310,180
FY 1964	60,000

REPUBLIC OF IVORY COAST

To upgrade the teaching of spoken English within the school system of the Republic of Ivory Coast, the USAID program has provided language laboratory equipment at the Ecole Normale Supérieure d'Abidjan at a cost of \$20,000 from fiscal year 1962 funds. An additional \$6,000 was provided from fiscal year 1962 funds to send eight Ivorians to the 1962 summer seminar in Upper Volta conducted by the English Language Services contract team.

During FY 1964, fourteen English language participants were sent to the Upper Volta Center at a cost of \$8,800; in FY 1965, nineteen students were sent at a cost of \$10,600.

Through 1964, sixteen ASPAU students were sent to the U.S. from Ivory Coast. All received 18 weeks intensive English language instruction prior to beginning their formal University training.

KENYA

An AID contract for English Language Teacher Training in Kenya, signed with the National Education Association on January 2, 1964, is assisting the GOK to expand and improve a program to establish new methods of instruction utilizing English as the medium. By providing in-service training and supervision for elementary teachers and by training counterparts (Assistant Education Officers) at the regional, country or district level the education specialists daily come in direct contact with thousands of students, their teachers, and supervisors.

The project utilizes the latest methods of instruction and the instructional materials developed by the Special Center (now called the Curriculum Development and Research Centre) of the Ministry of Education under a pilot project financed by the Ford Foundation and originally tried quite successfully in selected Asian schools. This led to a GOK request to include African schools in the program and eventually to implement it on a national scale. AID efforts in this program were at first in Western Kenya where an Earlham College education specialist supervised the use of new materials and methods in approximately 20 schools from 1961 to 1962.

A conservative estimate is that over one-half of all primary students in the country are now taught under New Primary Approach auspices using English as a medium of instruction.

Increased attention to modern primary teaching methodology regardless of language medium is currently being given in in-service workshops through the combined effort of NEA-NPA supervision, and team of Canadian specialists and curricular specialists assigned to C.D.R.C.

Under the NEA Contract ten experienced U.S. elementary specialists with demonstrated supervisory capacity are provided to the GOK. One of the ten is designated "Chief of Party" and is stationed at the Curriculum Development and Research Centre in Nairobi. Nine NEA technicians are assigned to four of the seven provinces. Recently the one technician in Western Province completed a two year tour and the tasks of supervising and providing in-service courses are now in the hands of the AEOs trained for the purpose. Contract personnel are provided with a project vehicle, procured under the project, and with limited operational type supplies. The GOK provides drivers, housing and travel expenses.

The task of the NEA specialists has been to implement New Primary methods and materials throughout the Provinces with NPA schools, work with teachers, AEOs, and headmasters in group center meetings, through school visitations, Teach Corps workshops, and in special workshops during school holidays. These supervisors endeavor to introduce teachers and education officers to newly evolving instructional programs being produced at C.D.R.C., as well as giving instructions on methods and techniques peculiar to this new approach.

Beyond this it is the function of the contract supervisors to interpret the curriculum syllabus, instruct in the ways of grouping for teaching instructions, use of "centers of interest," understandings in child development, the use of new teaching techniques, the introduction of methods and approaches to the teaching of reading and related content subject and frequently the production of supplementary materials and teaching aids.

Although English as a medium of instruction was initially introduced with the production of new primary materials, the Ministry of Education did not rule out the possibility of establishing Swahili or other sectional vernaculars as possible medium of instruction in lower primary standards. Recent interest in vernacular medium of instruction has resulted in limited curriculum material production which emphasizes modern primary methodology, regardless of the medium of instruction.

SUMMARY DATA

CONTRACTOR:	National Education Association
CONTRACT NUMBER:	AID/afr-155 615-11-640-107
SIGNATURE DATE OF ORIGINAL AGREEMENT WITH GOVERNMENT OF KENYA	May 31, 1963
EXPIRATION DATE OF CONTRACT:	June 1969
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$1,012,000
CONTRACT FUNDING FISCAL YEARS:	
FY 1963	\$384,000
FY 1966	295,000
FY 1967	203,000
FY 1968	130,000

LIBERIA

While English is the official language of Liberia and, also, the language of instruction and business, it is estimated that only 10% of the population is literate in English. This represents a considerable increase in recent years as the impact of the school system makes itself felt. Some 25% of the population speak Liberian English, a limited vernacular form. The remaining 65% converse in 20 different tribal dialects.

Technical advisory assistance from United States AID emphasizes the objective that improved English language ability among the population is necessary to help make the country an integrated economic and political whole.

Specific technical advisory assistance in the improvement of English language instruction has been provided by United States AID in recent years, as follows:

- A. A contract with Cornell University has provided the services of an English professor to the University of Liberia since 1964. From 1965 to 1967, a Cornell staff member has offered a course in college study skills and the development of English reading skills. A college text in English composition has been written and used in trial form at the University although it has not yet been published for general use.
- B. The University has three Liberian staff members with Master's degrees in English, earned under the United States AID participant training program.
- C. Under the Monrovia Consolidated School Project (MCSS) with San Francisco State College serving as Contractor, English instruction has received increased attention since 1960. This has included:

Linguistic conferences, seminars, and workshops for nearly all of the 495 professional staff members of the project since 1963.

Phonics and word study projects used as the basis for programs in improved speech and listening skills at elementary and secondary school levels.

The addition of two Liberian supervisors to the MCSS staff trained at SFSC with Master's degrees in English instruction.

Story-writing projects by MCSS elementary and secondary school staff members designed to provide instructional materials for language arts and social studies programs.

Development of introductory handwriting manuals for grades 1,2, and 3 in use since 1963.

Development of graded vocabulary and spelling lists for all levels of language arts instruction.

Preparation of teaching manuals at the elementary level focusing on reading and English language instruction.

Initial research into aural instruction in English as a second language with particular emphasis on new speech instruction programs for elementary grades.

Production of supplemental literature and poetry collections for all levels of English instruction including Liberian adaptations of American traditional stories and poems.

D. Under an AID/GOL contract for supplying advisory services, the National Curriculum and Materials Development Center of the Department of Education has, since 1962:

Adopted for use in 1968 three basic English textbooks for elementary grades based on English as a second language.

Produced accompanying teachers' manuals for the new English series.

Prepared and distributed to all elementary and secondary schools scope and sequence charts establishing programs and standards for the English-Reading-Language Arts curriculum in elementary and secondary schools.

Developed and tested a new pre-primer reading book based on oral/reading skill development.

Sponsored national creative writing contests at all levels of instruction.

Developed for publication a new elementary social studies program stressing oral communication and developmental writing skills.

Sponsored 10 workshops yearly in all sections of the country with emphasis on in-service English instruction for teachers.

Trained five staff members on U.S. college campuses in writing and production phases of English and language arts material.

Produced for national distribution materials for the teaching of English including elementary and secondary work pattern, picture, and phonics cards, alphabet books, etc.

E. Under the Tuskegee Institute Contract:

Two staff members of Rural Teacher Training Institutes have been trained in English and language arts instruction at Tuskegee under the United States AID participant training program.

Electronic language laboratories have been installed at the rural training institutes for the improvement of English language usage of enrolled students.

F. Since 1964, health, geography, and social studies textbooks in the English language have been written under a United States AID contract for use in Liberian schools.

G. Rural education advisors assigned to three up-country counties have conducted a series of 11 different workshops over the past three years which have had the teaching of the language arts as their main theme.

H. A United States AID-supported textbook purchase of the past year included copies of a standard basic reading series (Scott, Foresman; Gray, Pooley, etc.) and an English development series (Macmillan-Pollock, etc.) for use in grades 1 through 12.

LIBYA

Beginning in fiscal year 1958, the U.S. aid program provided assistance to the Government of Libya in the teaching of English as a second language under a contract with English Language Services, Inc. Following a survey of existing facilities, methods, and materials for English language teaching in the Libyan school system and of the general level of pedagogical skills of the present teachers of English, initial contract activities centered around the preparation of materials for the teaching of English as a second language, the conduct of in-service teacher training, and the provision of adult English language teaching services.

A series of English language materials for adult education was produced by the contract team and formed the basis for adult education classes conducted in Cyrencaica, the Fezzan, and Tripolitania. Local-hire Libyan teachers assisted the ELS team in providing English instruction to some 7,000 adults in evening classes prior to the transfer of the adult education program to USIS in 1962. Aside from direct teaching, the adult evening program provided an opportunity for testing new materials and providing in-service teacher training to the Libyan teachers employed under the program.

The ELS contract team assisted the Inspector of English Studies in Cyrencaica in the preparation of a series of three books for use in the preparatory schools. In addition, the ELS contract team prepared a series of eight workbooks for use by first and second course students of English language and two textbooks, English in Action and English for Libyans.

Teacher training activities have been centered for the most part in Cyrencaica with six-week summer seminars initiated at the Men's Teacher Training Center in Benghazi during the summer of 1959. A 20-position language laboratory was installed at the Center and a one-year special teacher training program in the teaching of English as a second language was started in 1961. Over 70 teachers were enrolled in the summer seminars and 20 teachers were graduated from the one-year program in Benghazi. Summer seminars were initiated at the Men's Teacher Training Center in Tripoli with 40 teachers having attended during the summers of 1961 and 1962. One Libyan participant was sent to the United States for study leading to a Master's degree in the teaching of English as a second language.

The ELS contract furnished five English specialists as follows: two at the College of Commerce and Arts, University of Libya at Benghazi; one at the Men's Teacher Training Center, Benghazi; one at the College of Science, University of Libya at Tripoli; and one at the Men's Teacher Training Center, Tripoli.

SUMMARY DATA

CONTRACTOR:	English Language Services, Inc.
CONTRACT NUMBER:	AID/afe-65 Extension: ICA-W-685
SIGNATURE DATE OF ORIGINAL CONTRACT:	August 11, 1958
EXPIRATION DATE OF CONTRACT:	June 30, 1966
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$566,475

MALI

A. Technical Assistance Project History and Analysis Report

1. Name of the cooperating country; Republic of Mali.
2. Project/Activity Title; (a) Training for Development Needs (English Language Teacher Training); (b) English Language Training.
3. Project/Activity No.; (a) 688-11-690-007; (b) 688-11-690-016.
4. Date Project was Initiated; June 27, 1961.
5. Actual or Planned Termination Date for the Project; September, 1966.
6. Period Covered by the Report; June 27, 1961 through to September, 1966.

B. Content of the Report

1. Background Situation

The Government of Mali has shown since 1961 a real interest in improving the quality of English language instruction in the second cycle of the fundamental schools which includes grades 6 through 9. As it is the GOM's wish to foster closer political and social ties with English speaking Africa, Mali sought to initiate an in-service training program for English teachers by requesting assistance from the United States, and Great Britain.

To meet this request, USAID in cooperation with the GOM, USIA, and the British Council established a series of in-service training seminars at Bamako; a participant training program in the United States and Great Britain; and a small U.S. commodity support program for the purchase of English language teaching materials. These activities were established as a sub-project under the Training for Development Needs project from FY 61 to FY 64. Toward the end of FY 64 the sub-activity training was removed from the general participant training project and established as a full project under English Language Teacher Training. Consequently in examining the overall magnitude of AID's commitment to English language training in Mali, one is forced to account for the activity both as a sub-project under Training for Development Needs and as a full project under English Language Training.

The intended roles and responsibilities that each of the cooperating parties were to play in implementing the objectives under the program were as follows:

- a. The GOM would provide classroom and boarding facilities to accommodate up to 200 students during the summer seminars held in Bamako. The participating Malian teachers would continue to receive their normal salary and, in addition, would be paid an allowance to cover transportation costs.

- b. USIA would select American teaching staff and provide educational materials, including textbooks, for the summer courses. USIA would also play a primary role in developing the teaching program.
- c. USAID, on the other hand, would bring its financial resources to the project in order to launch an annual U.S. participant training program; provide technical services in the form of an English Language Specialist; assume transportation costs for American teachers recruited by USIA; and support a modest commodity support program.
- d. The British Government through the British Council would sponsor a participant training program to the United Kingdom.

Both the GOM and U.S. education officials agreed that foreign language training should include development of oral as well as written skills. It was recognized that Malian teachers and students alike show a marked weakness in their ability to speak English after receiving more than four years of traditional instruction. To combat this weakness the cooperating parties organized and implemented an in-service training program which was designed to place stronger emphasis on oral English.

2. Project Targets and Goal Plan Objectives

a. The short range project targets were:

- (i) To provide Malian teachers of English with a summer course of study which would be designed to increase their ability to speak English. These courses would be implemented on an annual basis beginning in July, 1961. (i.e., FY 62)
- (ii) To select the best students from the summer seminars for additional English language training in the United States and the United Kingdom.

- b. The long range objective was to influence the teaching of English in grades 6-9. This would be accomplished by increasing the teachers' fluency in English and by introducing them to modern methods in language teaching. These combined elements would improve the quality of language instruction and thereby demonstrate to the GOM the need to revise their concept of training English language teachers, and the teaching of English.

3. Project Results

Since the inception of the program in FY 62 a large corps of Malian teachers attended special in-service training courses during five successive summer seminars under the projects. These teachers have returned to their schools and are presently teaching English.

The following table summarizes the number of students trained in the summer sessions and the corresponding number of American and Malian teachers who taught in them.

Number of Malian and American Personnel
Involved in English Language Summer Seminars in Bamako

	<u>No. of Malian Students in Seminar</u>	<u>No. of Amer. Teachers Teaching in Seminar</u>	<u>No. of Malian Teachers Teaching in Seminar</u>
FY 1962	80	7	
FY 1963	83	6	
FY 1964	171	8	
FY 1965	167	6	
FY 1966	<u>175</u>	<u>8</u>	<u>8</u>
Total	676	35	8

Of the 676 total, no more than 250 different students attended the courses. This stems from the fact that more than 60 per cent of them attended the course several times during the five year seminar period. Further this total represented at least 95 per cent of all teachers of English in Mali, so that the U.S. effort through the summer and participant training programs had a significant effect on practically every Malian who taught English.

In FY 66 eight Malian teachers qualified to teach in the seminar program and accordingly they were invited to do so. Their participation demonstrated to skeptical Malian students that as well-trained teachers of English their own countrymen could be as effective in the classroom as foreign teachers. This was an important achievement and it has counted as a factor in the success of subsequent summer seminars carried on under the Southern Illinois University contract.

