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SAHEL MANPOWER II IN-COUNTRY ENGLISH LANGUAGE TRAINING FEASIBILITY STUDY

(625-0960)

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SCOPE OF WORK ALI/GU

Request for Technical Services of the American Language Institute/ Georgetown University (ALI/GU) for an In-Country English Language Training Feasibility Study

SMDP II (625-0960)

A request for the services of ALI/GU was made to S&T/IT by AFR/PD/SWAP to conduct an in-country English language feasibility study over a period of seven weeks from September 25, 1983 - November 18, 1983. Under the study ALI/GU was asked to assess the feasibility of developing English language training centers in four of the Sahel countries, prepare an analysis of English language training (ELT) costs outside the Sahel, and provide recommendations for the most effective and cost efficient English language training mechanism. The following is a condensed scope of work:

--determine the feasibility of establishing an ELT center in Niger, Upper Volta, Senegal, and possibly a regional center in The Gambia for Mauritania, Cape Verde, and Chad;

--determine current and projected demand for ELT in the Sahel in order to do a cost efficiency comparative analysis between ELT in the Sahel and in the U.S.;

--determine host country policies and regulations and attitudes regarding ELT;

--identify and assess the possibility for shared financing of ELT with other U.S. agencies;

--provide specific cost and implementation recommendations for the establishment of ELT options; and

--identify pre-departure orientation resources.

SUMMARY OF SMDP I AND II

WITH OBSERVATIONS AND RECOMMENDATIONS OF EVALUATION TEAM 1982

SMDP I

The Sahel Manpower Development Project (SMDP) 625-0936 was authorized in 1979 at a cost of $8.4 million to finance the training of some 400-500 Sahelians over a period of five years. In May, 1982, the project was amended to provide an additional $1.25 million to enable 135 participants currently in training to complete their studies. From April 21 to May 21 a project evaluation team was formed to assess the impact of the project as well as the reasons for the rapid drawdown of project funding. Only 315 Sahelians were trained under SMDP instead of the 400-500 originally anticipated. The Evaluation Team recommended that SMDP II be designed to remove or alleviate critical constraints in management practices and that field management of SMDP be improved through (1) strengthening the staff responsible for participant training, (2) providing training for officers, if required, (3) stronger support for the human resources staff. English language training raised a number of issues. It was estimated that most long term participants received their English language training in the United States, usually for a six-month period but sometimes longer. Costs were considered high for ELT training in the U.S. but could be reduced if participants received some ELT in their own country prior to departure.

With the exception of Mali, no in-country facilities for ELT were identified. Possibilities of developing ELT capabilities were suggested utilizing USIS and/or Peace Corps resources. The Evaluation Team also recommended that AID/W consider developing a regional English language training center in The Gambia.

Another issue raised by the Evaluation Team was that participants received little or no pre-departure orientation training despite the fact that Handbook 10 stipulates all AID sponsored participants must receive such training. It was recommended that a minimum two week in-country orientation program, uniform in content for the Sahel be contracted to USIS or Peace Corps. Such a program should provide introduction to the American educational system as well as general information on American life and culture.

SMDP II

The purpose of the Sahel Manpower Development Project II is to remove or alleviate critical development constraints that inhibit the success of AID's overall project portfolio in the Sahel. SMDP II will place greater priority upon training within Africa. It is anticipated that close to 70% of project funds will be used for training in Africa. The project paper estimates 48 participants in long term U.S. academic training at the Masters level, 72 participants in long-term third country training, 720 participants in in-country workshops and seminars and 298 in regional workshops and seminars.

The project seeks to require that participants achieve intermediate level English (425 TOEFL) at in-country English language institutes and then proceed to the U.S. for "topping off" in ELT at ALI/GU or another U.S. English language training facility. No more than a total of eight months of combined in-country and U.S. ELT will be authorized.

The project also stipulates each participant receive a standardized pre-departure orientation, which would not preclude further orientation at U.S. universities or the Washington International Center but would clarify the administrative policies of AID and offer basic survival techniques to ameliorate the problems of entering a new cultural environment.

Overview

To focus on the feasibility of effective in-country English language training, the ALI/GU team found it useful to consider both the participant selection and the language training policies and procedures. Listed below are variables used to determine country ELT capabilities.

1. Present AID Mission Language Training Policy

   A critical factor is whether Missions are presently programming participants according to procedures in AID Handbook 10 and enforcing these regulations as Mission policy with directly-funded participants as well as those being programmed by outside contractors.

2. Participant Selection Procedures

   Whether a participant is selected through a competitive process or by project design will affect the ELT needs. When the procedure is competitive minimum language skills may be required. When a project identifies a candidate, language abilities are often not taken into account. In addition the degree to which the AID Mission chooses to control participant selection affects the language requirements and thus training needs.

3. Early Access to Language Instruciton

   In certain Sahel countries strong English language instruction is provided throughout the junior and senior high school curriculum. The ELT needs of participants from these countries are often minimal and can be efficiently met by a 'topping-off' session in the U.S. In other countries with weaker English teaching instruction in the schools, the need for in-country ELT is greater and of value as a screening mechanism.

4. Academic Background

   Depending on the participant's field of study he/she may have had more or less instruction in English. Students in economics, for example, are usually required to spend more time studying English than students of science. Thus the potential need for ELT is greater in countries where

future projects concentrate on agriculture and technology rather than economics or management.

5. Interest and Availability of AID Mission Staff

Whatever the size of an in-country ELT program, an AID Mission staff member must be available for and interested in assuming responsibility for overseeing this program. If the work load of the human resources or training staff is heavy, it is difficult to provide this support.

6. Demand for ELT

The major factor in the feasibility of an in-country ELT facility remains whether enough participants can be assembled at the same time and in the same place to form a program. With reductions in long-term participant training and increases in third country training most Missions cannot assure enough participants in need of ELT to form a program. In such cases a demand for ELT beyond that of long-term participants must be identified if more than a tutorial program is desired.

7. Existing and Potential ELT Resources

The utilization of an in-country English language program or the development of such a program should take into account the availability and cost of:

a) a program administrator capable of providing curriculum guidelines and program management;
b) qualified English as a Foreign Language instructors;
c) adequate classroom and office space;
d) teaching materials and equipment;
e) a reliable language testing mechanism.

RECOMMENDATIONS AND CONCLUSIONS

1. Caution should be exercised to avoid generalizing about the English language training needs of the countries in the Sahel. Each country generated a different set of attitudes, constraints, and possible solutions.

2. The number of participants projected from SMDP II does not justify establishing new ELT programs or upgrading existing programs (See Appendix A). Efforts must be made by Missions to identify - from all projects - those potential participants needing language training in order to make more cost effective the time, effort, and money necessary to establish or strengthen a program. When numbers justify the costs, in-country ELT facilities should be utilized for participants whose TOEFL scores or ALI/GU equivalent fall below 450. When numbers are not sufficient, participants should be sent to ALI/GU or other quality programs in the U.S.

3. AID must recognize the importance and long range benefits of English language training to participants and ultimately the United States. If AID places importance on the acquisition of good English language skills, beyond the necessary pre-requisite for training, this needs to be reflected in AID's policy. On the whole, Mission staff and project managers interviewed viewed English language training positively and noted the benefits of this language proficiency when working with returned participants. Their concern was less that money was wasted on language training but rather that such training was efficient and of high quality.

4. Government officials in the countries visited viewed ELT positively but because their resources are limited, and the number of participants studying in the U.S. is small compared with students studying in France or the USSR, they could not assume the responsibility for language training. Further explorations should be made into the possibility of government contributions through the housing support of Peace Corps volunteers working in an intensive program. International organizations such as UNDP, FAO, and the World Bank rarely support English training since they feel it is such an obvious benefit to the United States.

5. Any start-up or strengthening of English language programs requires strong support from S&T/IT and the Sahel Regional Bureau to provide professional services such as curriculum and management guidelines, books and materials and a system of monitoring to prevent in-country language programs from becoming test preparation rather than skill building programs. Mission officials expressed interest in English language training programs but were reluctant to assume responsibility for overseeing the programs because of the heavy work load and lack of experience in English language teaching.

6. Because of limited resources, USIA/W is no longer directly involved in English language programs in Africa. The programs in Senegal and Niger are under contract, each operating on a self-sufficient basis with limited support, i.e., classroom space, USIS materials, from the Cultural Center. Peace Corps/Washington expressed interest in furnishing EFL Teacher Trainers to work in intensive AID programs. Requests for teachers must be made through the local government which would agree to provide housing. It takes Peace Corps approximately nine months to recruit and place a volunteer. Successful use of PCVs presupposes a well-organized program that would not be affected by the sometimes frequent change-over and high drop-out rate of volunteers (See Country Reports).

