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REPORT OF ALI/GU CONSULTATION TO USAID/CAMEROON

January 25, 1982 - February 10, 1982

Submitted by

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BACKGROUND

In order to reduce training costs, USAID/Cameroon wished to explore the possibility of establishing an In-Country intensive English language program as a substitute for sending Participants to the American Language Institute of Georgetown University (ALI/GU). Therefore, a request was made to S&T/IT to provide a professional consultant to assess the need and explore the feasability of establishing a local ELT training program. The scope of the study was to include:

a) development of an ELT curriculum compatible with that of ALI;

b) establishment of guidelines for teacher and staff recruitment;

c) assessment of the probable cost effectiveness of an In-Country ELT program.

S&T/IT informed the Mission that under the terms of the S&T/IT contract with ALI/GU, professional advisory services of the ALI Faculty could be provided to overseas missions upon request. An invitation was then extended to the Director of the American Language Institute to assist with development of the scope of work outlined above in Yaounde from January 25 through February 10, 1982.

IN-COUNTRY ENGLISH LANGUAGE PROGRAM

After several days of discussion with the Human Resources Development Office and Project Managers, and a review of the Proposal for an In-Country Language Program developed by the Training Office, it was agreed that creation of an In-Country language program was not practical at this time, due mainly to the following factors:

a) the small number of Participants projected for long-term training (13 FY 83; 16 FY 84; 10 FY 85) would not justify the expense of an instructional program;

b) the impossibility of arranging with the government of Cameroon a schedule so that all Participants could attend ELT classes at the same time;

c) the probability that very small classes at several proficiency levels would be needed requiring more than one instructor for the ELT program;

d) the unavailability of a qualified EFL (English as a Foreign Language) teacher locally, i.e., a teacher with a Master's degree in Teaching English as a Foreign Language or Applied Linguistics having a minimum of two year's experience teaching EFL.

Unfortunately, local language programs can not meet the needs. English language programs equal to the ELT available in the U.S. are non-existent in Yaounde. US/ICA sponsors evening English classes - four hours each week for a ten-week term. These classes, however,are directed more toward conversational English with little emphasis on the reading and writing skills necessary for students going into academic programs. Presently, these classes are over-subscribed, and expansion of the program is limited because of the lack of additional classrooms. English classes at the University of Yaounde are literature, not language,oriented; the English department at the Ecole Normale Supérieure focuses on teacher training at the secondary school level.

As part of the scope of work, a cost comparison between (1) In-Country language training with a local instructor, and (2) TDY English language instructor from the Faculty of ALI/GU, and (3) the maintenance and tuition expenses at ALI/GU was produced and appears as Appendix A.

RECOMMENDATION

Until a definite need as far as numbers can be established and details of scheduling worked out, it will be more cost effective to program Participants into ALI/GU than to establish an ELT program in Yaounde. In addition, sending Participants to ALI/GU will fulfill a definite need regarding orientation to the U.S., and academic preparation for American universities, which can be done more suitably in the U.S. than in Yaounde. In reviewing the files in Yaounde, it was noted that Participants often had program extensions, thus increasing training costs. In most cases,

these Participants were placed immediately into academic programs without any additional language training or orientation because they met minimum language requirements. From this we can deduce that these extensions were made not because of deficiencies in English but because of poor adjustment to a new cultural environment and deficiencies in academic skills; specifically, students had trouble coping with the amount and type of work required of them as graduate students at a university in the U.S. Thus, it would appear that more emphasis on orientation and academic skills, coupled with ELT, would greatly benefit USAID/Cameroon Participants, as well as possibly reduce program costs in the long run.

Instruction at ALI/GU for students at the Intermediate level, the level at which most Participants from Cameroon entered ALI/GU, centers on academic skills such as note-taking, oral seminar skills, reading strategies, and research skills. Students are also given instruction and practice in library techniques and spend time doing research in the specialized libraries, e.g., National Agricultural Library doing research and compiling bibliographies in their respective fields. There was total agreement among the Project Managers and the Training Division that instruction and practice in these areas of academic preparation, along with classes in language at the advanced level, are necessary for Participants undertaking graduate work at an American university.

DISCUSSION

There is a growing policy at American universities that even though a foreign student presents an admissable TOEFL score with his academic credentials, once that student is on campus, an In-house English language screening test is administered. If the student does not score above the minimum cut-off required by the university, the student may be placed into intensive or semi-intensive English requiring him to take six to nine hours of English a week, plus a reduced academic load. The implication of this is that the degree program is automatically extended incurring additional training costs. A complete breakdown as to the number of Participants from Cameroon having ELT (outside ALI/GU) or whether this instruction was intensive or semi-intensive can not be determined with any accuracy since Participant files in the Yaounde Training Office are not complete. More often than not, the PIOPs do not break out ELT costs if instruction was required at the universities.