At the conclusion of each summer seminar prior to 1966 a selected number of Mali students were given further training either in the United States or in the United Kingdom. Unfortunately, USAID does not have in its possession exact data on the number of participants who went to Britain. However, it is estimated that about from 35 - 40 students studied there.

More complete data pertaining to Malians who went to the United States are presented:

Data on Malian Participants to the U. S.
FY 62 - FY 65

<u>FY</u>	<u>Project Title</u>	<u>No. of Participants</u>	<u>Place of Study</u>
1962 (a)	TDN (b)	25	University of Georgetown and Michigan Univ.
1963	TDN	15	University of Georgetown and Michigan Univ.
1964	ELT (c)	14	San Jose College
1965	ELT	<u>20</u>	San Jose College
Total		74	

(a) In FY 62 two PIO/P's were prepared; the first one sent ten participants to the U.S. in October 1961; the second was an open PIO/P prepared before the end of FY 62 to accommodate 15 students who were to leave for the U.S. in September, 1962.

(b) Training for Development Needs 688-11-690-007

(c) English Language Training 688-11-690-016

With the departure to the U.S. of the 20 participants chosen from the 1965 Summer Seminar, the project had reached its final stage. With 74 Malians trained in the U.S. and about 35 or 40 in the U.K. the Ministry of Education felt that the number of English teachers taken from the 9th grade (D.E.F. level) was sufficient to fill Mali's immediate needs. Future teachers of English to be trained abroad will be taken from the baccalaureate level.

Despite the success of the in-service training program, the Ministry of Education has not altered the English language curriculum in grades 6 - 9 to fit the new emphasis on oral English. Instead the old curriculum, based solidly on reading and writing skills to the exclusion of oral ones is still entrenched. Thus the long term goal of trying to influence the manner in which English should be taught was not fully achieved. However, U.S. resources have helped to produce a competent cadre of English teachers for the fundamental schools in Mali, but the next logical step, revision of the English language curriculum has not been effected. Nevertheless, U.S. trained English teachers do teach according to modern methods although they must follow the prescribed curriculum, since students are still examined according to it.

4. Resources Employed

a. U.S. Resources Employed

(i) U.S. Funds - \$517,000 (Total dollar obligations)

U.S. financial resources have played a major role in raising the effectiveness of Malian trained teachers of English. A total of \$517,000 under direct AID financing was obligated for English language training from FY 61 to FY 66, and of this amount seventy-nine per cent supported the training of 74 Malian participants in the United States. The participants have returned to teach English in grades 6 - 9 in the fundamental schools.

(ii) Resources by Type

(a) U.S. Technicians - \$57,000

American teachers who were skilled in teaching English as a foreign language were used since the inception of the in-service program. Initially, USIA paid for these services, which included international travel from the U.S. or other parts of Africa to Bamako.

In FY 63 AID assumed a major share of this cost. In addition, AID provided a direct-hire English language teacher training advisor to assist the GOM in its desire to offer assistance to Malian teachers during the school year. This specialist served the Mission from October 1962 to February 1965.

Expenditure data for personnel services follows:

Direct AID Dollar Costs for Personnel Services
of American Teachers

(In thousands of dollars)

<u>FY</u>	<u>Costs</u>
1962	\$ -
1963	9
1964	21
1965	18
1966	<u>9</u>
Total	\$ 57

(b) Participants - \$417,000

The participant training component accounted for the major portion of the total expenditure under the project. Thus, the main thrust throughout the program was on up-grading Malian English teachers through intensive language training in the United States. However, in March, 1966 the GOM decided that specialized training in the United States was no longer necessary since requirements for English language teachers at the fundamental school level were largely satisfied.

The following table summarizes participant training costs under the project.

Direct AID Dollar Costs for Participants
under the English Language Program
(In thousands of dollars)

<u>FY</u>	<u>Costs</u>
1962	\$132
1963	58
1964	115
1965	112
1966	no program
Total	\$417

(c) Commodities - \$43,000

Under the project U.S. procured commodities represented less than ten per cent of the total AID direct cost. These expenditures have been in keeping with the demonstrative nature of the project, particularly the purchase of two language laboratories at a total cost of \$17,000. Other commodities purchased were: textbooks, reference books, dictionaries, tape recorders, projectors, films, and a vehicle for the language advisor.

Direct AID Dollar Expenditures for Commodities
(In thousands of dollars)

<u>FY</u>	<u>Costs</u>
1961	\$ 10
1962	5
1963	-
1964	8
1965	20
1966	-
Total	\$ 43

(d) Counterpart local currency: 1,809,793 Mali francs
(Dollar equivalent - \$7,386)

In FY 65 counterpart funds became available to finance participants costs in Mali, which included air fares, per diem, baggage allowances, and other incidental costs. Total expenditures were distributed accordingly:

FY 65 -	1,781,078	Mali francs
FY 66 -	<u>28,715</u>	
Total	1,809,793	Mali francs

b. Cooperating Country Resources Employed - \$144,600

Despite its limited financial resources the GOM was able to carry out its responsibilities by providing the in-service teachers with regular salaries, boarding privileges in Bamako, travel allowances, and classroom facilities. This effort insured a large contingent of students attending each seminar, the majority of whom were motivated by the prospect of being chosen to continue the training abroad.

5. Major Factors Affecting Progress

a. Cooperating Country Performance

Probably the single most important factor which contributed to the success of the training program was the GOM's strong interest in English language training. The Government of Mali, a strong advocate of African Unity, has taken seriously the challenge to teach its people English in the interests of fostering better communications between the Anglophone and Francophone countries of Africa. Consequently, GOM cooperation has always been of a high order.

b. U.S. Performance

The planning of the summer seminars passed through two stages. From FY 62 - 63 USIA conducted the programs and made all arrangements for its implementation. Subsequently, down to FY 66, the summer courses were co-directed by USIA and AID. During the period of co-directorship, the time schedules for recruiting American teachers and purchasing texts were usually out-of-phase with the time schedule of the seminars. This was due to the short lead time available to the seminar planners in recruiting staff, yet despite this and other administrative difficulties, overall U.S. performance was notably effective.

6. Appraisal of Results

The short-term objectives as stated in this project were reached by the close of FY 66. Approximately 250 English language school teachers received intensive in-service instruction during the combined

seminar and participant training programs. However, despite this success, the long term objective of influencing the English curriculum of the fundamental school was not achieved.

The short-coming was due to the absence of a well-defined GOM/U.S. plan of operations in which full description of objectives, method of implementation, and duration of activities could be expressed. Instead the program focused solely on in-service training to the exclusion of the corollary effects of such training. Specifically, there is an imbalance between the recently up-graded English teachers and those presently trained in the Normal Schools; textual materials written for European consumption is still an integral part of the course of study in the fundamental schools; and finally the English language curriculum in grades 6 - 9 remains unchanged despite the efforts made in emphasizing oral English and modern teaching methods in language teaching.

In summary, the English Language Training Program has had a considerable impact on the Malian school system. This is particularly true in the preparation of Malian teachers, the establishment of two language laboratories and the spread of English language teaching throughout the country. In only one respect has this program fallen short of original objectives: modification of curriculum in the second cycle of the fundamental schools has not yet been attained.

7. AAO Comments and Evaluation of the Project

Over the course of time the English Language Training Program has had considerable impact on the teaching of English in Mali which is firmly entrenched throughout Mali's education system. However, as indicated in 6 above, Appraisal of Results, there remain certain inconsistencies between modern methods of English language training in which the majority of Malian English teachers have been trained and and the curriculum in the schools which continue to emphasize traditional methods inherited from the French. It is for this reason that the USAID has undertaken to negotiate the revised scope of work for the SIU contract team to include a deliberate effort to close this gap by modernizing the teaching of English in the Second Cycle of the fundamental schools, grade 6 - 9. This proposal, accepted in principle by the GOM, will provide the means of adjusting the curriculum introducing improved textbooks and teachers' manuals and modifying the DEF examination in English at the conclusion of the ninth grade, thereby meeting the original long-range objectives of the English language training program.

By FY 66, AID direct costs totaled \$517,000 under the project. The amount is sub-divided as follows:

1) U.S. technicians	\$ 57,000
2) Participants	417,000
3) Commodities	43,000

REPUBLIC OF NIGER

From the funds of FY 1962 the cost of one participant (\$1,000) was provided for attendance at the 1962 English Summer seminar in Upper Volta conducted by the English Language Services, Inc., a contract team.

During FY 1965, thirteen participants at a cost of \$6,700 were programmed to the Upper Volta English Language summer intensive program; during FY 1966 six participants were programmed at a cost of \$3,700.

NIGERIA

The U.S. aid program is providing technical assistance in the teaching of English under the following projects:

Port Harcourt Comprehensive Secondary School, Eastern Region

There was no English language specialist provided under the University of California at Los Angeles contract, but such a specialist was added during the 1963-64 school year and is scheduled to remain through 1967. \$30,000 was requested from fiscal year 1964 funds for language laboratory equipment. Taped materials to aid the teaching of English comprehension, pronunciation and stress are being prepared. One Nigerian counterpart has received training in the United States.

Northern Nigeria Teacher Training

Five U.S. specialists in English language on contract with Wisconsin University are working with five Nigerian counterparts to develop a five-year course of study for English for the first five years of instruction.

Aiyetoro Comprehensive Secondary School, Western Region

Two English language specialists are currently assigned to the Harvard University contract team at Aiyetoro. A language laboratory has been purchased for the school and all 18 booths are being used. One participant is receiving one year of language laboratory training in the U.S. during 1967-68.

Kano Teacher Training College, Kano, Northern Region

The Ohio University contract provides three education advisors in the field of English. The emphases of their respective activities are (1) teacher education, (2) in-service training for Nigerian primary school teachers and (3) oral English language laboratory. In FY 1964, education television equipment, language laboratory equipment, films and tapes and projection equipment were purchased amounting to \$125,000. Four participants have received training in English as a second language in the U.S. and two more are currently studying at Ohio University.

The development of English correspondence courses of five-year programs is nearing completion. Two series of English programs for radio are also being prepared. One is an oral English program designed to help students learn English as a second language and the other is designed to help students in their correspondence program as they work toward a Grade II certificate. In the summer of 1966, a one-week summer course was given for 72 teachers. English was one of the three courses taught.

Significant modifications in curriculum have been achieved in English language and in language laboratory studies. Experimental courses have been offered in composition, extemporaneous speaking and African literature prose and poetry.

University of Nigeria, Nsukka, Eastern Region

Two English language specialists have been provided under the Michigan State University contract, one concerned with the development of English as a part of the program of the College of General Studies, and the other devoting his time to the teaching of English literature. By 1964, the University had a Department of English and Philosophy, as well as an English language laboratory. Peace Corps volunteers assist with English instruction. Four post-bachelor degree participants have studied English in the United States and returned to teach English at the University. One more is currently studying in the United States. In 1966, the U.S. advisor in English completed his tour and turned over the leadership of the Department of English to his Nigerian counterpart.

Federal Advanced Teachers College, Lagos

The University of California at Los Angeles has two English language specialists scheduled to be at FATC through 1967. Four Nigerian staff members are also teaching English. In FY 1964, \$40,000 was allocated to purchase educational film strips, television equipment and tapes for use in the language laboratory furnished by UNESCO. To date, two English language participants have been trained in the U.S. under this project.

Government Teacher Training College, Ibadan, Western Region
(now the Olunloyo College of Education)

Ohio University has on its contract staff one specialist in the teaching of English as a second language. Functional English is being taught by the Business English technician who also offers one of these courses in the in-service program, a two-year course by which more than 5,000 teachers have been upgraded. \$40,000 was requested from fiscal year 1964 funds for language laboratory equipment, tapes, and textbooks.

Educational Planning and Advisory Services

The program of Educational Planning which was initiated in 1960 now has a United States technical staff of ten persons and has a major objective of providing advisory services to all of the Ministries of Education of the Federal Republic of Nigeria: The Federal Ministry, Lagos; the Western Region, Ibadan; the Eastern Region, Enugu; the Northern Region, Kaduna; and the newly formed Mid-West Region, Benin City. The Education Advisor (English) in this program provided overall guidance in English language training at all USAID education projects and acted as liaison among all agencies

working in the improvement of English: USIS, the Peace Corps, the British Council, UNESCO, Ford Foundation, West African Examinations Council; and planned and executed, with the cooperation of the Federal Ministry of Education, Lagos, experimental classes at the primary level utilizing tape recorders (battery and electric) and radio broadcasts for improved methods of teaching. (See Report on the Teaching of English in Nigeria, issued USAID/Nigeria, May 1964). In July two one-week courses in speed reading were given by the Advisor (English) for A.I.D. participants. This position was eliminated in 1964.

The specific target of Educational Planning as this relates to English is to assist the Ministries of Education and the Universities in strengthening programs in the teaching of English, and in planning, implementing, and evaluating experiments in English instruction. There is a committee on the teaching of English as a second language which works in cooperation with the British Council, Ford Foundation, and UCLA/Leeds University English language activities.

American English language specialists at work in Nigeria in 1964 numbered twelve persons. Funding for these specialists was done through the university contract. This arrangement is scheduled to continue through FY 1966. The amount allocated for 1964 English training was \$405,000; for fifteen specialists in 1965 the cost was \$475,000; and for fifteen specialists proposed for FY 1966 the sum was \$510,000.

One English language teacher participant was funded in 1964 and 1965 for \$10,000. Ten participants in English teacher training are scheduled for FY 1966 at a cost of approximately \$50,000. Through university contracts, laboratory equipment for English language programs was purchased in 1964 at a cost of \$55.650.

SOMALI REPUBLIC

In 1964, the Government of the Somali Republic decided to make English language learning compulsory in all primary, intermediate, and secondary schools throughout the nation. Thus, the study of English is very popular and keenly desired also in the southern part of the country which was formerly administered by the Italian Government. Since the establishment of English as the official language in Somali, bilateral agreements have been signed with emphasis on teaching and training Somali teachers to give instructions in the English language.