7. Because of its importance to the overall training objectives, the team recommends that a member of the Mission staff be designated responsible for coordinating all aspects of English language training including proper record-keeping of ELT in all Mission related projects, assessments of the needs of ELT, and monitoring and evaluating ELT programs being utilized in-country.

8. The team found a widespread belief that ELT costs were disproportionately high in relation to other program costs. Attempts to determine actual costs were thwarted because present record-keeping practices do not separate language training costs from total training costs. To obtain an accurate assessment, changes must be made in the record-keeping system. This would provide the Missions with the necessary data to make decisions on the most cost efficient means to underwrite necessary English language training.

9. The team recommends a higher TOEFL score minimum, 450 - 475 (rather than the 425 proposed in SMDP II), for all participants before going to the United States for further English training. According to the TOEFL Test and Score Manual, the TOEFL provides the best measurement in the critical score range of about 450 - 550. The team believes that a score below this minimum will not provide the valid criterion for screening successful language learners.

   Once participants reach 450 - 475 TOEFL, or ALI/GU equivalent, they are ready for call-forward to complete their English training at ALI/GU or other intensive programs. Based on progress reports of participants from the Sahel at ALI/GU, it can be assumed that participants at this level can be adequately prepared for their programs in a two to three month period depending on the requirements of the training.

10. Five months should be the maximum time spent in an in-country intensive English language program. Many years of experience working with learners of English supports the assumption that given the availability of a quality intensive English program, the average learner can be expected to reach a 450 to 470 TOEFL level within this period. If a participant does not have this score within five months, the case should be reviewed by the Project Manager. Time away from the job is costly and excessive time in in-country language training is often self-defeating.

11. The Training Office at AID Missions should use the ALI/GU test to evaluate the language skills of participants and accurately budget language training in accordance with this evaluation. Project managers should also require that programming agents carefully select and monitor English language training in the U.S. to insure that time is not wasted in English language training.

12. In each country it is feasible either to establish an English language training program or to strengthen and utilize more fully an existing program. Based on the information available to the team the following country specific recommendations can be made:

Senegal The Mission should utilize current forms of the ALI/GU test to evaluate participants' English level and budget language training based on this evaluation rather than on a pre-set 26 weeks.

If future projects include a group of at least ten participants with similar English language training needs, the British Institute should be used to organize and teach an intensive program. It will be necessary to advise the Institute of program objectives, appropriate student texts, and orientation materials. This can be accomplished through S&T/IT and ALI/GU.

Upper Volta Since no English language programs exist outside the school system and because Mission interest is strong, AID through S&T/IT and ALI/GU should support the establishment of an intensive program as recommended by the team (See Appendix C).

Niger AID Mission should continue with plans to play a stronger role in the selection of AID participants and more clearly define its English language policy for directly-funded and contract-funded participants. AID through S&T/IT and ALI/GU should strenghten the existing AID/USIS program by providing curriculum and management guidelines and materials. This program could be more fully utilized for in-country training.

13. The Gambia lacks the need for, interest in or capability of providing a regional English language training center. If further explorations into the demand for ELT from the Sahel warrants setting up a Regional Center, consideration should be given to a) upgrading the existing program in Bamako, or b) establishing an intensive program in Dakar.

14. Given the need for a more comprehensive pre-departure orientation program, it is recommended that S&T/IT continue to develop orientation materials specifically applicable to West Africa and partly in French that would be realistic to implement either at Missions or in a language program. While this program would include practical information on AID procedures, life in the United States and the U.S. system of higher education, additional attention should be paid to materials that will develop participants' understanding of cross-cultural relationships and techniques for dealing effectively with problems they may encounter in the U.S.

COUNTRY REPORTS

SENEGAL

The Mission policy of budgeting 26 weeks of English language training into a 30-month PIO/P applies to directly-funded AID participants who are programmed by S&T/IT and its programming agents and to contract-funded participants programmed through contractors. Two major contractors in Senegal are Texas Tech. and Michigan State. Currently $1,650.00 per month is budgeted for long-term training and $3,750.00 per month for short-term training. The Training Office itself has relatively little involvement with the management aspects of participants but serves more as a processing center and a clearinghouse for information. Unfortunately, most records in the Training Office do not indicate where directly-funded participants received ELT or any breakdown on tuition costs. Project Managers hold records on participants programmed through contractors. The Project Manager for a major management project explained that the Mission went to private contractors because it takes one of his staff members two weeks to prepare papers to send a participant to the United States, whereas a contractor will send a person to Senegal to handle both long-term and short-term participants. The design and implementation of the PIO/P is clearly the responsibility of the contractor. Since the majority of participants are not programmed by Handbook 10 regulations, the ALI/GU test is not administered on a regular basis to participants before departure nor is a TOEFL test required. Taking the TOEFL after language training in the U.S. is considered a better policy. The AID Project Mangers interviewed and the Training Officer at the Mission feel satisfied with the present ELT policy. They find it efficient, of high quality and worth the expense.

Without TOEFL or ALI/GU scores or records to indicate participant time in ELT, it is difficult to determine the average level of English proficiency of participants from Senegal. Because of a strong English teaching program within the junior and senior high schools (generally students study English four hours a week for seven years), one could surmise that most AID participants from Senegal have received a good foundation in English and 26 weeks of ELT is

often not needed or used. Of the 47 Senegalese who attended ALI/GU between 1975 and 1981, the average length of stay was thirteen weeks. In the past two years, eleven Senegalese participants spent an average of thirteen weeks at ALI/GU. Records of the Senegal Agriculture Planning Project indicated that participants spent from 12 to 28 weeks in ELT, mainly at the Economics Institute in Boulder, Colorado. The number of participants projected for training in the U.S. for the next two years is small in comparison to past years:

--28 long-term academic in U.S.
-- 8 short-term (six months)
-- 8 short-term (two-three months)
--20 short-term (one month)

Existing English Language Training Programs

The American English Language Program (AELP), partially supported by USIS, offers six hours of general English classes per week. The emphasis is on beginning and low intermediate level grammar, listening, and speaking skills. Tuition costs are approximately $12.50 per fifty hour session. Instructors are local hire. The AELP is limited in classroom space and the materials being used would be considered appropriate only for basic English and not comparable to the curriculum or materials used in an U.S. intensive program. The Director expressed interest in providing special classes to the Mission if problems of scheduling and space could be worked out. A constraint in using this program would be the lack of suitable materials and experience in teaching pre-academic English. The obvious advantage is the cost, $9.21 per class hour for a special program.

The British-Senegalese Institute for the Teaching of English also offers general English instruction four hours per week. Tuition costs are comparable to the American English Language Program. The Senegalese-British Institute has been slowly building a program of study in general English. The teaching staff includes four KELT teachers provided by the British government and two

assistant teachers from Britain, who are part of an exchange program. The Director is on the staff of the British Council and contracted out of London. The British have been very active in the field of English for Special Purposes (ESP) overseas, and the current Director is very interested in getting the Institute involved in more specialized programs. The Institute has offered several ESP intensive courses for two-three weeks, e.g., courses for the Hotel/ Tourist Bureau, the Port Authority and other Ministries. The Institute also cooperates with the Senegalese government in designing an English exam administered by the Ministry of Higher Education to Senegalese students going abroad for study. This test is not recognized outside of Senegal but is administerd to students for self-assessment. The Director expressed keen interest in working with AID to design an intensive English for Academic Purposes (EAP) course if a sufficient number of participants were available. Classroom space for four hours of instruction in the morning is available and the resources of the British Council library, film room and language laboratory could be utilized in the afternoon. Fees for a special course are negotiable but would be around $26.00 per class hour. The positive factors in using this program would be the professional background of the faculty, the experience in designing special programs and the availability of desirable facilities. The constraints would be the need to develop and assemble sufficient materials suitable for participants going to the United States, since obviously most materials used are situationally geared to Great Britain. However, the Institute Director and ESP Coordinator were very enthusiastic about cooperating in an effort to use American materials that would enhance the effectiveness of the program.