Having the Participant arrive at the University, academically prepared to take a full academic program and through a transition period at ALI/GU where adjustment problems can be worked out, would obviously be a primary factor in the successful implementation and completion of an academic program. The cost of ELT training in the U.S. would seem minimal when compared to the potential gains. For example, estimated weekly costs at ALI/GU are currently $300.00 a week ($90.00 a week tuition; $850.00 monthly maintenance). See Appendix B - USAID/Cameroon Students Enrolled in ALI/GU, 1979 - 1981.

ANALYSIS OF NEEDS

1. DISCUSSION - ALI/GU English Proficiency Tests

In discussions with the Training Office and Project Managers regarding ELT, other tangential issues surfaced that need further exploration by the Mission. One issue of primary concern is the absence of a clearly defined language policy set forth by the Training Office and supported by the Mission Director. According to Handbook 10, Chapter 12, Participants proposed for training in countries where training is conducted in English must demonstrate English language proficiency adequate to meet program requirements. The ALI/GU English proficiency tests are to be used to evaluate Participant's English ability and to determine whether (and how much) English training will be required to bring Participants to required proficiency levels.

The ALI/GU battery, which consists of tests of grammar, listening comprehension and reading ability, were developed by ALI for US/AID and US/ICA. These tests were designed primarily for use abroad in rating the English proficiency of proposed AID participants and US/ICA grantees. The tests results can be used to estimate the number of weeks of ELT needed for a proposed training program. It is also possible to use the sum of the scores on the three tests to make a rough estimate of a student's probable score on TOEFL. Appendix A of Handbook 10 gives a complete description of these tests and guidelines for relating test scores to program planning.

Previous to this report, the ALI/GU tests have not been administered on a routine basis at the Mission. Only five participants were tested in 1981, and these tests were administered at US/ICA with an administration fee of 6,000 CFA paid directly to Mr. Paul-Henri Nkot. Since US/ICA has withdrawn its financial support from the development of the ALI/GU tests and has requested that US/ICA posts stop administering these tests, it will be necessary to determine a new procedure for test administration. Therefore, Ms. Kris Werner, at the International School in Yaounde, has been designated as Test Administrator and a set of procedures for

administering the ALI/GU battery has been developed according to guidelines from AID/Washington. (See Appendix C) These procedures were discussed with Ms. Werner and record keeping forms and score reports were developed. As part of this procedure an individual's score report will be produced which will be sent to the Project Officers to aid them in planning the PIOP and, thus, more effectively implement their overall project design.

RECOMMENDATION

That the Mission Director adopt a Mission policy requiring that all prospective Participants be given the ALI/GU English language proficiency tests to determine their language proficiency and to insure that each Participant going to the U.S. possesses adequate English skills to meet program requirements. If Participants have not demonstrated Minimum Call Forward scores set by AID for academic and Non-academic training programs, adequate ELT must be written into the PIOP or justification for a waiver of ELT must be supplied to the Training Office. Minimum Call Forward Scores are as follows:

	Academic	Non-academic
English Usage Test	80	70
Listening Test	75	65
Vocabulary and Reading Test	65	-

The following page is a TABLE "Interpretation of ALI/GU Test Scores" that was reproduced from Interpretative Manual for the Tests of Englis as a Second Language by David P. Harris.

TABLE

Interpretation of ALI/GU Test Scores

Name of Test	Minimum Scores for Immediate Call-forward: Academic Programs	Minimum Scores for Immediate Call-forward: Non-academic Programs	Not Recommended for Call-forward When Scores Are BELOW Levels Indicated
English Usage	80	70	65 Academic Programs 60 Non-academic Programs
Oral Rating	75	70	65 Academic Programs 60 Non-academic Programs
Listening	75	65	60 Academic Programs 55 Non-academic Programs
Voc.-Read.	65	—	55 Academic Programs

In AID terminology, a *call-forward* is issued to overseas missions when a participant's program in the U.S. has been arranged and a date for his travel has been set. Thus, in effect, an academic participant qualified for *immediate call-forward* is judged by AID to be capable of commencing a program of study in a U.S. college or university. As shown in Table 1, the following minimum ALI/GU scores are recommended for such students: 80 for English Usage, 75 for the Oral Rating and Listening, and 65 for Vocabulary and Reading. Though these criteria cannot, of course, be regarded as foolproof, they reflect AID's cumulative experience with thousands of academic participants over a period of many years.