The United States Government provides, through contract arrangements with Eastern Michigan University, twelve teacher/advisors among whom are three English language specialists. Two of these American instructors are directly involved in teacher training and preparation of instructional materials at the National Teacher Education Center in Afgoi which is located about thirteen miles from Mogadiscio. The other specialist, in the teaching of English as a foreign or second language, is in charge of the United States AID Language Laboratory, where United States AID deficient candidates for additional study in the United States of America received intensive English lessons. Also, three secondary school inspectors attended the classes, at the request of the Ministry of Education, for three months, (From January through March, 1967). The National Teacher Education Center has trained upwards of one hundred and sixty students; 75% of whom will teach subjects including English. Twenty-five teachers received thirty-two hours per week for two months--which included eight hours per week in methodology, skills, and techniques for teaching English as a foreign or second language. English will be the medium of instruction in the intermediate schools which consist of grades 5,6,7, and 8. Arabic on this level is taught as a foreign language.

School year 1964-65 grade two (2) received six (6) periods of English per week. Grades 3 and 4, 8 periods of English per week. Grades 5,6,7 and 8 will receive 8 periods of English instruction per week beginning 1967-68 school year. A three (3) year supply of elementary school books is due for distribution next calendar year (1968).

In view of efforts and attention directed toward English language teaching and learning in the Somali Republic, one has reason to believe that many changes and some progress is being made to rapidly increase the use of English in Somali.

UNITED REPUBLIC OF TANZANIA

Under the Kent State University project at the Dar-es-Salaam Teachers College, United States AID has invested \$20,000 in a language laboratory for the grading and upgrading of English.

United States AID has provided over \$300 in Intensive English tapes and texts to the language program at the Civil Service Training Center, Dar-es-Salaam. Between November 7 - December 16, 1966, United States AID brought to Tanzania five members of the N.E.A. Teach Corps program to help upgrade the English language skills of 320 select primary school instructors.

REPUBLIC OF TOGO

Four Togolese attended the 1962 English summer seminar in Upper Volta at an estimated cost of \$2,000 from fiscal year 1962 funds. In 1964 there was one participant taking English language teacher training at a cost of \$2,500. In FY 1965 ten students were funded for teacher training in English language with a cost of \$7,100.

During FY 1966 ten students were funded for teacher training in Upper Volta at a cost of \$8,900 and six English teachers were programmed for one-year in the United States at a cost of \$36,000.

TUNISIA

The United States AID program provided assistance to the Bourguiba School of Languages from fiscal year 1958 to fiscal year 1965. The School was started late in 1957 by a joint USIS-Government of Tunisia effort to teach the English language in Tunisia under a binational Board of Directors. The Embassy, the United States AID program, and USIS supported English language teachers under contract. The United States AID program also provided funds for quarters, for procurement of a 24-position language laboratory, and for a United States technician to install the equipment and to train a Tunisian to maintain it. The sum of \$13,000 was provided from the United States AID program for contract services in 1961. In addition, the United States AID program provided full financial support for the Institute from local currency counterpart funds in fiscal years 1959 through 1961 at a cost of \$211,700.

On December 13, 1961, the School was turned over to the Ministry of Education and became the Bourguiba Institute of Languages, a permanent division of the University of Tunis. During fiscal year 1962, the United States AID Mission obligated \$80,000 to defray 50% of the operating expenses of the Institute for calendar year 1962. The Mission continued support at this level during fiscal years 1963 and 1964 from local currency counterpart funds.

The Ministry of Education, the Institute, and the University of Tunis train between 25 and 50 prospective English language teachers a year. The teacher trainees spend four years, obtaining an English speaking license with the summer after the first year being spent in England. During the summers of 1959, 1961, 1962, 1963, and 1964, the United States AID program provided 2 to 3½ months study in the United States in American civilization and language teaching methods for 98 Tunisian future teachers of English who had completed their second year at the University. Approximately \$198,000 was spent on this training. No further summer programs of this nature are planned.

In an effort to make English the third language in Tunisia after Arabic and French, the Government of Tunisia launched an extensive program of in-service teacher training emphasizing the audio-lingual method of English teaching and the use of language laboratory equipment. The Ford Foundation contributed a total of \$472,500 through FY 1965. This amount consisted of a grant of \$120,000 in 1962 and a grant of \$352,500 in 1964. These grants were used to purchase a 20 position electronics teaching laboratory for installation in the Bourguiba Institute's branch in Sousse, to pay four outside lecturers, to pay salaries for the Institute staff, to purchase other teaching materials and to send 85 second year University of Tunis English majors to England

in the summers of 1964 and 1965. The commitment of the Ford Foundation to the English language program exceeds \$500,000 to date. This includes the above-mentioned grants, the services of a Ford Foundation linguist, continuing assistance in English training to both the Bourguiba Institute and the secondary schools, and the sponsorship of one Ph.D. candidate at Cornell University in the field of linguistics. A previous grantee has already obtained his Ph.D. in linguistics in the United States under Ford sponsorship, and is about to return to Tunisia. A month-long seminar on linguistics and English teaching methods was held by the Ford Foundation in Mahdia during the summer of 1967 for the benefit of Tunisian university students.

The Peace Corps and USIA are supporting English language programs in Tunisia. Besides providing numerous English instructors in the middle schools and high schools since 1964, the Peace Corps has supplied English teachers at the Bourguiba School as follows:

Academic year 1964-65:	14
Academic year 1965-66:	15
Academic year 1966-67:	19

They have also provided English teachers for the Bourguiba School annexes, as follows:

Academic year 1964-65:	5
Academic year 1965-66:	8
Academic year 1966-67:	10

Through an AID contract the Texas Agricultural and Mechanical College gives technical assistance to the Chott Maria Agricultural College by providing approximately 10 technicians during each academic year, at least one of whom gives instruction in English language training. In addition to the United States technicians, 33 participants are currently studying at Texas A. and M., three of whom will return as teachers of English.

UGANDA

English language instruction in Uganda is being strengthened through AID assistance in several ways. The regional project sponsored by AID and Teachers College, Columbia University (TCCU) to upgrade the East African teacher training program includes Uganda, Kenya, and Tanzania. From 1961 to 1967 TCCU brought in 476 American teachers (Teachers for East Africa) to serve in the secondary schools of these three countries; a number of these teachers were specialists in English language teaching. Uganda, along with the other East African regional countries, has received guidance in English language teacher training programs from this group.

Additional assistance is being given by instructors in teacher training colleges in the Teacher Education for East Africa Project (TEEA), under a contract with Teachers College, Columbia University. This is a regional project serving Kenya, Tanzania, and Uganda which started in 1964 and in 1967 maintained 53 highly qualified teacher education specialists in East Africa; seven of this number teach English full-time and ten others of the group teach this subject along with other courses.

Of the 113 Peace Corps Volunteers in Uganda, 52 are responsible for teaching English either as their first or second subject fields. The Institute of Education at Makerere University College, Kampala, reorganized in 1964 for the purpose of improving curriculum offerings in its teacher training program, provides courses in the teaching of subject matter areas that include the teaching of the English language for in- and pre-service teachers.

At the Comprehensive Secondary Girls School, Tororo, instruction in English is a fundamental goal. In 1967 the University of Massachusetts provided two teachers of English to strengthen English capability among the 320 secondary students enrolled during that academic year.

REPUBLIC OF UPPER VOLTA

Given Upper Volta's close proximity to Ghana (one of its principal export markets) and its increasing participation in West African and world affairs, Upper Voltans have a constantly increasing need to be able to express themselves fully and accurately in English. In recognition of this, the Government of Upper Volta requested United States assistance in the establishment of a modern English language training center within the Ecole Nationale d'Administration (ENA) which trains Voltans in general administration, fiscal management, justice, foreign affairs, labor, and police administration. On October 24, 1961, the U.S. aid agency signed a contract with English Language Services, Inc., for the training of English language instructors for the ENA and for the actual conduct of courses. A 30-position language laboratory was installed at ENA.

English language instruction is provided to the students regularly enrolled at the school, who number about 35 each year. Semi-intensive evening courses are provided at the School for Government officials. And, since 1962, an intensive course of instruction has been conducted each summer at the ENA for teachers of English, junior foreign service officers, and administrators from throughout Francophone Africa. The number of summer session participants has risen from 26 in 1962 to 78 in 1965.

Three Voltans have received teacher training and supervised teaching experience from the ELS team, and continued their studies in the United States under a one-year program. The ELS contract staff was reduced to two instructors in September 1963 and to one instructor in September 1964 as the Voltan teachers of English returned from the States. The ELS contract terminated in September 1965 and the program was continued in Dahomey (see Dahomey).

SUMMARY DATA

CONTRACTOR:	English Language Services, Inc.
CONTRACT NUMBER:	AID/afe-125 Extension ICac-2254
SIGNATURE DATE OF ORIGINAL CONTRACT:	October 24, 1961
EXPIRATION DATE OF CONTRACT:	September 30, 1965
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$206,767
CONTRACT FUNDING BY FISCAL YEAR:	
FY 1961	\$ 90,000
FY 1963	116,767

EAST AFRICA REGIONAL

Under a contract with Teachers College, Columbia University, for secondary school teacher training and supply in East Africa, 78 teachers of English have been recruited and trained for assignment in Kenya, Uganda, Tanganyika, and Zanzibar under contract with host governments since mid-1961. Eleven of the teachers of English returned to the United States in the spring of 1963 upon completion of their assignments. An additional 16 English teachers left for East Africa during the summer and fall of 1963. In 1964, Teachers College, Columbia University recruited 75 additional American teachers to take part in this Regional project, some of whom are teachers of English.

As of December 1967, the last AID supplied secondary school teacher will have left the region. This project of secondary school teacher supply is being replaced by a teacher training project conducted by Teachers College, Columbia University under contract with AID. Approximately sixty teacher training instructors are presently in East Africa under this new project, some of whom are teachers of English.

THE FAR EAST REGION

THE SOUTH EAST ASIA REGIONAL ENGLISH PROJECT

In response to requests from the Governments of Thailand, Laos, and Vietnam for assistance in the teaching of English as a foreign language, the U.S. aid program provided initial financing in fiscal year 1958 from the President's Fund for Asian Economic Development for the launching of the Southeast Asia Regional English Project (SEAREP). Under a contract with the University of Michigan, this project involved linguistic analyses of the local languages, the preparation of teaching materials based on these analyses, and the establishment or upgrading of pre-service and in-service training programs for teachers of English in host country teacher training institutions and secondary schools. The contract provided field staff for each country, with a nucleus of specialists in the field of materials preparation at the Bangkok SEAREP headquarters available to serve all three countries plus Cambodia on a consultant basis. Additional funding was added in fiscal years 1960, 1961, and 1963 from Thailand country funds.

The work of the Michigan SEAREP team is discussed under the individual country write-ups for Cambodia, Laos, Thailand and Vietnam. Periodic conferences were held in Bangkok for the purposes of reporting progress and discussing teacher training, materials development, teaching methods, and the place of English in the curriculum of the school systems of the countries being assisted under the SEAREP project. Staffing under the contract was reduced to two persons, one in Bangkok and the other in Vientiane, who phased-out the program and returned to the United States after June 30, 1964.

SUMMARY DATA

SOUTHEAST ASIA REGIONAL ENGLISH PROJECT

CONTRACTOR:	University of Michigan
SIGNATURE DATE OF CONTRACT:	August 1958 Extension August 11, 1961
EXPIRATION DATE OF CONTRACT:	June 30, 1964
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$1,778,000
CONTRACT FUNDING BY FISCAL YEAR:	
FY 1958-1961	\$1,740,819
FY 1962-1963	20,745
FY 1964	16,436

CAMBODIA

Beginning with fiscal year 1957, the U.S. aid program provided assistance to the Royal Khmer Government in the improvement of the teaching of English as a foreign language. Since the RKG declined to sign the regional agreement for the Southeast Asia Regional English project, an English teacher training specialist on the USAID Mission staff worked in the areas of teacher training, modernization of teaching methods, materials development, coordination of English language teaching, and the teaching of English to participants.

Supervision was provided in the training of students majoring in English at the National Institute of Pedagogy. Since fiscal year 1959, 27 student teachers were trained as instructors in the methods of teaching English and in the use of language laboratory equipment and were employed as English teachers and teacher trainers at the National Institute of Pedagogy and the Kompong Kantuot Teacher Education Center.

The Teacher Education Advisor (English) on the USAID Mission staff organized and conducted workshops during three consecutive summers from two to six weeks in length, in order to improve the teaching ability of the Cambodians teaching English in the public schools. Thirty-three teachers attended the first workshop in 1960, 87 in the second in 1961, and 144 in 1962. English-teaching specialists assigned to Cambodia by the Asia Foundation, the British Council, and the Colombo Plan participated in the workshops as teachers on a voluntary basis.

Twenty-nine Cambodian teachers studied for one year at the University of Michigan to prepare themselves as English teachers in the elementary and secondary schools. Under the Ecole des Arts et Metiers project, three Cambodian teachers studied in the United States in 1961-1962 and ten more arrived in 1963. One participant studied for his M.A. degree in the teaching of English as a foreign language at Ohio University under that University's contract for assistance to the Institute of Technology.

Fourteen American English teachers were provided under the International Voluntary Services, Inc. contract for assistance in community education. Four of the teachers served at the National School of Agriculture, with the remaining ten acting as junior technicians in Cambodian secondary schools where they taught English and provided on-the-job assistance in upgrading the quality of English instruction.

By June 1962, three English language laboratories had been established at the following sites:

National Institute of Pedagogy	- 20 positions
Kompong Kantuot Teacher Education Center	- 15 positions
National School of Commerce (The temporary site of the Khmer-American Friendship School)	- 10 positions

Language laboratories were planned for the Siem Reap Teacher Education Center and the Institute of Technology.

Materials development activities have been carried on with the assistance of consultants from the Southeast Asia Regional English Project in Bangkok. USAID Mission's English language specialist helped organize and participated in the SEAREP Survey of English Instruction in Cambodia and advised the Ministry of National Education in the implementation of the survey recommendations. A standard English curriculum, tapes, and audio-visual aids were developed and adopted by the Ministry. Following an analysis of the Cambodian language, the first Cambodian-English textbooks, English for Cambodians and Beginning English Pronunciation and Intonation for Cambodians, were prepared with assistance from the SEAREP team, and a grammar text consisting of 30 lessons was completed in two six-week sessions with the SEAREP team and a grammar text and literature on Cambodia was adapted for local use from materials prepared by SEAREP. The dollar equivalent of \$15,000 in counterpart funds was budgeted from fiscal year 1963 and 1964 funds for completion of these teaching materials for secondary school teachers.