UPPER VOLTA

Because the Training Officer at the Mission was in the U.S. on "med-evac," and the Training Office itself was in the process of moving to another building, the ALI/GU team was not able to collect as much information as desired. Meetings with the Human Resources Officer and Training Assistant, however, did provide background on general procedures. AID/Upper Volta has a similar training policy to that of Senegal. Each long-term training PIO/P is budgeted for 26 weeks of ELT in the U.S. Nearly all Upper Voltan projects are handled by contractors. The Agricultural Human Resources Development Project, contracted to SECID, programmed fourteen participants into various English programs in the U.S. before going into academic training. A breakdown of the tuition costs was not available either at the Mission or the SECID office. The Programmer at SECID estimated that most of the participants took at least six months of English, and the costs varied depending on the program.

There is a strong English language program within the school systems of Upper Volta. The Peace Corps, which has had an EFL teaching program in the secondary schools in Upper Volta for the past fifteen years, is in the process of phasing out EFL teachers since they believe there are sufficient local teachers to fill these needs. Entry level of Upper Voltans into ALI/GU is most often in the intermediate range with higher than average gains in test scores. Of the seventeen participants at ALI/GU between 1975 and 1981, the average length of study was nine weeks. A more thorough investigation may suggest that most participants from Upper Volta have a good foundation in English and may not need the 26 weeks of ELT generally programmed.

The Mission has long expressed a strong interest in setting up an English language program. Since no programs exist outside the school system, funds from SMDP II have been requested for this purpose and attempts have been made through USIS to establish an English teaching center. In discussing the practicality of establishing a joint program a number of issues were raised. The most significant was the feasibility of bringing together enough AID participants in need

of ELT to form the core of an intensive program. The major project over the next five years is the "soon-to-be-authorized" Agriculture Development Support Project ($30 million grant and $10 million PL 480 Section 206) which contains a training component of over sixty long-term training participants in the U.S. This group, along with the seven SMDP II long-term training participants, could constitute a group with which to begin. According to one of the AID officers, the first twenty of these participants should be ready to begin language training in the Fall of 1984 allowing enough time to set up a program. In addition, the Mission believes that a strong enough need has been expressed for ELT among the Mission/Embassy staff and other government agencies that they could be assured of a large enough group to begin a program. Having recently undergone a change of government, meetings with government officials were not possible. Nevertheless, AID/USIS/PC officials believe the present government is receptive to English language training and would support an in-country program. (The present military leader learned English from a Peace Corps volunteer.)

With this background and after meetings with the Peace Corps Director, Director of the USIS Cultural Center, and AID officials, the ALI/GU team drafted a plan (see Appendix C) for the establishment of an intensive program which featured:

1. Shared office and classroom space with USIS:

   The Cultural Center is moving to new quarters opening the possibility of renovating the former center to provide four classrooms and three offices for the program. The AID intensive program would use the facilities during the morning; USIS during the late afternoon and evening for semi-intensive classes.

2. Peace Corps TEFL Trainers for teaching staff:

   The Peace Corps Director was interested in participating in a joint language program and would request four TEFL trainers with strong EFL training to teach in the AID/intensive program.

3. Program Director:

   An Upper Voltan on the AID staff recently completed his Ph.D. in Applied Linguistics in the U.S. With teaching materials and curriculum support, he could assume the responsibilities of directing the program.

4. Professional support:

   Teaching materials, curriculum guidelines, and professional advice and support in setting up the program could be provided by ALI/GU upon request to S&T/IT.

The ALI/GU team left the Mission with the impression that interest was high among the AID officers and more in-house discussion would follow. A strong tradition of cooperation among AID/USIS/ and Peace Corps exists in Upper Volta making the feasibility of establishing in-country English language training high.

NIGER

The AID Mission in Niger has been following two procedures regarding English language training. A small number of participants have been scheduled for intensive English at the USIS Center in Niamey for what amounts to individual tutoring. Only ten participants had a portion of their English language training at USIS in 1982 and 1983. Five of those participants finished ELT at ALI/GU. The other procedure for ELT has been to send participants directly to the United States. There exists in Niger an acute lack of appropriately trained manpower which creates pressure from the government of Niger to reduce the training time of participants. In the case of the Niger Cereal Project (Purdue University the principal contractor), the Niger Government (GON) insisted that the participants be sent directly to the U.S. for ELT without going through any of the selection, ALI/GU testing, or processing procedures as specified by Handbook 10. At present the GON takes full responsibility for the selection of AID participants. In theory, this is accomplished by examination, however, a variety of selection procedures seems to take place. In September, 1982 for example, a test was administered to select participants for the Niger Cereal Research Project. Twelve participants left for ELT in the U.S. in March, 1983; however, only three of the twelve had been selected from the test. The Human Resources Officer at the Mission is currently reviewing the entire participant training process. A stronger AID role in the selection of participants and a more clearly defined English language policy for directly-funded and contract-funded participants is intended.

According to Americans who are familiar with the school system in Niger, English language instruction in the junior and high schools is still weak. While government officials recognize the importance of ELT, the feeling among Peace Corps and USIS personnel is that English studies are not taken seriously unless they lead directly to study opportunities in the U.S. Therefore, one would assume that Niger participants sent directly to the U.S. for ELT enter at a low level of English proficiency and require even more than the 26 weeks usually programmed. In 1982, twelve Niger participants entered ALI/GU at low

intermediate levels of English proficiency and averaged 28 weeks in the program. Also, ALI/GU has experienced more than the average number of cases of learning and adjustment problems with the participants from Niger which may be reflective of the lack of strong academic preparation and/or an AID screening process.

The USIS Center with some strengthening of the program has the potential of providing more extensive English language training for the Missions. The Director of the program has, in the past, organized intensive sessions although only two or three participants take classes at the same time making the tuition, $9.00 an hour, high for in-country training. In theory, the $9.00 an hour tuition rate is for a "class-hour." However, because so few students come into the program at the same level, the teaching becomes tutorial sessions. There was the opportunity to "test" the concept of in-country plus US ELT with three participants who attended both the USIS program and ALI/GU. As limited as the USIS program is, those who participated responded very well. With a combination of in-country and U.S. training, they were able to reach the necessary level of proficiency to begin full academic programs, spending fewer than the total 35 weeks in ELT as recommended by SMDP II. (Statistics from both programs were only available for the following three):

--Aboubakar Souleymane:	USIS 11 weeks; ALI 12 weeks; TOEFL 537
--Souleymane Saidou:	USIS 11 weeks; ALI 12 weeks; TOEFL 543
--Yahaya Issaka:	USIS 9 weeks; ALI 16 weeks; TOEFL 533

Evaluations from instructors at ALI/GU stated that not only did the participants receive the necessary TOEFL scores, but they were solidly prepared to begin academic work.

Since AID, USIS and the Embasssy Joint Administrative Office (JAO) share the costs of the USIS Language Program Director's services and other overhead costs, and the program has provided placement tests and an adequate beginning to intermediate level of English instruction, the ALI/GU team recommends that the Mission explore further the utilization of this existing resource. If the USIS program can be strengthened to assure instruction to a minimum ALI/GU or TOEFL level, and if the Mission chooses to require minimum language proficiency, language training costs could be reduced and the advantages of a screening mechanism utilized.

FEASIBILITY OF ESTABLISHING A REGIONAL CENTER IN THE GAMBIA FOR MAURITANIA, CAPE VERDE, AND CHAD

Another issue addressed by the ALI/GU team was the feasibility of establishing a regional English language training center for AID participants. A need was identified for participants from Chad, Mauritania and Cape Verde since these countries are unable to establish in-country English training programs. The SMDP I Evaluation Team recommended The Gambia be explored as a possible center because it provided an English-speaking environment.

The ALI/GU team visited The Gambia and meetings with officials of the Gambian government, Gambia College, and the AID Mission revealed that the establishment of a regional center in The Gambia was not feasible mainly because The Gambia lacks the need for, interest in or capability for providing such a center. At present AID participants receive no English language training. A regional center would only be feasible if the host country found the center to be in its national interest. While the Gambia College president acknowledged an interest in improving the English language skills of students at the college, this need is low on the list of government priorities. In addition, no facilities exist to house a center. Having just opened in Fall, 1983, the College has no spare classrooms and still faces an extreme shortage of dormitory space for their own students. There are no trained EFL teachers available, and the College is presently depending on a volunteer from Canada for their English classes.

There is also very little additional support in The Gambia. The USIS staff in Banjul consists of one Gambian and does not offer English classes. The Peace Corps has not been involved in English language teaching. The ALI/GU team also noted that while English is the official language of The Gambia, it is hard to describe this as an "English-speaking" environment. A literacy rate of 12% suggests that only this percentage has been educated in English. The dominant languages heard in the streets, in shops, and even in tourist hotels were indigenous languages. Finally, the AID Mission Representative strongly opposes the idea of a regional center in The Gambia because of the small Mission staff available to manage projects. He added that The Gambia does not have the money, the organizational capacity or the basic resources to consider such a project.

ALTERNATE SITES FOR A REGIONAL CENTER IN DAKAR OR BAMAKO

If a strong interest and need for a regional center exists, the ALI/GU team recommends that the Ecole National d'Economie Applique in Dakar, Senegal and the Language Training Center in Bamako, Mali be explored as a potential site.

L'Ecole National d'Economie Applique

The Ecole Nationale d'Economie Applique (ENEA) expressed strong interest in adding an English language training component for AID participants from Senegal and other countries. At present the Institute trains mid-level personnel in cooperative administration, statistics, and land use planning. Recently, $1,650,000 out of Title III commodity sales were used to finance the renovation of three dormitories and two teaching units and the construction of one dormitory and one teaching unit/documentation center. AID is presently funding the ENEA Rural Management Training Project through a contract to Texas Tech.

The facility presently trains 124 students and has plans for 150. Since the Institute has facilities for 190 with ample classroom and dormitory space, accommodations and physical space for classes would not be a constraint on an intensive English program. The Director of Studies, having attended an intensive English program in the U.S., understands the requirements of establishing an intensive program, but expressed the attitude that the initial start-up responsibilities were worth the establishment of the language component since it would obviously enhance the offerings of the Institute. The present rate schedule for third-country participants at ENEA is:

--January to June tuition, board, room	$60.00 per week
--Uniforms and materials	$20.00 per week

Third country participants are generally given a monthly stipend of $75.00.

Since no intensive program presently exists at ENEA, support would have to be offered by AID, possibly thorugh S&T/IT. Such support would include:

--the provision of a program coordinator responsible for establishing curriculum guidelines, a placement and progress testing mechanism, teacher training, materials selection and program management;

--recruitment of qualified EFL teachers;
--textbooks and taped teaching materials;
--a small language laboratory.

The Peace Corps English Language Officer was interested in participating in the establishment of an English language program and could supply experienced TEFL Trainers.

In addition to the strong interest of ENEA leaders in an English program, the availability of classrooms and dormitories, and ENEA's experience in third country training, other factors make this an attractive site for a regional center. The potential for recruiting qualified EFL teachers both American and Senegalese seems higher in Senegal than in any other country visited. Transportation to and from Senegal works well. And finally, the ENEA campus offers a righ learning environment which includes a good library in English and Fulbright teachers.

The Language Training Center in Bamako, Mali

The Language Training Center was originally established in 1977 as part of the Mali Livestock Project to provide ELT for the participants scheduled for academic training. A USIS English Language Consultant advised on the initial planning stages and an American, the wife of the Director of the Mali Livestock Project, was hired as a language consultant. In the beginning, participants were released by the Government of the Republic of Mali (GRM) for a maximum of three months of in-country language training, and there was no proficiency level required before departure to the U.S. Officials found motivation was low and since 1982 AID/Mali has required that all participants receive English language training at this facility and remain in the program until they reach the TOEFL level required by the U.S. university where placement has been conditionally secured. In most cases, this is between a 500 and 550 TOEFL score. This policy intends to reduce overall training costs, to provide a screening mechanism of participants' motivation and capabilities and to reduce the period of separation from the participants' family and cultural environment.

The Center holds classes in a large rented house with four classrooms, a six-booth language laboratory, administrative offices, and a small library facility. Plans are underway to build a new Center to accommodate the anticipated demand for language classes. The Center offers intensive English in the morning hours, generally for AID participants, and a six-hour semi-intensive program in the evenings for government officials and persons in the foreign community. The tuition rate for Malians coming from the GRM or GRM companies is $1.25 per hour. French and Bambara courses are also offered. AID participants enrolled in the intensive program attend classes five hours a day, six days a week for a total of thirty hours at the beginning and intermediate levels and twenty hours a week at the advanced. Therefore, at beginning and intermediate levels, the weekly tuition is $150.00 per student; 26 weeks of instruction, $3,900. (Note, tuition is charged per student hour not per class hour).

Students, usually six to a class, are placed on the basis of the Michigan Placement Test. The ALI/GU tests, used only as test preparation for TOEFL, are administered by the teachers for item analysis and review. There are fifteen part-time Malian teachers who teach eight to fourteen hours each week. Four are former AFGRAD Scholars; the Assistant Director has had TESOL training at Columbia; another faculty member has a TESOL degree from SUNY/Buffalo. The Center is administered by a full-time Malian Director, also with TESOL training and an American, with former experience at the Language Institute in Saana, in Yemen, is under contract as Language Advisor. The curriculum centers around the Lado English Series, a general English series of six graded levels generally thought of in the EFL professional field as directed toward Spanish speakers. Other texts and materials are available to supplement class activities; however, most are designed for low and intemediate levels and few materials stress analytical reading and writing skills. TOEFL is administered every two months and class activities two weeks prior to the test are devoted to "preparing for TOEFL."

The faculty interviewed voiced several concerns. At present, there are no curriculum guidelines or performance objectives and very few materials are available once students get beyond the 450 TOEFL level. Faculty feel professional frustration in trying to motivate students beyond the initial six-month period and in encouraging students to prepare in a meaningful way for academic work and not just "study for TOEFL." Since all of the teachers teach part-time

teaching schedules which are tailored around available hours, there are severe constraints in maintaining continuity in the instruction.

There are many factors that can be attributed to the successful operation of the program in terms of cost-effectiveness. Initially the Center was established with considerable financial input from AID (over $100,000 from June, 1977 to June, 1981). The program now operates independently on low fixed costs. The part-time teachers are paid on the basis of need. Salaries of the Director and six support staff are funded by the GRM. The Livestock Section Project provides a financial advisor to manage the financial affairs of the Center and to submit reports in accordance with US/AID procedures and requirements. Also under an AID agreement with the GRM in 1982, the US/AID Human Resources Development Officer at the Mission is responsible for coordinating language school activities with the Ministry of Livestock, the Center, language advisor, and Director General of Planning. In addition, under the current DLT project, $10,000 has been allocated for materials and equipment.

Since the Language Center in Bamako is the most developed language program within the Sahel, it should be examined as a potential regional center. This Center has strong support from the AID Mission and the Government of Mali, and has a solid financial base. Before the team could recommend the extended use of this program, however, several problem areas would have to be addressed. Weaknesses in curriculum design, program management, and material selection would need to be overcome with help from AID through S&T/IT. While the Language Center and the Mission indicated that housing would not be a problem, discussions with individuals experienced in third country training in Mali suggest that this may indeed pose a problem. Even though several Malian teachers in the program have excellent training in EFL methodology, their availability is only for part-time teaching. The potential for recruiting qualified EFL teachers is poor. An additional administrative matter that would have to be clarified is the conflict between AID/Mali's policy that all EFL training takes place in-country and that recommended by SMDP II.

Conclusions

There are certain strengths and weaknesses in each of the potential sites for a regional center. In Dakar, the advantage is having a facility with potential for growth, large enough to accommodate a number of participants, which also charges low tuition and provides housing and meals at a very reasonable cost ($60.00 a week total). In Bamako, the present facilities are limited, housing could be a problem, and the weekly tuition ($160.00) is relatively high even in comparison to tuition at US intensive English programs ($90.00 weekly at ALI/GU). Bamako, however, after considerable financial input from project funds now operates independently with low fixed costs and strong government and Mission support. Both programs would require assistance in curriculum design and materials. Bamako obviously has had more experience in administering an ELT program, however, once established, ENEA would have better potential because of the wider range of resources available locally for supporting an ELT program. Certain questions, i.e., the receptiveness and the need for Chad, Cape Verde, and Mauritania for using a regional center in Bamako or Dakar and the administrative support the Mission in Dakar would be willing to give to setting up ELT at ENEA would influence any decision on the location of a regional center.

Listed below are generally accepted standards or requirements for an effective English program which are offered as guidelines:

1. Class groupings by proficiency levels For efficient instruction, classes should be fairly homogeneous as regards English proficiency levels. This is best accomplished by entrance testing and by operating simultaneously classes for four levels: Beginning, Low-Intermediate, Intermediate, and Advanced.

2. Class size Class size should be between five and fourteen students. Classes of only two or three students prevents the necessary interaction among students and teachers which provides a better learning environment.