By December 1963 all A.I.D. assistance to Cambodia terminated except for the participants who were funded at United States universities for academic terms requiring additional time before being phased-out.

The last several years have increased activity by USAID/Laos in English language instruction and marked improvement toward training teachers to instruct in English.

In 1958, the first year of the University of Michigan Southeast Asia Regional English Project, work began on studies of the Lao language and educational system.

Based on these analyses a textbook entitled English for Lao Speakers, plus tests and audio-visual aids to accompany it, was prepared for use at the teacher training level. A preliminary draft proposal for a three-year training program for English teachers at the National Education Center was submitted in December 1958. Competitive examinations were administered at various provincial centers for the purpose of selecting suitable candidates for the first teacher training course which started January 7, 1960. The initial academic year of the course is spent in intensive English training with the remainder of the courses, academic as well as pedagogical, being taught in the English language.

One contract technician continued the work of the project at Vientiane through June 1964 at which time the Regional English Language Program was terminated. The curriculum developed by the University of Michigan contract team was presented for approval by the Ministry of the Royal Laotian Government. A revised curriculum was presented to the Ministry of Education in 1965 and approved. This approval conferred equality upon certificates awarded by the English Section. It also enabled the Section to recruit candidates on equal terms with the remainder of the NEC.

In 1964 a new project in English language instruction was initiated which provides for a number of American specialists to give instruction to teacher trainees. The contract with the International Voluntary Services, Inc., a non-profit organization which recruits specialists in various academic fields to serve in foreign countries on modest salaries, provided for 24 positions in its 1966 staff for Laos, all of whom provided teaching or advisory services in English, including six IVS members who taught English. Of the total cost of the English language training, \$30,000 was within this IVS contract for FY 66. The contract has since been extended and IVS strength in FY 68 will be 40 volunteers and will encompass a limited amount of English language instruction in community training programs as well as teacher training activities.

Late in 1964 it was decided to hire five experienced American teachers who had been specifically trained to teach English as a foreign language. These teachers, employed on personal services contracts, taught either in the English Section at the National Education Center or in secondary schools as assigned. Of the total annual cost for English language training, \$48,000 was accounted for therein. Although these contracts have been allowed to lapse, the services performed continue to be carried out by IVS members.

Early in 1965 the Manpower Development Division was created in the USAID Mission to Laos. A local Training Branch was placed under this office for the purpose of training and up-grading Lao nationals. They are given one hour per day of English language instruction. The teachers are American and, although they are hired by the Lao-American Association, USAID pays for these services by contract. In addition, the Training Center provides tape recorded English materials and instruction in written English as supplements to the overall English language program.

Two of A.I.D.'s direct-hire professional staff of educators are now working with English language training, including an English specialist who gives technical assistance in English language training throughout Laos except in the Laos-American Association's program. The sum of \$135,000 has been provided for English language work from FY 1966 through FY 1968.

At the present time the Laos-American Association (LAA) sponsors English classes at Vientiane, Savannakhet, Luang Prabang and Pakse. During the summer of 1965 the LAA and the Mission cooperated in sponsoring English classes experimentally in a village area where such an opportunity had not been previously available. The future of language training in such places is uncertain at the moment, but interest in this type of training is growing rapidly.

Finally, in 1967 USAID signed a contract with the University of Hawaii for the purpose of establishing a secondary school in Vientiane. Plans for the curriculum include one semester of French as a foreign language and one semester of English as a foreign language for the first year of operation. As the school expands toward a four-year program, English language instruction will increase accordingly.

SINGAPORE (SEAMES)

Regional English Language Center

A local planning committee for the subject project met in Singapore April 20-24, 1967, to prepare plans, proposals, and budget estimates for establishing the Center which is sponsored by the South-east Asia Ministers of Education Secretariat with partial AID financing. As presently conceived, the principal functions of the Center will be:

A. Training

The training programs of the Center will be planned to meet the common problems and needs of the member countries which include: Indonesia, the Philippines, Burma, Vietnam, Malaysia, Laos, Thailand, and Singapore. The training programs will be operated at levels and in special content areas where national training programs do not meet the needs effectively. Initially the Center's training programs will operate at two levels:

1. One intensive course of 8 months duration each year for selected teachers to train them in new content and methodology as preparation for work in national teacher training programs. (Intended to be a diploma course).

2. Short courses of about 4 months' duration (two each year) for staff members of teacher training institutions, supervisors and inspectors, and other key personnel to refresh them on developments in new approaches to the teaching of English. (A certificate course).

B. Research

One of the important functions of the Center will be to carry on and promote research and experimentation concerned with the creation and evaluation of new approaches to the teaching of languages, with particular focus on English teaching. Part of this research will be conducted by the Center and part will be carried on in member countries with support and assistance from the Center.

C. Instructional Materials

The Center will be concerned with three aspects of work with instructional materials:

1. Collection, evaluation, experimental trial, modification and revision, and distribution of language

instructional materials prepared in countries outside the region.

2. Preparation of lists and descriptions of instructional materials developed for use locally in member countries, and carrying out and reporting evaluations of these materials.

3. Preparation, production, and distribution of indigenous instructional materials. (Preparation to include experimental trial and other evaluative procedures.) Also, the provision of consultant assistance to member countries in preparing instructional materials for local use.

D. Information Center Activities

1. Library. An up-to-date central library of linguistic and language education reference materials (books, periodicals and documents) will be developed and maintained for use by trainees and scholars coming to the Center and for use by member countries on a rotating loan scheme.

2. News organ. A Newsletter will be published periodically by the Center for circulation to interested institutions in member countries covering current items of interest: e.g., important research in progress in the region and elsewhere; news about the Center; suggestions to teachers; etc.

3. Liaison with outside organizations. The Center will establish and maintain close relationships with organizations such as the British Council Information Center in England and the Center for Applied Linguistics in America, and with universities and other institutions outside the region working especially with the teaching of English as a foreign language.

E. Promotion of Regional Cooperation

Better understanding of language education problems within the region and broader acquaintance among English language teaching personnel in the region will be encouraged by professional conferences and seminars held periodically under the auspices of the Center.

F. Exchange of Personnel

Interchange of teachers, scholars and specialists among the institutions of the region will be encouraged by providing a limited number of travel grants to selected persons who would remain on salary from their host countries while in residence as visiting professors or scholars. The details of this activity will be worked out after gathering information from additional surveys and seminars.

G. Technical Assistance to National Programs

The professional staff of the Center will be made available for consultant and advisory work in the member countries to assist with the development of national English language teaching programs. Also, the Center will assist in recruiting consultants from outside the region to assist with special problems in the member countries as needed.

H. Administration of Financial Grants

Three types of financial grants will be administered by the Center:

1. Training scholarships. There will be a program of individual grants to cover the cost of training for the 8-month and 4-month courses for a designated number of trainees from member countries. It is anticipated that the scholarship grant for the 8-month course will be \$1800 and for the 4-month course \$1000 (both figures in US \$). These grants will cover all costs including travel and living expenses, tuition, books, and incidental costs. Forty grants will be made during the first year of operation for two short courses, and starting the second year these will be augmented by an additional thirty grants for the 8-month course. A breakdown of the scholarship estimated is shown in the budget section of this paper. Funds will be sought from external donors and from member countries to provide these scholarships, but the scholarship fund will be administered by the Center.

2. Research fellowships. A limited number of research grants will be made to local scholars and teachers to encourage linguistic and language education research in the region. Such research might be carried out in the member countries or at the Center. Procedures and guidelines for this activity will be established after survey and seminar data and information are available. Contributions from external sources will be sought to establish and maintain this research fellowship fund.

I. Support to Scholars from Outside the Region

The Center will offer professional and administrative support to scholars from other countries seeking such assistance in carrying out linguistic and language education research in the SE Asia region. The library and staff resources of the Center and the centralized knowledge about the language instruction situation in the countries of the region should be of great value to such scholars, and their use for this purpose should greatly enhance the international prestige and recognition of the Center.

THAILAND (SEAREP)

At the request of the Director General of the Department of Teacher Training in the Thai Ministry of Education, members of the University of Michigan contract team stationed in Bangkok under the Southeast Asia Regional English Project initiated an extensive program of in-service training for Thai teachers of English. Since June 1959, twelve three-month in-service training courses for English teachers from Thailand's thirty-two teacher training institutions have been held at the College of Education, Prasarnmitr, in Bangkok. Approximately 170 teachers were awarded certificates upon completion of the course which included intensive instruction in English (twenty-five hours per week during the first eight weeks); courses in Introduction to Linguistic Science, the Structure of English, the Structure of Thai for English teachers, and Methods of Teaching English as a Foreign Language; and a two-week period of practice teaching and observation. A follow-up program was carried on whereby SEAREP staff members accompanied Thai counterparts from the Ministry of Education to teacher training institutions in the provinces for conferences with the English teachers and refresher demonstrations.

In addition, the SEAREP team worked closely with the Ministry of Education's Department of Secondary Education in planning and conducting two-week in-service courses held at the twelve General Education Development Centers throughout Thailand. About 65 per cent of the more than 1,200 English teachers who attended these courses were from secondary schools and 35 per cent from vocational, elementary, and teacher training schools. A typical in-service course consisted of lectures and workshop periods in methods of teaching English lesson planning, demonstration lessons, lectures on testing and the use of teaching aids, and discussion pertaining to the adaptation of SEAREP methods to the teaching situations in the various provinces of Thailand.

Based on extensive comparative and contrastive analyses of Thai and English, the SEAREP team prepared numerous materials for the teaching of English.

The SEAREP team developed credit courses in linguistics and methods of teaching English as a foreign language at the English Language Center of the Faculty of Education, Chulalongkorn University, and at the College of Education, Parsarnmitr, where there is a four-year program for English majors. Language laboratory equipment was provided under the University of Michigan and Indiana University contracts with a 40-booth laboratory at the College of Education, a 10-booth laboratory

at Chulalongkorn University, and additional equipment at six of the larger provincial teacher training institutions. Nine participants received training at the University of Michigan both at the graduate and undergraduate levels. During the 1962-63 school year, four Thai participants spent one year training in the teaching of English at the University of Texas, Georgetown University, and Teachers College, Columbia University. In FY 1964, five English language teachers studied in the United States.

Presently there is an AID contract with Michigan State University in cooperation with the National Economic Development Board to survey needs for further education and manpower needs. The role of English language instruction for teachers will be appraised in relation to establishing priorities.

In addition, the Anglo-United States Committee on English teaching in Thailand is currently studying the need for instruction in English.

VIETNAM (SEAREP)

The U.S. aid program began assisting the Government of Vietnam in improving its programs for the teaching of English as a foreign language in fiscal year 1955. Initial activities included the provision of a twenty-position language laboratory at the National Normal School in Saigon and the conduct of three-week summer workshops for Vietnamese teachers of English at the secondary school level. The first of these seminars was held in Nhatrang in 1956, and was attended by forty teachers; the second, a residential course, was held in 1957 in Dalat, attended by seventy teachers; and the third in 1958 in Saigon, with sixty-five teachers.

The Education Division of the USAID Mission has had on its staff for several years one and sometimes two full-time specialists in the field of teacher education and English language. Between September 1958 and June 1963 these services were supplemented by one to four members of the University of Michigan contract team under the Southeast Asia Regional English project. SEAREP, in cooperation with the USAID Mission specialists, helped to establish and develop a three-year teacher training program in the English Section of the Faculty of Pedagogy, University of Saigon, which began on November 1, 1959. This program includes an 8-10 week Intensive English Language Program for first year students and regular course work in analysis and description of the English language, in comparative analysis of Vietnamese and English, in general linguistics, in techniques of teaching English as a foreign language, in British and American literature, in British and American history and culture, plus practice teaching of English at the secondary school level. SEAREP staff members assisted in planning the curriculum for this program and taught all the courses in linguistics and techniques of teaching English during the academic years 1960-1961, 1961-1962, and 1962-1963. About 100 students are enrolled in the English Section of the Faculty of Pedagogy, and about thirty students graduate from it each year and enter directly into the ranks of secondary school teachers of English. The teaching staff for the English Section has included, in addition to SEAREP staff members, direct hire A.I.D. Education Advisors, Colombo Plan teachers from England, Australia, and New Zealand, representatives of the British Council and the French Cultural Mission, members of the Summer Institute of Linguistics, and other American teachers from the USAID Mission and the local community. Additional summer in-service workshops were held in 1959 in Saigon for one hundred teachers; in 1960 in Saigon and Hue for seventy and forty-two teachers respectively; and in 1961 in Saigon for seventy-five teachers. The original language laboratory equipment was transferred to the Faculty of Pedagogy at the University of Saigon. Additional machines were added to provide thirty-five units at the University of Saigon and five units at the University of Hue.

One of the major activities of the SEAREP team has been the development and publication of teaching materials and examinations based on linguistic comparisons of Vietnamese and English and on observed problems of Vietnamese students of English. These materials were used and tested at the Faculties of Pedagogy of the University of Saigon and Hue, at other Faculties of both Universities, in normal and secondary schools, at in-service training programs for secondary school teachers of English, at Phu-Tho and other technical-vocational schools, at the Vietnamese American Association, at the Vietnamese Military Academy at Dalat, and at various other schools. (See Attachment C for list of titles).

Excluding examinations and Pattern Practice Chart Booklets, a total of more than 7,000 SEAREP textbooks have been published in Vietnam. As of May 1963, nearly 5,000 volumes had been distributed to teachers, students, and educational institutions throughout the country. Tape recordings have been made for all three volumes in the series, English for Vietnamese Speakers. In addition to the formal textbooks and examinations, a large number of research and instructional papers have been prepared including comparative studies of Vietnamese and English, bibliographies, course outlines, classroom handouts and examinations, and excerpts from materials pertaining to linguistics and foreign language teaching.