3. Experienced Teachers of English as a Foreign Language (TEFL) Teachers should have experience in teaching English as a Foreign Language. Ideally,

the TEFL should have had formal training in linguistics with previous experience teaching ouside the U.S.

4. Director It is desirable that the Director have an advanced degree in TEFL or a closely related field. He/she should have teaching experience in the field and two-three years administrative experience.

5. Curriculum guidelines and performance objectives The program should operate under a set of curriculum guidelines with well-defined performance objectives.

6. Appropriate and varied class materials Students who begin the program on a Beginning level will require several sets of textbooks as they progress. Experience is needed in selecting these classroom materials and knowing when to change them. Ideally, students should own their own texts.

7. Intensive Program Except for advanced level students, instruction should be intensive; five hours per day, five days a week with a curriculum that is balanced with the basic skills: reading, writing, speaking, listening.

8. Frequent evaluation Appropriate English tests must be administered periodically to assess the learning that has occurred. Experience is needed in interpreting test results, e.g., in estimating student readiness to participate in the training program.

9. Flexibility of scheduling In an intensive program, students will proceed at different rates. Some will reach "plateaus" and be slow to progress further; others will make rapid strides in their acquisition of language. It is useful to be able to periodically resection students on the basis of their current proficiency and learning needs. This cannot, of course, be done unless several sections of English are being offered simultaneously (See #1).

10. Year-round training To accommodate the needs of participants, classes should be offered continuously throughout the year to guarantee the continuity of instruction.

COST ANALYSIS

Detailed records which would allow a comparative cost effectiveness study of language training costs in-country and in the United States were simply not available to the team. Current record-keeping practices at the Missions and with contractors do not separate costs for ELT from other training costs. Therefore, to assess the amount of money actually spent on ELT at each Mission or the amount of time and money spent in intensive or semi-intensive English programs in the U.S. was not possible.

The current programming practice in Senegal and Upper Volta is to automatically include six months of ELT in each PIO/P. The African-American Institute (AAI) uses this six-month programming device as a practical method of dealing with the varying ELT needs of AFGRAD scholars. Budgeting for six months of ELT for each scholar allows AAI flexibility to provide for the scholar with a weak background in English to take up to one year of intensive English while accommodating those needing only one to three months, or perhaps no English training at all. With no record-keeping or monitoring system in place at the Missions, however, there is no way to determine whether the total six months was used or needed for ELT. Since TOEFL or ALI/GU tests are not routinely administered to participants before leaving for the U.S., it is difficult to speculate on how much time should be spent in language training. Because the full length of ELT is assumed, ELT may very well stand out unjustifiably from other training costs. Before proceeding with plans to set up a new program or strengthen an existing program, it would seem prudent for Missions to try to gain a better understanding of the amount of money which has been expended on ELT.

In addition to this absence of records of English language costs the team found few instances in which the ALI/GU test was being used to evaluate and plan English language training needs. When current forms of this test (available to all Missions) are administered under secure circumstances, the usage, listening, vocabulary and reading scores provide a valuable tool for determining whether or not a participant's language skills are adequate for call-forward. If test performance shows English language skill deficiencies, these scores can be used

to make a more accurate estimate of the amount of additional training needed. Appendix A of Handbook 10 interprets these scores for participants going into both academic and non-academic programs. Equivalency tables also illustrate the correlation between ALI/GU and TOEFL.

As with all educational matters, a comparison of in-country vs. U.S. based English language training is extremely tenuous due to the multiplicity of variables involved. Since no language programs in Senegal, Upper Volta, or Niger were identified as quality intensive programs immediately available to provide ELT services, a comparison of costs in this report is not plausible. In addition, one cannot compare costs of hours spent in a classroom without taking many other factors such as materials and teachers into consideration. The cheaper instructional costs in-country may turn into higher overall costs with considerable delays in the implementation of the training program. The most obvious cost benefit to in-country ELT is at the beginning level of instruction when this time would serve as a screening period to identify those participants who have obvious language learning problems and may be an academic "risk."

Quality and costs for ELT in the United States also vary from institution to institution. One cannot assume all English language programs provide the same quality of instruction thereby making the least expensive program the most cost effective. Four months in one program may bring a participant to academic readiness whereas another program might require six months. A critical problem for users of English language programs is that no effective accreditation or certification system exists for English programs and, as yet, AID/W does not offer guidance for selecting ELT programs. Listed below is a brief sample taken from a survey of thirty-one recognized intensive English programs. (See Appendix B for complete list):

Institution	Length of Session	Tuition per week
English Language Center/ Michigan State	10 weeks	$138.50
Center of ESL/ Southern Illinois U	8 weeks	$ 78.75
Economics Institute/ Boulder, Colorado	5 weeks 20 weeks	$232.00 $195.00
American Language Institute Georgetown University	open enrollment	$ 90.00

It is readily apparent from this illustration that costs vary widely, even among reputable programs. What is less evident is the particular strength or weakness of the various programs. For example, one of the chief attractions of the Economics Institute in Boulder, Colorado is that it focuses its instruction on "economics" and allows students at higher levels of English competence to begin (non-credit) academic study simultaneously with ELT training. However, many students entering the program at low-intermediate or intermediate levels of English proficiency must take English only. The cost for this instruction is high compared to equally good English instruction at other quality programs.

The team concludes that an immediate and cost effective approach to English language training could be achieved by identifying a member of the Mission staff as responsible for coordinating all aspects of English language training. The responsibilities of this person would include (1) keeping proper records of ELT in all Mission related projects, (2) administering the ALI/GU test, (3) assessing ELT needs and accurately budgeting language costs in accordance with this evaluation and (4) carefully selecting and monitoring English language training in the United States.

PRE-DEPARTURE ORIENTATION

Background

As requested the ALI/GU team "identified pre-departure orientation resources" in each of the five AID missions visited. The following observations and recommendations are based on these findings as well as a review of AID policy.

According to AID Handbook 10, all AID sponsored participants should receive pre-departure orientation. A high correlation between pre-departure preparation and successful training supports this requirement and pre-departure orientation is deemed important not only for informational content but for its removal of anxiety and building of understanding and confidence. This subject was raised by the evaluation team of SMDP I which found that "a major socio-constraint in the successful completion of U.S. training is inadequate information and understanding of the American academic system and American life, customs, and behavior." SMDP II states that a minimum of a two-week in-country program, uniform in content for the Sahel, be contracted out to USIS or the Peace Corps. Such a program should provide introduction to the American education system as well as general information on American life and customs.

S&T/IT recently sent a packet of materials to all AID Missions for experimental use in pre-departure orientation. This packet includes:

1. a fourteen-page pamphlet developed for AID by the Washington International Center (WIC) entitled "Pre-Departure Information for AID participants." It contains essential information on travel from home country to the U.S.

2. A forty-page booklet entitled "Handbook for TRAVELERS in the U.S.A." Also developed by WIC, this booklet deals with initial travel plans plus basic information on life in the U.S. Items ranging from Accommodations to Urban Transportation are described and listed in alphabetical order.

3. A video tape "What is Expected of Foreign Graduate Students in the U.S." is narrated from the perspective of a foreign graduate student attending a U.S. university. It discusses the differences between the U.S.

and other national educational systems with regard to classroom participation, homework, study habits, and examination. This short tape is more a stimulus to discussion than an answer to questions. It is intended to be used with a group leader familiar with U.S. educational institutions.

4. A video tape "Agriculture in the United States" describes the U.S. by agricultural regions. Topics include types of major crops, livestock capabilities, population density, major industries, rainfall and temperatures, and other climatic information. It is a good resource for notetaking practice and offers general information about the U.S.

Observations

1. In all missions AID training officers and personnel involved in participant training recognized the importance of and the need for improved pre-departure orientation materials and procedures. Given the many constraints in offering an adequate orientation they requested help in developing a program that is comprehensive, flexible and realistic.

2. A range of plans exist for pre-departure orientation. Some have been tried but others are still in the experimental stage. None meets the recommendations of SMDP II or is believed satisfactory by the Missions:

   a) Senegal plans to provide a one-hour orientation. This would include the showing of the two video cassettes, "What is Expected of Foreign Graduate Students in the U.S." and "Agriculture in the United States." After the forty minutes required for viewing, a committee composed of the training officer, the HRO and other local resources such as participants would answer questions on the film. Since both of these films are intended to stimulate questions or discussion within a broader orientation program this procedure will undoubtedly be inadequate.

   b) During the most recent pre-departure orientation in The Gambia, the training officer and two Americans watched the above mentioned video cassettes together. No time was left for questions or discussion, which would have been of great value. The Training Officer is very interested in improving their orientation process and also expressed a need for orientation materials for the undergraduate student.

   c) In Upper Volta the AID Mission plans to use returned participants in their orientation program. These returnees will present lectures on 1) Travel and Documents, 2) Life in the U.S., 3) Life on the American Campus and 4) The Foreign Student in the Eyes of an American. There are also films available in both French and English about life in the U.S. While this plan demonstrates a genuine commitment to pre-departure orientation it will be difficult to implement unless a large group of participants can be assembled at the same time. The training assistant who takes care of most of the official procedures for departing participants has not been to the U.S. and does not feel able to provide this orientation. If an intensive language program is established this could provide a better setting for an orientation.

   d) Niger's training officer spends an hour with departing participants when possible, to explain AID policies and to answer their questions about practical travel matters. The training officer

has only spent a short period in the U.S. and is not familiar with the educational system. He finds that the English in the videos and brochures designed for pre-departure orientation is too difficult for Niger participants and requested pre-departure materials in French. If the participant studies English at the USIS center he/she will participate in discussion classes about life in the U.S. during the course of study but no systematic orientation is offered.

e) Mali's training assistants spend time with departing participants explaining AID policies but they have not studied or traveled in the U.S. and do not feel they can answer the questions the participants ask. To a certain degree the language program offers an orientation to the educational system and life in the U.S. but this program is not clearly defined.

3. A number of serious constraints prevent effective pre-departure orientation in the Sahel:

a) Very often participants cannot be located or brought to the AID mission early enough before departure for an adequate orientation.

b) AID staff members' heavy work schedules do not allow them to spend long periods of time with participants especially when no large groups can be assembled. USIS and Peace Corps officials also did not feel that they could meet the orientation needs of AID participants since the scheduling of such sessions is so irregular.

c) Training officers, who assume the major responsibility for pre-departure orientation, have often not studied in the U.S. and do not feel qualified to present an adequate orientation.

d) The video materials presently available require a high level of English often not possessed by the participant. The material in the pamphlets and brochures is very dense reading and does not encourage any interaction between the participant and the person in charge of orientation.

Recommendations

1. A uniform packet of materials in both French and English be assembled by S&T/IT and ALI/GU for use for all SMDP participants. This material could also be offered for other AID participants in the Sahel.

2. This pre-departure orientation material would not be intended to overwhelm the participant with a summary of all the basic information about the U.S. Nor would the material be a warning sheet of 'what not to do.' Rather it would aim to help the participant increase self-understanding, deal effectively with problems and reach constructive responsible decisions during training in the U.S.

3. The materials would be organized into four components which would be flexible enough to be offered in a ten-hour two-day session or as part of an English language training program.

4. The components of the orientation would fall under the general headings of:

   a) AID Participant Policies and Regulations
   b) Practical information about life in the U.S.
   c) Information about the American education system
   d) Ideas about adjustment to a new culture.

5. A professional specializing in cross-cultural training and familiar with West Africa be contracted to design a segment on cultural adjustment and offer a cross-cultural training workshop at a regional conference for personnel identified by the Missions as responsible for pre-departure orientation.

CONCLUSION

We would like to thank the Sahel Planning Committee and S&T/IT for the invitation to conduct this study. In today's interdependent world, it is important to see first-hand the critical issues and the magnitude of the problems facing third-world countries. We also appreciate the recognition by both the U.S. and host country officials of the important role of English language training in the transfer of technology so essential to the improvement of the quality of life in this area.

Suzanne M. Peppin
M. Louise Krumm

April 15, 1984

APPENDIX A

Projection of AID Training Needs

(Data gathered from each country's Multi-Year Training Strategy Paper and from interviews at Missions)

	SENEGAL	UPPER VOLTA	THE GAMBIA	NIGER	MALI	MAURITANIA/CHAD/ CAPE VERDE
Presently studying in the U.S.	55	28	na	16	71	na
SMDP II 48 over 4 years	8	8	8[2]	8	10	6
Other projects	28 over two years	91[1] over five years	10	21[3] over four years	62 over two years	na

[1] 76 participants including 55 AA degrees are coming from the Agricultural Support Program which has not yet been finalized.

[2] As Mission will not participate in regional workshops, funds allocated for workshops will be utilized for four BS and four MS degrees in the U.S.

[3] Ten of which will not need additional EFL training.

APPENDIX B

Cost of ESL Programs in U.S

PROGRAM/INSTITUTION	LENGTH OF SESSION	TUITION PER SESSION	SPECIAL FEES	AVG. COST PER WEEK (incl. fees)
EASTERN USA				
1. American Language Institute/ Georgetown University Washington, D.C.	open enrollment	charges are on a per/wk. basis	$5.00 i.d. card fee	$ 90.00
2. English Language Institute/ American University Washington, D.C.	16 weeks	$2000.00	$ 25.00 applic. $ 15.00 lab	$127.50/wk
3. American Language Program Columbia University New York, NY	14 weeks	$1760.00	$130.00 health insur.	$146.66/wk
4. Intensive English Program University of Miami Miami, Florida	15 weeks	$1350.00	- - - - - - -	$ 90.00/wk
5. Division of EFL Georgetown University Washington, D.C.	7 weeks	$ 732.00	$ 15.00 applic. $ 16.00 recreation $ 10.00 lang. lab	$110.40/wk
6. English Language & Orient. Programs/Louisiana State U	13 weeks	$ 875.00	$ 20.00 health ctr. $ 37.00 insur.	$ 68.84/wk
7. American Language Institute New York University	14 weeks	$1990.00	$ 10.00 test fee $ 25.00 regist. fee	$144.64/wk
8. English Prog. for Foreign Students/ University of Pennsylvania	8 weeks	$ 720.00 full-time $ 475.00 part-time	$ 20.00 applic.	$92.50/wk $61.87/wk
9. English Lang. Inst. University of Pittsburgh Pittsburgh, PA	15 weeks	$1000.00	$ 30.00 health $110.00 applic.	$74.00/wk

	PROGRAM/INSTITUTION	LENGTH OF SESSION	TUITION PER SESSION	SPECIAL FEES	AVG. COST PER WEEK (incl. fees)
10.	International Language Ctr. University of Southern Florida	15 weeks	$1225.00	$ 25.00 applic.	$ 83.33/wk
11.	English Lang. Institute University of Florida	12 weeks	$1100.00	$ 75.00 health ins.	$ 91.66/wk
12.	English Lang. Institute University of Delaware	4 weeks	$ 350.00	$ 25.00 applic. $ 10.00 health (monthly)	$ 93.75/wk
13.	Ctr. for English Lang. & Orient. Prog. Boston University Boston, MA	12 weeks	$1460.00 full $1060.00 part	$ 30.00 applic. $ 40.00 registr. $ 80.00 medical	$127.50/wk $ 94.16/wk

MID-WESTERN USA

	PROGRAM/INSTITUTION	LENGTH OF SESSION	TUITION PER SESSION	SPECIAL FEES	AVG. COST PER WEEK (incl. fees)
14.	Intensive English Institute University of Illinois	16 weeks	$1650.00	$ 40.00 recr. $ 37.00 insur. $ 55.00 health serv.	$109.06/wk
15.	English Language Institute U of Michigan	7 weeks	$ 890.00	$ 27.00 insur.	$127.14/wk
16.	English Language Center Michigan State	10 weeks	$1375.00 full $ 90.00 per credit	$ 44.00 insur. $ 10.00 applic.	$138.50/wk
17.	Center for ESL Southern Illinois Univ.	8 weeks	$ 605.00	$ 25.00 applic. $ 47.00 health	$ 78.75/wk
18.	Intensive English Prog. Univ. of Texas at Austin	16 weeks	$1300.00	- - - - - - -	$ 81.25/wk

	PROGRAM/INSTITUTION	LENGTH OF SESSION	TUITION PER SESSION	SPECIAL FEES	AVG. COST PER WEEK (incl.fees)
19.	Eng. Inst. for International Students University of Tulsa	8 weeks	$ 700.00	$ 15.00 applic.	$ 89.37/wk
20.	Lang. and Culture Ctr. Univ. of Houston	16 weeks	$1460.00	$ 15.00 applic. $ 65.00 insur.	$ 92.18/wk
21.	OPIE/Ohio University Athens, OH	10 weeks	$1211.00	$ 25.00 applic. $ 67.00 insur.	$123.60/wk
22.	Applied English Center Univ. of Kansas	15 weeks	$1324.00	$ 25.00 applic. $ 27.00 health	$ 89.90/wk
23.	English Prog. for International Students Univ. of Minnesota	12 weeks	$1000,00	- - - - - - - -	$ 83.33/wk
	WESTERN USA				
24.	Center for ESL Univ. of Arizona	16 weeks	$1550.00	- - - - - - -	$ 96.87/wk
25.	Institute for Intercultural Learning Seattle, WA	10 weeks	$ 750.00 (4 hrs.day) $ 900.00 (5 hrs.day) $1050.00 (6 hrs.day)	- - - - - -	$ 75.00/wk $ 90.00/wk $105.00/wk
26.	American Lang. Inst. USC-Los Angeles, CA	16 weeks	$ 263.00 per unit	$ 35.00 applic.	$197.25/wk-12units $131.50/wk-8 units $ 65.75/wk-4 units
27.	Inst. for Study of American Lang. & Culture Lewis & Clark College Oregon	10 weeks	$1295.00	$ 79.00 insur.	$129.50/wk

APPENDIX B

Cost of ESL Programs in U.S.