Two Vietnamese participants attended the University of Michigan, receiving Master's Degrees in linguistics and the teaching of English as a foreign language in August 1961. In addition, two participants received short-term training under the Vietnam portion of the SEAREP project, one at the University of Michigan and the other in Bangkok. During the 1962-63 school year twelve non-contract participants were studying in the United States at a cost of \$123,900 under programs ranging from nine to thirty-six months in duration at Georgetown University, George Peabody College for Teachers, New York University, Southern Illinois University, Fordham University, American University, the University of California at Los Angeles, and Teachers College, Columbia University.

Following the phase-out of the Vietnam portion of the SEAREP project in June 1963, U.S. technical advisory services in the field of English continue to be provided by the Teacher Education Advisor (English) on the USAID Mission staff and by one specialist serving under the Ohio University contract for the improvement of secondary school teacher training at the Faculties of Pedagogy at Saigon and Hue. Since the summer of 1962, eleven instructors under the International Voluntary Services, Inc. contract have been assigned to normal and vocational schools and to the principal senior high schools of Vietnam to teach English and provide on-the-job assistance in upgrading the quality of English instruction. During fiscal year 1962 the estimated cost of this portion of the IVS portion was \$9,600.

Under A.I.D.'s teacher education project there is a continuing English language program in Vietnam receiving technical supervision from the direct-hire English language specialist on the Mission staff. The contract with the International Voluntary Services, Inc. scheduled 66 teachers for the English language program for 1964 to serve in selected secondary schools.

Present emphases are placed on establishing a national supervisory office and provincial centers for improving English instruction; on developing a certification program for teachers of English and to give support to in-service workshops for teachers of English; and on extending assistance to the universities, teacher training, and technical schools to strengthen programs of English instruction. FY 1965 includes \$40,500 for the language program, with a significant outlay from Government of Vietnam funds. Local support will provide continuing English instruction in FY 1966 and beyond.

OTHER REGIONAL ACTIVITIES

In February 1966, Dr. David P. Harris, Director of the American Language Institute, Georgetown University, visited a number of countries in the Far East at the request of AID. The countries included Korea, Taiwan, Thailand, and the Philippines. The purpose of the visits were to examine the English-teaching facilities for AID participants and to assess these facilities with particular reference to the problems AID participants experienced with English in the United States. Visits to Japan and Taiwan were made during the trip at the request of the Bureau for Educational and Cultural Affairs (CU) and USIA. A report on English language programs in the various countries was submitted to AID and the other agencies at the conclusion of the trip.

In May 1966, Dr. Edward M. Anthony, University of Pittsburgh and Dr. J. Donald Bowen, University of California at Los Angeles, made a study of English language programs in the Far East preliminary to the possible establishment of a Regional Institute for English Teaching and Materials. Both the needs and resources of those countries belonging to the Southeast Asia Ministers of Education Secretariat (SEAMES) were considered in connection with strengthening the teaching of English in the region. In gathering information for their study they visited Bangkok, Kuala Lumpur, Singapore, and Manila. Primary contacts were made with government officials in the ministries of education, with school inspectors and supervisors, and with administrators and staff members of institutions of higher learning. A report was submitted to SEAMS on June 15, 1966.

CHINA (TAIWAN)

In order to improve the quality of English language instruction in Taiwan's secondary schools, A.I.D. contracted with the Government of the Republic of China and the University of Texas for the re-training of secondary school English teachers.

The Texas contract provided for one senior and one junior linguistic specialist and for two three-month consultants in linguistics. As of January 1963, 188 teachers had received 8 weeks of intensive in-service training in the teaching of English as a foreign language. Some 1,200 teachers were retrained by the completion of the project in August 1964.

Classroom facilities for these courses were provided by the Taiwan Provincial Normal University with housing, local transportation and other types of administrative support being provided by the \$3,000 equivalent of counterpart funds included in the Texas contract. The Texas staff worked closely with the University's English Language Center (which received financial assistance from the Asia Foundation in the pre-service training of teachers of English) and conducted weekly seminars at the Center on advanced methods of teaching English. Graduate level training for four English teachers was provided at the University of Texas. Books and other teaching materials were procured from the United States and locally, and efforts made to improve teaching materials for the use of all English language teachers in Taiwan.

The senior linguistic specialist departed in July 1964 and the junior linguistic specialist concluded the project activities on February 28, 1965, the contract expiration date.

SUMMARY DATA

CHINA (TAIWAN)

CONTRACTORS:	Government of the Republic of China and the University of Texas
CONTRACT NUMBER:	AID/fe/24 (formerly AID/fe-3)
SIGNATURE DATE OF CONTRACT:	May 30, 1962
EXPIRATION DATE OF CONTRACT:	February 28, 1965
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$205,925
CONTRACT FUNDING BY FISCAL YEAR:	
FY 1961	\$137,925
FY 1962	68,000

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KOREA

Initial assistance in the teaching of English as a second language was provided by an English training specialist under the George Peabody College contract for the improvement of general and teacher education in Korea. In addition, the United States AID Mission's specialist in Teacher Education (English) assisted the Ministry of Education in the reorganization of the Foreign Language Institute, which was established by UNKRA in 1952 and assisted by UNESCO until 1960; served as advisor to the English Department of the Korean Military Academy; lectured at English language workshops conducted by Yonsei University under a pre-service course for English majors financed by the Asia Foundation; and taught courses in linguistics and English teaching methods at the College of Education, Seoul National University.

In 1961 a three-party contract was signed involving the United States AID agency, the Government of the Republic of Korea, and English Language Services Inc., for the provision of English language training to participants and key ROK officials at the Foreign Language Institute. In addition to direct teaching, the ELS contract team developed curricula and trained a Korean staff for the English teaching program of the Institute and provided in-service training in speech, general linguistics, and teaching methods to secondary school teachers of English. The following equipment and materials were provided under the contract:

- 36-position language laboratory with tape records head sets, chairs and booths
- 400 complete sets of the American Language Course texts
- 6,400 copies of the American Language Course workbooks
- 220 sets of the American Language Course master tapes (6,200 reels)
- 900 complete sets of the Intensive Course in English (9,600 reels)
- 40 sets of the Intensive Course in English master tapes (6,800 reels)
- 80-volume library in linguistics and the methods of teaching English

Subsequent to the close of the contract the Foreign Language Institute was renamed Language Research Center, and merged with Seoul National University. It has the same responsibility as before. It provided language training for AID participants as well as providing in-service training for English teachers in secondary schools.

Out of five English language participants who studied at UCLA for one year, from August 1961 through August 1962, three are teaching at the Seoul National University Language Research Center.

AID provided limited educational assistance to Korea in this area in FY 1965. This kind of limited assistance was continued in FY 1966.

In the Peace Corps program, 64 Peace Corps Volunteers are engaged in teaching English in the Korean secondary schools and higher education institutions in 1966-67. During 1967, two American experts in teaching of English as a second language served in Korea under USEC/K (Fulbright Commission) programs. Seven Korean teachers were sent to the United States under the same program and five Koreans were sent to the United States for English language training under East West Center training program during 1967.

USOM is planning to finance a research project on Instructional Television for English language teaching which will be conducted by the Sogang College beginning September 1, 1967 through August 1968.

SUMMARY DATA

KOREA

CONTRACTORS:	Government of the Republic of Korea and English Language Services, Inc.
CONTRACT NUMBER:	ICAc-1765
SIGNATURE DATE OF CONTRACT:	January 3, 1961
EXPIRATION DATE OF CONTRACT:	December 31, 1962
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$93,033
CONTRACT FUNDING BY FISCAL YEAR:	
FY 1960	\$93,033

PHILIPPINES

Under an eight-year grant from the Rockefeller Foundation, the University of California at Los Angeles has been providing assistance to the Philippines in the improvement of methods for the teaching of English. This grant helped a two-part project: a one-year course for Philippine teachers of English at UCLA and the establishment of the Philippine Center for Language Study (PCLS), a non-government organization which assisted the Department of Education in the improvement of teaching English as a second language. The PCLS and the Bureau of Public Schools assisted in the establishment of a graduate curriculum at the Philippine Normal College leading to the M.A. degree in the teaching of a second language. The Ford Foundation awarded a three-year grant to the Philippine Normal College for the establishment of a Language Study Center to run a Language Research Project for the conduct of research on language problems, the provision of technical and teacher training advice, and the preparation of more effective teaching materials. This project is to be carried out with the assistance of the University of California at Los Angeles with the phasing-out of the Philippine Center for Language Study in June 1965. AID assisted the undergraduate program in speech education in 1962 at the Philippine Normal College by setting up a language laboratory.

The United States AID Mission had been cooperating closely with this program. The Chief Education Advisor served as a member of the advisory committee to the Philippine Center for Language Study. Between fiscal years 1958 and 1963, the United States AID program financed the training of 45 participants at UCLA at an estimated cost of \$252,000. The English language textbooks prepared under the UCLA project are being printed under the AID Textbook Production Project. 828,100 copies of Grade III and 711,700 copies of Grade IV were contracted for in FY 1963 and are presently being printed and distributed to end-user schools. In FY 1964 the Project contracted for 226,500 copies of Grade V and 196,200 copies of Grade VI which are expected to be printed in FY 1966. Under AID's in-service training and pilot schools project, 20 elementary schools have been designated in-service regional teacher training centers. Emphasis is on training in the effective use of English as the medium for instruction from the third grade onward. There was one participant in the United States studying methods of second language teaching on the graduate level during the 1964-65 academic year. This project was concluded in 1965.

The Ford Foundation is committing \$334,000 to the Philippine Normal College to finance a three-year language and training program beginning July 1, 1967.

The program provides for two Ph.D. consultants and for the services of two graduate students.

The English language textbooks prepared under the UCLA project for Grades III and IV have been printed and distributed under the AID Textbook Production Project in the quantities of 898,300 and 773,100 copies, respectively.

In FY 1964, the project contracted for 226,500 copies of English, Grade V, and 196,200 copies of Grade VI which are presently in the process of being printed and should be completed and distributed within the next six months. The Filipino Educational Publishers Association placed an injunction against these titles. More than one year passed before the Secretary of Justice handed down a favorable decision permitting the project to proceed with the production by an additional year.

VIETNAM

The major goal of the project, Teaching of English, is the preparation of professional staff adequately trained to establish leadership roles and to offer essential services in the further preparation of an education corps which, in the foreseeable future, will provide continuous response to national demands for the study of the English language and its cultural offerings. The implementation of this goal is approached by means of four major activities: preparing carefully selected university students in a pre-service university program of specialization; up-grading of teachers in service; sponsoring outstanding teachers for advanced university training in the United States; re-orientation of returned participants, support to them in placement and in integration into on-going program developments.

Teacher education, in English as in other fields, was selected by American education advisors as early as 1957, as the best focus for extending benefits to the optimum number of learners within the limits of any period. The principle of preparing educators has continued to be a vital part of the English program throughout the ten years of American assistance.

Selected groups other than teachers periodically have pressured the Mission for direct assistance: university students in particular programs, classes in all public secondary schools as well as in the schools of wards of the nation, in technical and other institutions of specialized curricula, and finally, a large number of out-of-school groups - youth and adults. Thus, the purpose of the project has been broadened to provide advisory and material support to a very large number of Vietnamese who wish to achieve English skills and cultural understanding in areas of knowledge and at levels of difficulty according to individual needs.

Ever since American assistance was given to refugees transferring from North to South, the audience studying the English language has been widening; of late, however, the acceleration has been marked, indicating that in fact Vietnamese people are rapidly making English their second language just as earlier have all her nearby neighbors with whom she now is building regional relationships. Vietnam, moreover, is affiliating herself increasingly with more distant peoples, taking her place among representatives of many countries in international conference groups. For these missions Vietnamese emissaries in governmental and in professional activities must depend upon advanced skills in the English language.

The youth of Vietnam now regard English as the "Open Sesame" to a brighter future. A large number are taking advantage not only of government-to-government scholarships but also of private funding in order to study in the United States and in other English-speaking lands. For those who cannot obtain scholarships abroad, there is employment in business firms seeking thousands of workers whose duties call for basic skills in English; young personnel with a considerable degree of sophistication in the language are rapidly absorbed into positions requiring advanced skills.

Educational institutions, while observing the accelerated pace in this direction, have been unable through their offerings to keep abreast of the need for trained teachers. These schools, with the assistance of the Agency for International Development, however, have made progress fundamental to establishing sound and modern curricula. The first school of education for teachers of secondary level, known as the Higher School of Pedagogy, was established after the separation from the North, instituting a curriculum patterned after the French colonial offering for teachers of Indochina. In 1962 the school became a part of the University of Saigon and took the name, Faculty of Pedagogy. This Faculty and its sister institution at the unified University of Hue, had adopted in 1959 a three-year program of specialization in the fields covered in the secondary curriculum, including English. This adoption replaced the Hanoi-type of Indochina program structured apart from the university and devoted to training teachers as generalists in the sciences and in the humanities. In 1964 the first-named Faculty initiated a program jointly with the Faculties of Letters and of Science at the University of Saigon, as had the University of Hue upon its opening. In 1965 these two Faculties expanded their standard three-year curricula in specializations to four-year programs, and for the past two years, the Faculty of Pedagogy in Saigon has been offering independently a twelve-month program in order to accelerate the supply of teachers for junior high schools. Graduates having specialized in English under the curricula described above now total 300, a number of whom have become participants for advanced degrees in other branches of learning in preparation for broadening professional offerings in education.

To the teachers of English with sub-standard preparation, opportunity for improvement has been offered in a total of ten vacation study programs, numerous teachers having subscribed to more than one session. These programs, normally four-weeks in length, sponsored usually by the Directorate of Secondary Education with the technical support of the A.I.D. program, have focused on upgrading language skills and methods of classroom teaching of English as a second language. Enrollments in the ten sessions have totaled 1,000.

The 1967 session was programmed under the joint sponsorship of U.S. AID and the Faculty of Pedagogy, University of Saigon, assisted by the Directorate of Secondary Education for teachers classified chiefly as junior high school staff. This plan was developed as a step preliminary to instituting university programs of in-service education offering credit, thus making possible systematic progress toward university graduation.