PROGRAM/INSTITUTION	LENGTH OF SESSION	TUITION PER SESSION	SPECIAL FEES	AVG. COST PER WEEK (incl. fees)
28. Intensive English Ctr. Univ. of Colorado	8 weeks	$1050.00	$ 55.00 insur. $ 35.00 clinic $ 30.00 applic.	$139.37/wk
29. English Language Institute Oregon State Univ.	11 weeks	$1315.00	$ 25.00 applic.	$121.81/wk
30. American Language Institute San Fransisco State Univ. San Fransisco, CA	12 weeks	$1250.00	$ 20.00 applic. $ 36.00 health $ 25.00 mats/testing	$107.91/wk
31. Economics Institute Boulder, Colorado	5 weeks 20 weeks 32 weeks	$1160.00 $3915.00 $6789.00	- - - - - - - -	$232.00/wk $195.00/wk $118.40/wk

APPENDIX C

Recommendation report to AID/Upper Volta

October 31, 1983

TO: Emerson J. Melaven, Director, US/AID/Upper Volta

FROM: Suzanne M. Peppin & M. Louise Krumm, American Language Institute

SUBJECT: Proposed AID/USIS/PC English Language Program

The following draft proposal should be considered as a working paper for future discussions on the possibility of a cooperative US AID/USIS/PC English language teaching center in Ouagadougou. There is strong interest in the development of a program although critical factors in the establishment of such a program need more extensive exploration.

Need: At the present time there are 28 participants from Upper Volta studying in the U.S. Since the majority of the participants were programmed by the contractors, Mission records do not contain a breakdown of the costs for English language training. Generally, PIO/Ps are written to include six months of ELT. That the participant from Upper Volta, on the average, needs six months of ELT cannot be assumed until further investigation into actual time spent in ELT is done. (The average length of time spent at ALI/GU by Voltaics between 1975 and 1982 was 8½ weeks.) Since the ALI/GU tests were not routinely given to all participants, it is difficult to project with a fair degree of accuracy how much ELT would be required for future participants. SMDP II Project Paper recommends that participants be trained in in-country language programs to a 425 level on TOEFL and then proceed to the U.S. for "topping-off" sessions at ALI/GU or U.S. institutions to allow participants to become familiar with U.S. academic libraries, research techniques, advanced writing forms, and academic life in the U.S. before beginning their academic programs.

Based on the US AID/Upper Volta's Multi-Year Training Plan, 91 participants are scheduled for long-term academic training in the U.S., the majority -76-

coming from the Agricultural Development Support Program. This number, depending on how it spreads out over the years, plus other Voltaics identified by the Mission as candidates for language training could constitute a sufficient number for a program if administrative details, e.g., release from work, could be worked out to bring a group together at the same time. The most critical issue would be to test candidates with enough lead-in time to be able to determine how much instruction should be scheduled and how many levels of instruction are needed. There are generally 12 to 15 persons in an intensive class. If there are only 15 candidates, one cannot assume they will all be at the same level. The program design should allow for at least three levels so that students progress systematically through the required level of competence.

COOPERATIVE US/AID/USIS ENGLISH LANGUAGE TEACHING PROGRAM

While USIS and AID have interests in English language teaching, the type of program and the teaching goals are different. US AID views language training as one of the basic elements in the development training process. USIS is interested in the cultural content of English language training. The curriculum and materials in an intensive English program preparing participants for academic programs are different from a curriculum that stresses culture, literature, and descriptions of life in the U.S. It may be in the best interests of both US/AID and USIS to separate the two instructional programs.

Generally, USIS language programs are scheduled six hours per week after working hours to offer a wider opportunity for host nationals to enroll in the program. An intensive program, to be effective, should be at least twenty hours per week, preferably in the morning and not after a working day. Both instructional programs could utilize the facilities and share resources thereby reducing overhead and start-up costs.

SUPPORT FOR AN AID UPPER VOLTA ELT PROGRAM

Besides the obvious spirit of cooperation between USIS and US/AID, Carroll Bouchard, Director of the Peace Corps in Upper Volta, indicated interest in cooperating with US/AID in setting up a language and orientation program by

providing TEFL Trainers to teach in the program. Peace Corps is able to recruit specialists in TEFL that have had experience and are trained in EFL methodology. At the present time, an ESP (English for Special Purposes) teacher is assigned to the Ministry of Commerce from Peace Corps to provide special English training. Bouchard estimates he could get three TEFL Trainers if the request were submitted before the December deadline. Requests for all Peace Corps Volunteers must come from a specific Ministry and the government assumes the cost of housing.

An obvious candidate for Coordinator of the program is Michael Kabore on the Mission staff. He has just returned from the U.S. having spent six-and-a-half years in the U.S. and received his Ph.D. in Applied Linguistics at the University of Texas. To insure articulation with intensive programs in the U.S., Dr. Kabore could be invited to ALI/GU to observe classes at the Institute and work with the ALI/GU faculty on program and curriculum design. Upon request to S&T/IT, short term consultative services by ALI/GU are also available to the Mission to help in the initial stages of development. ALI/GU is in a position to provide curriculum guidelines and serve as a resource center.

APPENDIX C

US/AID, USIS and Peace Corps Inputs in English Language Center

US/AID Inputs

The estimates for facilities were provided by Bill Weinhold and are based on costs of renovating and furnishing the former USIS center to include one reception area, three offices and four classrooms. Weinhold suggested that the figures are negotiable depending on the availability of local supplies.

½ cost of renovation/furnishing of USIS center	$28,650.00
½ yearly rent and utilities for center	$11,000.00
Salary for AID host national Coordinator	
Study tour for AID Coordinator	$ 5,000.00
TDY for ALI/GU consultant	$ 5,000.00
Teacher resource materials and cassettes	$ 1,000.00
30 Cassette recorders	$ 750.00
1 Cassette duplicator	$ 3,000.00

USIS Inputs

½ cost of renovation/furnishing of center	$28,650.00
½ yearly rent and utilities for center	$11,000.00
Teacher resource materials	

AID Project Inputs

$50.00 per participant for textbooks
Tuition per participant

Peace Corps Inputs

Transportation and salaries for three TEFL Trainer Volunteers

Upper Volta Inputs

Housing for three TEFL Trainer volunteers
Release from work for participants

1. Time Frame for AID/USIS/PC English Language Teaching Program

11/15/83	--	Deadline for request to Peace Corps for TEFL Trainers
1/84-6/84	--	Former USIS Center renovated and furnished
4/84-6/84	--	AID Coordinator spends two months in U.S. at ALI/GU and other intensive programs and working at ALI/GU to design curriculum. Equipment, cassette material and texts ordered.
7/84	--	Peace Corps TEFL Trainers begin in-country training
6/84-8/84	--	AID participants nominated, ALI/GU tested and selected for intensive language program
10/15/84	--	ALI/GU Consultant arrives to help with initial programming
11/1/84	--	Peace Corps Teachers begin work with project First ten week session begins

2. AID/ELT Program Schedule

11/1-1/15	--	Session One
2/1-5/15	--	Session Two
5/1-7/15	--	Session Three

Schedules should be arranged to allow two-three months between the end of the in-country language training and the start of most academic programs. This period would allow for travel arrangements to be made and for the "topping off" period at an American institution.