Demand versus supply of public academic secondary school teachers of English is exemplified by a statement made by the Director of Secondary Education who recently stated that Vietnam has 195 senior and 245 junior high school teachers of English, requiring more than 250 additional teachers for classes to open in the Fall 1967. The corps of trained teachers has been augmented somewhat by overseas education. The U.S. AID participant program has been the avenue for creating the beginnings of leadership in the English field. Four additional participants now in American universities will soon be joined by eight others now in process of departing Vietnam. Those who have returned from the United States to positions in Vietnam include: doctorates, 4; master's awardees, 15; Bachelor degree graduates, 6; and language laboratory technician, factory trained, 1. The returnees with advanced degrees are now playing key roles in higher and secondary education, positions earlier non-existent or filled by visiting foreign professors.

Several scholarship awardees, studying under other American agencies, after one or two years abroad have returned to teach English. A few additional men and women after study tours under private funds or awards from other English-speaking countries have joined the secondary school staff.

A large corps of trained personnel is urgently needed in a wide-range of positions in English: administration, research, writing, university, secondary school and adult education. Progress in developing sound training programs for extensive personnel has been far outstripped by public demands for purely basic instruction.

Service courses in English language are being offered by teachers, with or without aural-oral skills. In universities alone, 16,000 students are enrolled, some in specializations such as the sciences, medical, dental, agricultural and technical fields.

Teachers in training for elementary education enrolled in English have increased by about 43 per cent in the last year; in 1965-66 the class enrollment stood at 900, whereas in 1966-67 the increment reached 1,280. Specialized secondary schools such as those offering agricultural, industrial and nursing curricula in 1965-66 enrolled 1,820 and in 1967 2,540, an increase of about 40 per cent.

Public academic secondary school enrollment in English courses has increased even more dramatically. In the school year 1965-66 these 175 schools enrolled 58,112, about 44 per cent of the total school

population, whereas in 1966-67 the enrollment in 215 schools rose to 114,784 or 77 per cent of the total secondary school population, an increment in registered pupils of 97.5+ per cent. This trend is taking place in established schools, where a strong swing is made toward English as a "first foreign language" and in recently opened schools, where an unprecedented number of beginners are choosing English as the major foreign language. These increments will continue for several years at least, since the pupil makes his choice at the beginning of the seven-year program. During the four junior high school years he studies the "first foreign language" six hours per week; during the three-year senior high school program, he studies the same language from four to six hours per week depending upon his curriculum and in this period initiates the study of a "second foreign language." To date these languages have been English and French.

In this expansive period, public servants other than teachers, have been upgrading themselves in the English language; a total of 1,500 were known to be enrolled in 1966-67. Adults in communities throughout Vietnam currently studying under American lay teachers, military and civilian, number more than 376,000.

Developments of special interest recently effected include several programs staffed chiefly by returned participants: (1) pre-medical and pre-dental programs in scientific areas of English under the aegis of the Faculty of Medicine enrolling approximately 300 students per year; (b) in-service summer program in 1966, enrolling 205 teachers of English at every secondary school program level; (c) in 1967, junior high school teachers of English numbering 76, enrolled in a university-sponsored program. In these activities, the returned participants advised by U.S. AID personnel were supplemented in staff duties by experienced public secondary school teachers who had earlier graduated from Vietnam's Faculties of Pedagogy staffed by English-speaking visiting professors.

Instructional materials have been given to teachers, students, and educational institutions. The Southeast Asia Regional English Project under contract to U.S. AID produced and published in mimeographed form more than 7,000 volumes of the text series based on comparative analysis of Vietnamese and English entitled, English for Vietnamese Speakers. In addition, tape recordings were made for the three volumes: pronunciation, pattern practice, and applied grammar. These materials have been of major assistance in the intensive courses for in-service and pre-service teacher education at the Faculty of Pedagogy, University of Saigon. An objective examination based on problems of Vietnamese speakers, testing aural comprehension, also has been useful.

Another text in two volumes, Anh Ngu, written by Dr. Nguyen Dinh Hoa, then professor at the University of Saigon, printed in Vietnam, has been supplied in 58,000 volumes. This same series in 400,000 volumes printed off-shore, also under the sponsorship of U.S. AID, is now under distribution particularly to classes out-of-school.

The first American textbooks supplied to basic and intermediate classes were 40,000 each of Let's Learn English and Practice Your English; volumes in language, literature, and civilization supplied to universities have totaled 5,000.

Library books and texts printed off-shore and supplied more recently to universities and secondary schools accrue to an additional 500,000 volumes, including those required for the public school adoption made by a national committee of English teachers and the Directorate of Secondary Education.

Specialized materials for students of science, medicine, and engineering include appropriate readings, tests, and glossaries compiled and employed in quantity in university teaching.

Physical facilities while under continuous improvement still are limited. Classrooms at both secondary and higher institutions continue to be seriously overcrowded for effective language learning; initiation of new services is controlled in no small degree by problems of space. Libraries at universities, currently meager, and those at secondary schools, in the first phase of growth, are now under a special development project. English language texts and other volumes in the English language constitute the foundation for developing modern stocks. The first language laboratory, established in 1957 for the Ministry of Education in Saigon, has been renovated and expanded to accommodate sixty student stations. At the University of Hue a transistorized language laboratory system seating forty has been installed. The Thu Duc campus of the University of Saigon will open later a similar system for one-hundred stations. The large student body in the Delta will be accommodated by the system planned for the University of Can Tho, now in its second year. Laboratories, to date, have been designated primarily for accelerating the preparation of teachers of English.

Specialists in the teaching of English as a second language have been on staff continuously since the project opened; during the first four-years two specialists served in each of two tours; one advisor was continued until the current year. Presently three advisors are on board, with two additional soon to arrive. During the ten-year span, the U.S. AID advisors have been supplemented by the following personnel: one contract team of linguistic resource workers, 1958-63; more than fifty Americans qualified as professional educators and

residing temporarily in Vietnam; hundreds of American civilian and military officers serving as volunteer teachers of adult classes; the International Voluntary Services, under contract to U.S. AID since 1962 to provide teachers of English. During the past five years more than one-hundred of these teachers have been serving two-year tours, filling full-time positions in secondary, technical and higher institutions. From the time of the individual's arrival until his departure from post, the U.S. AID specialists provide orientation, strong technical support and materials.

The Office of Education, U.S. AID in Vietnam, currently is recruiting a survey team to analyze major national needs and recommend priorities for further orderly development of the English program designed to serve the 15,500,000 citizens of South Vietnam in their attempt to acquire an instrument for modern education and for world-wide communication.

THE LATIN AMERICAN REGION

DOMINICAN REPUBLIC

The teaching of all foreign languages, including English, was removed from the school curriculum during the last years of the Trujillo Epoch, but in September 1961, English was again introduced in the intermediate and secondary schools. Since that time there have been special projects by USAID, USIS, and the Peace Corps to assist in the teaching of English, but the political changes and the Revolution interrupted these programs and limited their success. There are still few teachers who are prepared to teach English and the English program in the schools must be improved. One of the important objectives of the USAID/DR education program is to train teachers of English.

The purpose of the USAID/DR contract with San Jose State College is to increase the number of trained teachers and to improve the quality of instruction and one of the areas emphasized is English teaching. A San Jose technician is a specialist in language instruction, and during August 1967, he and his Dominican counterpart will conduct a five-week intensive workshop for 60 English teachers from the intermediate schools. During the school year he will also direct weekly and biweekly seminars for the normal and secondary school English teachers. Each issue of the professional journal, which was developed by the San Jose State College Team, and which is distributed to all Dominican teachers, will contain a special article on the teaching of English.

The St. Louis University Contract with USAID/DR to assist the Catholic University "Madre y Maestra" provides for a technician in linguistics and language teaching and for a director of the language laboratory. These two technicians arrived in August 1966, and have developed a strong English program at the university. English is a required course for all except the law students, who must study French. A thirty-place language laboratory is to be installed in the new classroom building when it has been completed. Both technicians are available as consultants to the other institutions of higher education and for the English programs in the schools.

The Bryant College Contract with USAID to assist the business junior college (Instituto de Estudios Superiores) also includes help for an English teaching program, and one of the most successful programs at the college is that for bilingual secretaries.

Although the Peace Corps and USIS are not directly involved in the English teaching programs in the schools at this time, they are kept aware of the USAID program so that there is full cooperation among

the American agencies, and any teaching materials developed by any of these are available to all three for distribution to the schools and universities. The USIS through its binational centers sponsors workshops for the center teachers to which the public school teachers of English are invited.

SUMMARY DATA

CONTRACTOR: San Jose State College

CONTRACT NUMBER: AID/1a-441

SIGNATURE DATE OF CONTRACT: September 1, 1966

EXPIRATION DATE OF CONTRACT: August 30, 1968

TOTAL DOLLAR AMOUNT OF CONTRACT \$783,000

CONTRACT FUNDING BY YEAR:

	<u>Total Contract</u>	<u>English Element</u>
FY 1966-67	\$366,056	\$55,000
FY 1967-68	412,944	65,000

For Participant English Teacher Training:

FY 1966-67	\$ 1,000
FY 1967-68	5,000

CONTRACTOR: St. Louis University

CONTRACT NUMBER: AID/1a-391

SIGNATURE DATE OF CONTRACT: March 22, 1966

EXPIRATION DATE OF CONTRACT: October 31, 1968

TOTAL DOLLAR AMOUNT OF CONTRACT: \$750,000

CONTRACT FUNDING BY YEAR:

	<u>Total Contract</u>	<u>English Element</u>
FY 1966-67	\$224,379	\$70,000
FY 1967-68	525,621	90,000

For Participant English Teacher Training:

FY 1966-67	\$ 3,000
FY 1967-68	14,000

CONTRACTOR: Bryant College
CONTRACT NUMBER: AID/1a-274
SIGNATURE DATE OF CONTRACT: April 14, 1965
EXPIRATION DATE OF CONTRACT: June 31, 1968
TOTAL DOLLAR AMOUNT OF CONTRACT: \$214,207

CONTRACT FUNDING BY YEAR:

	<u>Total Contract</u>	<u>English Element</u>
FY 1965-66	\$ 29,982	\$ 3,000
FY 1966-67	117,794	25,000
FY 1967-68	66,436	25,000

For Participant English Teacher Training:

FY 1966-67	\$ 3,000
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ECUADOR.

Under a project to assist in the development of the three leading universities, AID contracted with St. Louis University to provide assistance to the Catholic University of Quito in: (1) strengthening and improving its academic program, (2) developing teaching laboratories and basic libraries (3) a variety of research programs in the fields of education, language teaching, basic sciences, nursing and social service, and (4) general university administration.

Within the Catholic University of Quito, English is presently offered as a teaching specialty in the Faculty of Pedagogy and is a language requirement in the Faculties of Law, Nursing, Economics and Engineering. In the Faculty of Pedagogy, although it is optional, English is selected by the great majority of students. English is also a required subject for the students in the School of Social Service.

Assistance is provided under the St. Louis University contract in the establishment of an Institute of Languages with primary emphasis on English and on English and American studies. The Institute, which has a language laboratory, a basic library in English and American Literature and American Studies, provides effective English instruction for all students of the University and special instruction in English teaching methodology and in American Literature. It also offers a program of in-service training for high school and college English instructors, at the end of which they receive a highly valued Certificate in the teaching of English as a Foreign Language. The Institute provides intensive English language training for participants coming to the United States for training in a variety of fields. In May 1967, the administration of the Institute was transferred from AID contract personnel to regular university contracted teacher-administrator, trained at UCLA under contract sponsorship.

Since 1964, special summer sessions have been offered. They have included courses in American Literature, United States History, Linguistics, Phonology and Language Testing, taught by contract personnel, Peace Corps Volunteers and teachers trained in the United States under contract sponsorship.

Equipment in the language laboratory was doubled (to 60 positions) in April 1964, and in October of that year when the academic year opened, thirteen participant candidates began an intensive course in

A post-B.A. program with no degree objective designed to offer in-service training to graduates of the English Department, Faculty of Education, with a view to preparing them to take up positions as Chairmen of English Departments in Kabul secondary schools and as area supervisors in the provinces has been in operation since 1964. At the present time, there are fourteen English departments in Kabul and four provincial English centers with Afghans in charge.

Since 1960, more than thirty in-service workshops have been held for teachers of English in secondary schools and three more are planned for the second half of the 1967 school year.

In addition to teacher training and interim direct teaching, the TCCU contract team has undertaken a development project aimed at the preparation of textbooks. The first experimental textbook series English for Afghans has been followed by a twelve book series Afghans Learn English. All of these have received the approval of the Ministry of Education, have been printed and now await distribution.

Twenty-six participants have been sent to study English and the teaching of English in the United States: seventeen have returned to Afghanistan, sixteen of whom have earned the Master of Arts Degree; the other nine are continuing their studies in various American universities.

English language training has been strengthened by the installation and use of language laboratories and the development of lessons on tapes and the utilization of other audio-visual aids prepared from local materials. Kabul University has a forty-two position language laboratory, the Afghanistan Institute of Technology a laboratory of thirty positions, and at the Darul Mo'Allamein Teacher Training Institution, there is one with forty positions.

Under AID's project of strengthening elementary and secondary education in Afghanistan, the English language program is continuing to fulfill a real need. The English language staff at Kabul University proposes to produce thirty English language teachers in 1967 and fifty teachers each year thereafter. The American specialists are supervising the English language program at Kabul University for the approximately 2,000 students in attendance there. During FY 1968 about \$250,000 will be spent in support of the English language program.

SUMMARY DATA

ECUADOR

CONTRACTOR: St. Louis University
CONTRACT NUMBER: AID/1a-98
SIGNATURE DATE OF CONTRACT: February 28, 1963
RENOVATION OF CONTRACT: April 25, 1966
EXPIRATION DATE OF CONTRACT: June 30, 1968
TOTAL DOLLAR AMOUNT OF CONTRACT: Original \$ 927,750.00
Extension 1,197,750.00

CONTRACT FUNDING BY FISCAL YEAR:

	<u>Total Contract</u>	<u>English Element</u>
FY 1962	\$346,819	\$56,500
FY 1963	---	---
FY 1964	350,000	40,000
FY 1965	47,750	35,000 (est.)

For Participant Teacher Training:

FY 1964	\$ 14,000
FY 1965	44,000
FY 1966	5,000
FY 1967	10,000
FY 1968	5,000

HAITI

During the phase-out of the A.I.D. education program in Haiti, the USAID Mission provided \$27,780 from fiscal year 1962 funds for the purchase and distribution in cooperation with USIS and the Ministry of National Education in Haiti of 12,000 English textbooks for secondary school teachers in more than 60 schools. These teachers had attended seminars conducted by USIS for teachers of English.