Classes would meet four hours a day five days a week.

Staff would include:

One Coordinator
Three teachers each teaching fifteen hours per week plus work in program and materials development.

APPENDIX D

List of Officials Contacted

Washington, D.C. and New York

Teresa Ware	Regional Planning Office SMDP II
Keith Simmons	SMDP II Planning Board
Elizabeth Carter	SMDP II Planning Board
Norman Green	SMDP II Planning Board
Margaret Shaw	SMDP II Planning Board
Hattie Jarmon	AID/S&T/IT
Tom Moser	Former AID Mission Representative, The Gambia
Jerry Brown	Desk Officer, Peace Corps West Africa
Dean Curry	USIA English Language Teaching Division
Betty Taska	USIA English Language Teaching Consultant/Africa
Osman Fofana	Bamako Director, US/AID Language Training Program
George Corinaldi	Human Resources Officer, AID/Niger
Robert Goodman	Chief of Fellowship Section, UNDP
Irene Field	Head of Fellowships, FAO/Rome
Varvara Horner	SECID
Alice Zwerdling	Washington International Center
Heather Monroe	AAI/AFGRAD, New York

Dakar, Senegal

Ousman N'Daou	Training Officer, AID/Senegal
Floyd Spears	Management Officer, AID/Senegal
Joel Schlessinger	Program Management Officer
Joe Salvo	Project Manager
John McMann	Project Manager
Bill Carroll	English Language Officer, USIS/Senegal
Beverly Tounkara	Director, American English Language Program
Chris Dodson	Director, Senegalese-British Institute
Alan Borman	ESP Coordinator, Senegalese-British Institute
Ian Marvin	English teacher, Senegalese-British Institute
Pat Diory	English Language Director, Peace Corps/Senegal
Lilian Baer	Training Consultant
Gary Englebert	Training Consultant
Dione Samba	Director of Studies, Ecole National d'Economie Applique
Diop Amadon	Ministry of Planning

Ouagadougou, Upper Volta

Emerson Melaven	Mission Director
Larry Heilman	Deputy Director
John Figeira	Human Resources Officer
Helen Gunther	Project Manager

Ouagadougou, Upper Volta (cont'd)

Fati Ouedraogo	Training Specialist
Michael Kabore	Former AID participant
Carroll Bouchard	Director, Peace Corps/Upper Volta
Bill Weinhold	Director, USIS/Upper Volta

Niamey, Niger

Irving Rosenthal	Director, AID Mission
George Corinaldi	Human Resources Officer
Adama Soumana	Training Assistant
Connie Stevans	Technical Assistant, National Pedagogical Institute
Willy Russel	Representative, Niger Cereal Project
Dr. Hamani	Rector, University of Niamey
Gaston Kaba	Secretary General of Higher Education
Barbara Belding	Peace Corps
Janet Tuthill	Evaluator, Rural Development Project
Vita Wilson	USIS/Niger
Lea Donald	Director, USIS English Language Program

Bamako, Mali

David Wilson	Director, AID Mission
Jean DuRette	Human Resources Officer
Boubacar Diallo	Assistant, HRO
Manlafi Keita	Training Assistant
Jim Jackson	Project Manager, OMBEVI
Moussa Siemaga	Project Assistant, OMBEVI
Salam Diakite	Acting Director, Language Training Program
Mahamadou Gueye	Instructor, Language Training Program
Marilyn Hulbert	USIS/Mali

Banjul, The Gambia

Byron Bahl	Aid Representative
Tom Mahoney	Project Manager
Binta Sidibe	Training Officer
Samuel Adu Ampoma	President, The Gambia College
Marian Langley	Secretary of the Establishment, Government of The Gamb
Laurel Elmer	Consultant, Banjul, The Gambia

APPENDIX E

BACKGROUND INFORMATION

No. 1

Sahel Manpower Development Project: Summary of Participant Arrivals in the U.S.
CY 1978 through August 29, 1983**

COUNTRY	A	E	R	H	Tech	Bach	Mast	Ph.D
CAPE VERDE (17 Assoc.Degs)	20	66	0	0	19	47	3	0
CHAD - - - - -	9	2	0	0	4	2	1	4
GAMBIA (1 Assoc. Deg.) -	62	28	0	0	49	14	22	0
MALI - - - - -	130	59	0	2	93	4	83	5
MAURITANIA - - -	37	24	0	0	38	12	11	0
NIGER - - - -	82	7	0	0	35	27	22	3
SENEGAL - - - -	191	70	0	0	153	25	76	2
UPPER VOLTA - - -	58	44	0	0	62	0	33	4
TOTAL	589	300	0	2	453	131	251	18

LEGEND: A = direct funded (non-contract)
E = contract
R = host country contract
H = independently financed

COUNTRY TOTALS

Cape Verde = 86
Chad = 11
The Gambia = 90
Mali =191
Mauritania = 61
Niger = 89
Senegal =261
Upper Volta =102

**Source: S&T/IT Participant Training Information System (PTIS)

BACKGROUND INFORMATION

No. 2

TOEFL Total and Section Score Means

TOEFL Total and Section Score Means from TOEFL Test and Score Manual: 1983

Non-native English Speaking Applicants Classified by Native Country

Based on 1,173,860 students seeking admission to U.S. institutions July 1980-June 1982

Native Country	Number of Cases	Listening	Structure & Written Expression	Reading & Vocab.	Total Score Mean	Total Cases 9/1976 - 6/1982
Cape Verde	107	52	47	49	492	112
Chad	17	52	48	49	493	34
The Gambia	219	52	53	51	518	304
Mali	196	48	50	50	494	283
Niger	102	48	51	50	497	142
Senegal	263	49	51	49	496	370
Upper Volta	48	49	52	52	512	87

Language and science policies of new nations

by Robert B. Kaplan

In this second half of the 20th century, a large number of the new nations that have emerged from the shadow of colonialism are facing serious language problems. Many of these problems stem from the multilingual character of the diverse populations that have been collected into single nations. Others are due to inadequate appreciation of the national and international uses of language.

Normally, two kinds of languages are available to new governments: indigenous languages, which are usually spoken by small populations or by those who are geographically restricted, and languages of wider communication, spoken by large populations around the world.

If the nation chooses an indigenous tongue, it is common to select the one spoken by its largest population. Such a choice may create serious internal problems because the remaining populations may resist the imposition of another group's language. More trying, however, is the fact that the indigenous language may not allow easy access to science and technology. It may lack the necessary technical vocabulary, and translation may be difficult. This, in turn, may create the special problem of trying to modernize the language itself.

If the new nation chooses a language of wider communication, it is easiest to choose the old colonial language, since some of the population already speak it, but such a choice may have negative connotations. Or a nation may choose a language for cultural or religious solidarity (for instance, Arabic), but such a choice may work against aspirations for modernization. In general, a nation selects a language of wider communication to have access to science and technology and thus to modernization and a higher standard of living. However, world languages that provide such access constitute a limited set: English, French, German, and Russian.

In order to cope with the problem, a number of nations have adopted systems in which a child upon entering school is taught in his indigenous language and learns a regional language at the elementary level, a national language at the secondary level, and a world language at the tertiary level. Such approaches are demanding on the student and the educational system, which must provide teachers and materials in all languages involved. These demands are very costly and may restrain the intricately layered educational program necessary for nurturing a self-sustaining science.

The problem is made more complicated by modern systems of information storage and retrieval. Most of the information already stored is in English. English speakers are the largest contributors to and users of these systems, and they are also the system managers. There is therefore a bias toward English that works against nonnative speakers of the language. Although some of this bias is overcome by the substitution of mathematical language, some still remains by virtue of language-specific semantic categories and the fact that the original text is probably in English.

It seems reasonable to assert, however difficult it may be to accept, that knowledge of a world language, especially English, is essential to the welfare of the new nations. Any other course is tantamount to restricting their capability for modernization. New nations must find a balance between the cultivation of indigenous culture-rich language and the need for a world language. Japan meets this need with elaborate translation services, and Saudi Arabia has undertaken to train a large scientific and technical manpower pool in English. And other strategies can be adopted.

The fact remains that many developing nations do not have the resources to invest in proper language strategies, and many have made language decisions often based on political criteria. As dependence on developed nations and their information systems grows, the language problems of new nations are intensified. Time is running out, but it is still possible to examine linguistic alternatives and develop better language policies for national needs.

About the author—Robert B. Kaplan is professor of applied linguistics at the University of Southern California. He is president of NAFSA.

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