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THE NEAR-EAST SOUTH-ASIA REGION

AFGHANISTAN

Education has long been the primary development goal in Afghanistan. In 1954 United States AID/Afghanistan initiated, through a contract with Teachers College, Columbia University, technical assistance in the redirection and expansion of Afghan education, with particular emphasis on the following elements:

1. the development of improved programs for the pre-service and in-service education of teachers and other educational personnel of the Afghan school system;
2. the training of Afghan personnel for the Faculty of Education, Kabul University, and for the Ministry of Education sufficient to carry forward the improved programs of teacher education;
3. the development of a more functional curriculum for teacher education and for primary and secondary schools including rural education, with particular emphasis upon science, agriculture, and social studies;
4. the development of an Afghan-manned program for the teaching of English (including the provision of American teachers of English on an interim basis);

Programming for the above began in 1954 under four different projects including one in English Language Teaching. Work was initiated as a three-fold operation:

1. an efficient and self-maintaining program of teacher preparation to staff number 3 (below);
2. a continuing project for preparing materials for numbers 1 (above) and 3 (below);
3. a good nation-wide English teaching program in the secondary schools of Afghanistan.

In May 1956 the original one year pre-service English teacher training program became a four year teacher training course in the Faculty of Letters. Since the first graduates of the four year course in 1960, there has been a total of 110 to date. Two hundred thirty-four students are currently studying in the Department, seventy-one of them freshmen. Direct teaching activities under the TCCU contract terminated in December 1963 with the arrival of Peace Corps teachers assigned to teach English.

INDIA

Under a contract with Teachers College, Columbia University (TCCU), one advisor on English as a second language assisted the National Institute of Education (for approximately two years) in the formulation of plans and programs designed to stop the deterioration of English usage in India.

The TCCU specialist prepared teaching materials for use in the language laboratory provided by United States AID to the National Institute of Education. A sixty-six lesson course was written during the summer and fall of 1966. The first group of thirty high school teachers from Delhi schools took the course in the laboratory between 9th and 25th January 1967. Approximately three-hundred people, either individually or in groups, have received demonstrations of the laboratory.

During his tour the TCCU consultant assisted the British Council in conducting a seminar for textbook writers in October 1966. He assisted the British Council Director of Studies, Punjab Institute of English, in negotiations with USIS, for the local publication of the McGraw-Hill English for Today series for use in Punjab.

In the spring of 1966 Teachers College, Columbia University (TCCU) entered into a contract with A.I.D. to send to and assign a team of English language teacher training consultants to India to conduct summer institutes at six different locations throughout the country. Through the means of these summer institutes attention was given to the development of skill in the use of teaching devices and methodology with significant emphasis on the study of language structure, usage, pronunciation and composition. Special attention was focused on the teaching of phonetics, on English usage and structure. Each institute was staffed with six members, two of whom were from England, two from selected Indian universities and two U.S. consultants. The general direction of the institutes was under the British Council.

The Center for Applied Linguistics in Washington concluded a survey under A.I.D. auspices of the present position and teaching of English in India during the month of December 1966. The survey team consisted of outstanding U.S. English language teaching specialists supported in India by several Indian English language experts and representatives from the British Council. The group devoted four or five weeks making a first-hand study of English language teaching and the position of English as a first and second language throughout the country. Following this study a comprehensive report was prepared

by the Center for Applied Linguistics setting forth a comprehensive and factual evaluation of facilities and media for teaching English and setting forth specific recommendations for a nation-wide attack on the problem.

Planning is in process to implement through project development methods some of the recommendations of the Center for Applied Linguistics survey team in FY 69. Currently a program of teaching English through a self-instructional, mechanized media developed under A.I.D. contract with English Language Services (ELS) has just been installed on an experimental basis in conjunction with the program of the Central Institute of English at Hyderabad. Its objective is to train people who already know English to become effective teachers of English.

IRAN

In fiscal year 1953 the USAID Mission introduced the first in-service education program for Iranian teachers as part of a project for assistance to the Ministry of Education in the expansion and re-direction of public school education at the elementary, secondary and normal school level. During the next four years, Iranian personnel were trained to conduct the in-service training program, and in fiscal year 1957 the Ministry of Education assumed the responsibility for funding and conducting the entire program with the American advisors functioning in an advisory capacity and assisting with instruction. As of December 1961, thirty-five seminars for English teachers had been held with a total enrollment of 1,928. In addition, five supervisors of English obtained Master's degrees at the American University of Beirut at an estimated cost of \$15,000. The English language program has been continued annually with from 17 to 20 locally hired Americans as teachers.

With the phasing out of the education program in Iran in FY 1967, English language training for Iranian participants continued only at the American University of Beirut.

IRAQ

English is a required subject in Iraq beginning in the last two years of the primary curriculum and continuing through the entire five-year secondary course. Inadequate preparation of English teachers has resulted in a low standard of instruction. Ministry of Education officials recognize the need and desire to raise the standard. In 1962 and 1963 USIS and the American Institute for Languages conducted three-week seminars for English teachers. In 1964 a five-week seminar was sponsored by USIS and AIL, and in August 1965 AIL conducted a four-week seminar devoted to introducing the newest teaching techniques. Four A.I.D. participants arrived in the United States in the fall of 1963, three for a two-year program leading to a Master's degree in applied linguistics with emphasis on the teaching of English as a foreign language and the fourth for a one-year program. Two A.I.D. participants were sent to the American University of Beirut in September 1964 for a two-year course in education with emphasis on English, and it is planned that four more participants will be sent to Beirut in September 1965 for a two-year program leading to an M.A. in the teaching of English. Since AID/Iraq has been phased out, AID's contribution to English language training is limited to training participants in Beirut.

JORDAN

In Jordan, English is compulsory in the fifth and sixth years of the primary school and throughout the secondary school. The USAID Mission, in cooperation with the Ministry of Education, has been providing in-service training in the teaching of English since fiscal year 1960 as part of its program of assistance in teacher education. A six-week English Proficiency Course was sponsored during the summer of 1961 at an estimated cost of \$25,000. The budget for the 1961 course provided \$7,500 for subsistence and operating costs for about 100 teachers, \$10,000 for English language instructional staff (salaries, travel, etc.), and \$7,500 for equipment and supplies such as tape recorders, books, and instructional materials.

A five-week English Proficiency Course was sponsored during the summer of 1962 and was operated through a contract with the Language Institute of the Jordan America Society at an approximate cost of \$19,000.

A four-week course was sponsored during the summer of 1963 and was operated independently by the Ministry of Education at a cost of \$4,600.

The 1961 course was administered and taught by a group of instructors from the American University of Beirut (AUB), the 1962 course by a group of instructors from AUB plus one Jordanian, and the 1963 course by local instructors available in and recruited from Jordan.

In May 1964 the USAID Mission contracted with Bir Zeit College to provide a program in English at Bir Zeit for approximately 20 prospective teachers of English per year. Selected students were to study two years at Bir Zeit College and two more years at AUB to complete the requirements for a B.A. degree in English. Upon completion of this program these students are employed to teach English in Jordanian Government Schools. USAID provided funds for 37 students under this program during the academic years 1964-1966. In the summers of 1964, 1965, and 1966, Bir Zeit provided a six-weeks summer course in English for pre-freshmen prospective teachers of English to maintain entrance standards at a level equal to that of AUB. The Bir Zeit contract was due to terminate in June 1968 but was terminated one year early due to the Middle East crisis of 1967.

The AUB Center for English Language Research and Teaching conducted a summer in-service program for Jordanian teachers of English in 1965.

The USAID Mission, in cooperation with the Jordanian Ministry of Education, contracted with AUB for the services of Dr. Raja T. Nasr of the Center for English Language Research and Teaching from July 1, 1966 to June 30, 1967 to study, to advise on, and to participate in improving English teaching methods in Jordan. During this year

Dr. Nasr supervised a series of seminars for English teachers, participated in teaching English at the Jordanian Teachers Colleges, and conducted a survey of the proficiency of Jordanian Teachers of English throughout the country.

In February 1967 the USAID Mission initiated an English language training program for employees of the Government of Jordan. Classes are held one hour a day, five days a week at the Jordan America Society. All costs of this program are paid by the U.S. Government. Since the beginning of the program an average of approximately 450 GOJ employees have attended classes during each 12-week seminar.

LEBANON

A.U.B. REGIONAL CENTER

Realizing the contribution which the teaching of English as a second or foreign language can make to economic and social development and the increasing need for assisting developing countries to direct their own program of English teaching, AID early in 1964 gave a grant to the American University of Beirut to establish the first Regional Center for English Language Research and Teaching. The Center is intended to serve seventeen countries in the Near East and Africa (Afghanistan, Cyprus, Ethiopia, Iran, Iraq, Jordan, Kenya, Lebanon, Libya, Morocco, Nepal, Pakistan, Sudan, Syria, Tunisia, Turkey and Yemen). The Center undertakes action research, and gathers and disseminates the theory and experience of applying linguistic science to teaching English as a foreign language. It also serves as an area Center for the training of English supervisors, teacher trainers, and teachers with primary concern for the specific needs, problems, and purposes of English language teaching in the Middle East and those African countries participating in the AID/AUB Regional Training Center.

The activities of the Center fall into four main programs:

1) Research and Development Program. The purpose of this program is (a) to undertake and apply research in linguistics to English language learning problems; (b) to gather and disseminate information and materials in teaching English as a second language, with specific reference to the curriculum, syllabuses, texts, and tests of countries served by the Center; (c) to publish monographs and TEFL, a bulletin for the teaching of English as a Foreign Language, which is freely distributed four times a year to ministries, supervisors, inspectors, and teachers of English. Research and development projects include curriculum analysis and revision, contrastive studies of phonology and grammar, remedial reading methods and materials, specialized teaching materials for specific countries, language teaching and teacher training methods and materials, including programmed instruction and audio-visual aids. The Center also has a two-year contract with the Advanced Research Projects Agency to evaluate the methods, materials and results of the English teaching courses provided under the Military Assistance Program for Lebanese military personnel.

2) Teacher Training Program. The purpose of this program is to train supervisors, instructors, and teachers of English in two separate programs: (a) a two-year program leading to the degree of Master of Arts in teaching English as a foreign language; (b) a six-week summer institute certificate Course work includes general language teaching theory and its specific application to the participant's country. A new video tape recorder is expected to strengthen considerably the practice teaching of these programs. The Center hopes to begin a one-year program leading to a diploma in TEFL.

3) Country Assistance Program. The purpose of this program is (a) to consult with and advise government ministries on problems of English language curriculum, syllabuses, texts, tests, and teaching materials; (b) to prepare and test teaching materials for the specific needs of countries that request help; (c) to conduct in-service teacher training seminars and workshops in the host countries at their request. To date, the Center has made English language surveys in eleven countries and conducted language training seminars in or for Jordan, Iraq, Lebanon and Afghanistan.

4) University Orientation Program. This intensive English language program for students who are otherwise qualified for admission to AUB provides some of the practice teaching needed by the teacher trainees of the Center. The Orientation Program also provides at close hand considerable opportunity for research, testing, and experimentation, especially in its new 30-position language lab. Since many of the private schools in Lebanon use English as a medium of instruction, other opportunities for practice teaching and observation are available. The amount of the three-year grant was \$285,000.

NEPAL

English, the second language of Nepal, is a required subject throughout the school system from grade three of the primary school through college. The United States AID program is providing substantial assistance in the expansion of Nepal's education system at the elementary, secondary and higher (teacher training) levels. Several manuscripts of new English language textbooks for use in grades three through ten are being prepared cooperatively by the Writer's Division of the Education Materials Organization, Ministry of Education, and United States AID Advisors. The education materials development project has as its objective the provision of indigenous teaching and learning materials for elementary and secondary schools, and for teacher training institutions.

TURKEY

Turkey's problem of a second language is somewhat complicated because of strong ties that existed with Germany and France from 1910 to 1940. Many Turks educated during that period studied either German or French. Since the end of World War II, however, Turkey has become closely allied with the United States, providing strong motivation for children and adults to learn English. Unofficial figures in 1960 indicated that approximately 49 per cent of the students in the intermediate and upper secondary schools were studying English, 43 per cent were studying French and 8 per cent were studying German. The Turkish Ministry of Education has become increasingly aware of the need for the teaching of English in the curriculum of institutions preparing teachers for elementary and secondary schools.

The Georgetown English Language Program began in fiscal year 1954 under a direct contract between the Turkish Foreign Office and Georgetown University for the purpose of rendering technical assistance in establishing and carrying out a program of instruction in the English language. In fiscal year 1959, the contract was converted to a contract between Georgetown and the United States AID agency. The initial aim of this contract was later broadened to include the following:

1. The preparation of teachers of English as a second language for the middle and secondary schools and to staff the 73 teacher training institutions;
2. The research and experimentation needed to develop the methods and materials for the teaching of English in the Turkish public schools;
3. Teacher training and the preparation of teaching materials for literacy training in the Armed Forces and civilian adult literacy projects;
4. The development of methods and materials for use in the automation of instruction in English as a second language; and
5. The provision of linguistic research services.

Between 1953 and 1958, a total of 989 teacher trainees received four months of instruction and in 1959 and 1960, 626 trainees received six months training. During this time, forty-five Turkish teachers of English were sent to the United States for specialized training in linguistics and teacher education.

By 1960 the Georgetown English Language Program had introduced three language laboratories in Turkey; one at the Faculty of Political Science at the University of Ankara, in whose English program Georgetown staff members participated for two years; one at the Gazi Pedagogical Institute in Ankara; and one at the Intensive English Language Program (for participants) in Ankara. The intensive English Language Program has provided English training to approximately 4,000 participants and alternates from 1954 through 1967.

Temporary buildings were erected under a counterpart release project in 1961 at the Gazi Pedagogical Institute to permit doubling the number of students to be admitted for training in the teaching of English as a second language. These facilities went into use at the beginning of the 1961-1962 school year and the building program was completed in 1963. The Institute's curriculum has traditionally emphasized the teaching of professional courses. This emphasis is now being extended to include language courses (speaking, composition, reading, translation), and curriculum reorganization. New materials produced at Georgetown The Intensive English Course for Turks has been completed with 100 units printed and bound. Tapes are used for the first 55 units.

Gazi contract technicians advise, demonstrate and coordinate, but do no independent teaching. The 1966-67 enrollment in the English Department was 75 first-year students, 78 second-year students, and 86 third-year students. Gazi is planning an enrollment of 100 first-year students for the 1967-68 academic year. There are approximately 20 teachers of English in the Department. A specialist of the contract team was assigned at the Gazi Pedagogical Institute to assist in the English Language Program for Teacher Training, to visit middle and secondary schools for the purpose of observing methods and materials of instruction, and to prepare tests at Gazi. The practice teaching course at the Institute has been enriched through a provision that third-year students in English make observations in the secondary schools. The Georgetown English specialist at Gazi and the Turkish teachers of English also made trips to observe English teaching in the schools. Cooperating schools and lycees now number 17 where 34 teachers are actively engaged in the program. Georgetown has supplied the English Department at Gazi with 150 reference books in the teaching of English and 1,000 modern textbooks for training teachers.

A three-year language training program is being carried on at the Commercial Teacher Training College whose graduates teach in commercial middle schools and lycees. In 1963, the enrollment of the College was approximately 100 students, with approximately thirty graduates each year. The staff includes one part-time and four full-time English teachers. Language laboratory equipment for the College's new

building which opened in September 1963, has been received but not yet installed. Georgetown University personnel provided advisory services to the Middle East Technical University, where English is the medium of instruction, and intensive English language training is offered in the preparatory year. To meet the need of English capability of teachers of science in the six English language lycees, AID and the University have provided approximately 20 scholarships for prospective teachers to study at the Middle East Technical University where instruction is in English. Recruitment began in the fall of 1964. For the first time in Turkey a dictionary (of 600 pages) of administrative terms in English-Turkish has been published; the work was accomplished by the Middle East Technical University and Cornell University.

The Georgetown University team assisted in the preparation of two series of English textbooks; a six-book series for middle schools and lycees and a three-book series for lycees. Three books of the first series with corresponding teachers' manuals and one book of the second series were presented to the Ministry of Education in 1963 for the purpose of adoption, after being used experimentally in certain classes. In April 1967, all of the six book series for middle schools and lycees were submitted to the Board of Education but were not approved. (See Attachment C for list of titles). Negotiations are being continued with the Board for a review of the books. Revision can possibly be made by the staff at Gazi. Teaching materials for intensive language training are under continuous review and development. Taped courses suitable for use in situations where there is no qualified teacher available have been prepared and are available upon request. Some of the tapes are being used in the Turkish Army Language Training Program.

Plans were first made for a Foreign Language Institute by the Ministry of Education in 1963 with the Georgetown group. The Institute did not materialize. The complex of buildings for the Gazi language program was delayed, and it was not until December 1966 that the first permanent building was occupied. Meanwhile, four temporary buildings have been used and it is expected that for the academic year 1967-68 two new buildings will be ready for occupancy. The English language programs moved into the first building in January 1967. The intensive English program was taken over by Gazi in December 1966, which serves to train AID participant candidates and other Turkish Government candidates for training abroad.

The United States AID Mission continues to support English language programs throughout Turkey. Assistance has been given through adult classes to many governmental organizations, to industrial plants, and to other entities which request it. Assistance given includes professional advice, testing, and some materials. Over 30 classes have

been established in this provincial program, with almost 400 students taking semi-intensive classes of 8 to 12 hours per week. A staff linguist, trained in the United States at Georgetown University, supervises this program and also assists the intensive program at Gazi Pedagogical Institute.

SUMMARY DATA

CONTRACTOR:	Georgetown University
CONTRACT NUMBER:	ICA-W-687
SIGNATURE DATE OF ORIGINAL CONTRACT:	December 22, 1953
EXTENSION SIGNED:	February 6, 1964
TERMINATION DATE:	June 30, 1965
TOTAL DOLLAR AMOUNT OF CONTRACT:	\$1,287,000

YUGOSLAVIA

Since fiscal year 1955, the U.S. aid program has been assisting the Government of Yugoslavia in improving the teaching of English as a foreign language. Language laboratory equipment and teaching materials were procured for the Institute of Experimental Phonics, Speech Pathology and Foreign Languages in Belgrade and for the Foreign Language Institutes in Zagreb, Ljubljana, Skopje, and Titograd at a cost of \$74,106. A U.S. English specialist, employed under a \$5,000 contract with English Language Services, Inc., assisted the Institute in Belgrade in establishing modern programs for teacher training, direct teaching, and simultaneous translation. Approximately \$132,930 was obligated for English language teacher training in the United States for 27 Yugoslavs with seven participants attending American University, Georgetown University, the University of Texas, and Teachers College, Columbia University, during the 1962-1963 academic year.

There are no A.I.D.-sponsored activities in English at the present time and none planned for the future.

CHAPTER III

A.I.D. PROGRAMS OF ENGLISH LANGUAGE INSTRUCTION FOR PARTICIPANTS

The development of human and educational resources by training cooperating country nationals is an integral part of the assistance which AID gives to developing countries to stimulate social, technical and economic development.

Participant training programs are initiated after determining that: (1) there is a shortage of trained personnel in a given field of activity, (2) qualified candidates are available, (3) proper utilization is being made of the participants previously trained by AID and will be made of the proposed participants, and, (4) the project will not divert personnel from higher priority work.

Decisions regarding sites of training are based mainly on suitability of offerings and facilities in the country of origin, in the U.S., or in a third country.

AID assumes the responsibility of assuring that proposed participants receive English language training when English is the medium of instruction or communication at the training sites selected.

Overseas Missions are responsible for arranging intensive English language training programs in cooperating countries as required. Missions utilize:

- (1) local USIS English language training facilities or Binational Centers,
- (2) other U.S. Government units or local English teaching institutions, and,
- (3) programs organized directly by the Mission, making use of competent professional Mission personnel as much as possible.

Facilities for intensive training in English are provided in Washington, D.C. for those participants whose English is still marginal in terms of their training program in the U.S. Instruction provided by this facility is generally limited to six weeks. Under extraordinary circumstances, where Missions cannot arrange locally for needed English language courses, special arrangements can be made to include intensive English training as a part of programs conducted in the U.S.

The Academic Advisory Staff of the Office of International Training provides overall supervision and support services for all English language testing and English language training programs for participants.

English Language Training and Materials Development

From FY 1955 to FY 1962, contractual arrangements for intensive English language training in the U.S. were made with the American University through the American University Language Center (AULC). Beginning in FY 1962, the training has been provided through a contract with the American Language Institute, Georgetown University (ALIGU). Whereas the original contract was between the International Education Exchange Service (now CU) of the Department of State and AULC, with AID paying a proportionate share, in 1961 supervision of the contract was transferred to AID with CU reimbursing the Agency for training provided its grantees.

Until FY 1966, separate contracts were maintained with AULC and ALIGU for the development of English language tests and training materials. In FY 1966, these activities were combined under one contract between ALIGU and AID, the title of which is designated as English Language Training and Materials Development.

Development of Tests and Teaching Materials

Specialized English language tests and materials are developed to:

- (1) provide a uniform system of measuring English proficiency of participants through testing;
- (2) provide materials to improve English teaching programs abroad and at ALIGU.

The tests of English as a second language developed by ALIGU are prepared for AID and CU. The tests are designed primarily for use abroad in rating the English proficiency of proposed participants for AID training programs and of applicants for U.S. Government grants and student visas. They are also used at the American Language Institute of Georgetown University as part of its regular process for placing students in English classes at the appropriate levels.

A battery of tests has been produced by ALIGU, consisting of usage, listening, oral and vocabulary/reading tests. All tests are subjected to careful pretesting for validity and reliability. New test forms are prepared each year, and as these are made available to the field, old forms are retired.

The following test materials were developed during FY 1966 and FY 1967:

ENGLISH USAGE TESTS:	Form J; Form K is in progress
LISTENING TEST:	Form D is in progress
VOCABULARY & READING TEST:	Form VR-C is in progress
INTERPRETIVE MANUAL FOR ALIGU TESTS:	

The development of teaching materials for use in overseas Missions and at ALIGU is a continuing activity. During FY 1966 and FY 1967, the following materials were developed and reproduced in quantity:

- (1) BASIC COURSE IN ENGLISH for Spanish-Speaking Participants of the International Police Academy, Experimental Edition.
- (2) PRACTICAL DIALOGUES AND EXERCISES for Students of English as a Second Language.
LANGUAGE TAPES to accompany the Practical Dialogues.
- (3) TECHNICAL GLOSSARIES AND DICTIONARIES, Preliminary Edition (a bibliography).

The following information brochures also were prepared during FY 1966 and FY 1967:

- (1) AMERICAN LANGUAGE INSTITUTE OF GEORGETOWN UNIVERSITY.
Information for Visitors and U.S. Government Program Personnel.
- (2) THE AMERICAN LANGUAGE INSTITUTE (replaced above brochure).
- (3) THE AMERICAN LANGUAGE INSTITUTE OF GEORGETOWN UNIVERSITY.
(a brochure for newly-arrived students at ALIGU).

English Language Training in the United States

Enrollment at ALIGU is limited to participants in educational or technical training programs sponsored by AID and CU. Because of the difference in timing of the programs of participants and their different levels of English proficiency, curricular flexibility is very important. ALIGU is one of the few institutes in the U.S. which will accept students at anytime during the year for course work at any level. Participants have the advantage of receiving their training within the physical and cultural context of a U.S. academic institution. The average length of stay is four and one-half weeks with five hours of class instruction daily. Classes are kept small, usually 7 to 10 students, except in peak periods.

From 10 to 15 per cent of the total arrivals of participants in the U.S. each year receive English language training.

Student Weeks of English Language Training at AULC
and ALIGU, 1956-67

<u>Fiscal Year</u>	<u>Student Weeks</u>	<u>Institution</u>
1956	2,187	AULC
1957	2,860	AULC
1958	3,246	AULC
1959	3,251	AULC
1960	4,615	AULC
1961	4,071	ALIGU
1962	3,578	ALIGU
1963	4,797	ALIGU
1964	4,600	ALIGU
1965	2,341	ALIGU
1966	2,578	ALIGU
1967	3,955	ALIGU

The cost per student week of instruction during FY 1967
was \$48.00.

APPENDIX

A.I.D.-FINANCED MATERIALS DEVELOPMENT

1. BACKGROUND MATERIALS

Meeting the Challenge of English Teaching Abroad, Report of
National Conference of English Language Specialists,
March, 1961

English Overseas - Guidelines for the American Effort in Teaching
English as a Second Language

Study of the Role of Second Languages in Asia, Africa, and Latin
America

Survey of British-American Usages of

- a) Vowels and Diphthongs
- b) Spelling Variations
- c) Common Vocabulary Terms

Report on English Language Teaching in Nigeria

2. BASIC COURSES

Intensive Course in English, six volumes and 250 tapes

English Teaching Kit, for non-professional teachers

English Teacher Training Series, five volumes, 30 tapes, 210 films

3. TEACHING AIDS IN SPECIAL FIELDS

Technical Tape Library, 100 tapes with accompanying texts

A List of Common Agricultural Terms (for participants)

A Glossary of Agricultural Terms, English-Spanish, Spanish-English

A Glossary of Agricultural Terms, English-French, French-English

A Glossary of Agricultural Terms, English-Turkish, Turkish-English

A Public Health and Hospital Care Word List

APPENDIX

4. MATERIALS FOR SPECIFIC GEOGRAPHICAL OR LINGUISTIC AREAS

a. Afghanistan

English for Afghans, Books I through VII

Afghans Learn English, Books I through XII

Supplementary Readers Series for Afghanistan

In Agriculture, Books I, II, III

For Girls, Books I, II, III

In Science, Books I, II, III

In Social Studies, Book I

In Technology, Book I

b. Ethiopia

New English Series for Ethiopia, Book I

Teachers Manual For, Book I

First Reader in English

Speech Improvement for Ethiopia

Ethiopian Stories (English Version)

Series of 50 Lessons in English (on tape)

Monthly Magazine for Secondary Schools

Ethiopian Stories in English and Amharic

List of Geographical Place Names in Ethiopia (English-Amharic)

List of Scientific Terms in English and Amharic

List of Mathematical Terms in English and Amharic

Vocabulary List of 300 Most Commonly Used Words (English-Amharic)

c. Cambodia

English for Cambodians

Beginning English Pronunciation and Intonation for Cambodians

d. Laos

English for Lao Speakers

e. Libya

English in Action

English for Libyans

APPENDIX

f. Liberia

English for Liberia
A First Reader in English for Liberians

g. Thailand

English Pronunciation Drills for the first three years of English
English Grammar Drills for Thai Speakers, Books I, II, III
English for Thai Speakers, Books IV, V, VI
English for Thai Speakers
Volume I, Pronunciation
Volume II, Grammar
Volume III, Pattern Practice
Volume IV, Readings and Vocabulary Practice

Handbook on the Methods of Teaching English According to the
Principles of Linguistic Science (in Thai and in English)

Charts for Teaching English Pronunciation

Teachers Manual (to accompany charts)

Examinations

Aural Perception Test
Comprehensive Grammar Test, Forms A and B

h. Turkey

English Series for Middle Schools, Books I through VI
Teachers Manual for Books I through IV
English Series for Lycees and Secondary Schools, Books I, II, III
A Science Reader, Part one, Part two

i. Vietnam

English for Vietnamese Speakers
Volume I - Pronunciation
Volume II - Grammar
Volume III - Pattern Practice

Examinations

Test of Aural Comprehension, for IR
Aural Perception Diagnostic Test for Speakers of Vietnamese

APPENDIX

5. TEACHER EDUCATION PROGRAM COMPONENTS

Teacher Training Console

Teacher Training Films
163 cartridge-loaded 8mm sound films

Teacher Training Tapes
140 cartridge-loaded tapes

Workbook I - English Phonology
6 volumes of text and corresponding worksheets

Workbook II - English Grammar
7 volumes of text and corresponding worksheets

Workbook III - Language Learning
1 volume of text

Workbook IV - Classroom Teaching
8 volumes of text and corresponding worksheets

Workbook V - General Methodology
4 volumes of text and corresponding worksheets