Participants scoring below these minimums are sometimes called forward to the U.S. to receive additional intensive English training until they achieve scores appropriate for university entrance. Recommended ALI/GU minimums for this type of call-forward are shown in the last column of Table 1.

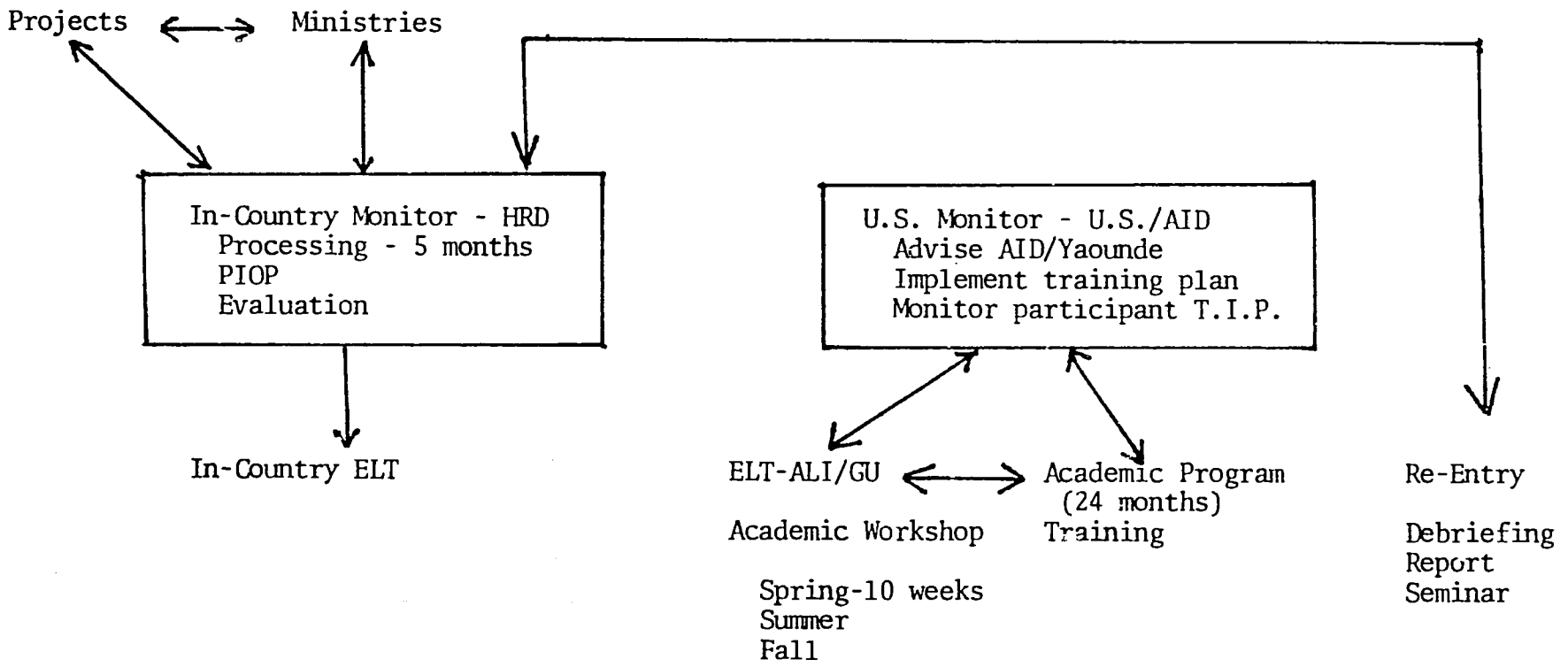
(from Interpretative Manual for the Tests of English as a Second Language by David P. Harris) .

2. DISCUSSION - Training and Processing Procedures

Another issue that requires further in-house discussion is the need for a set of standard operating procedures for all Project Managers regarding training and processing procedures. Project Managers clearly act independently of the Training Office without set guidelines. The Schema of Relationships and Responsibilities on the following page may serve as a basis for the establishment of these guidelines.

RECOMMENDATION

That the Training Office distribute to the Project Managers the sections of the Training Manual related to participant selection and language policy and hold meetings to develop procedures that are in accordance with US/AID policy and compatible with the operations of the GURC.



Schema of Relationships and Responsibilities
USAID/Cameroon

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3. DISCUSSION - Evaluation Procedures

In attempting to evaluate the ELT and academic experience of Participants from Cameroon, there were definite handicaps because Participant records were either incomplete or non-existent. It should be noted that any follow-up study will be hampered by the current practice of routinely destroying participants files once a Participant returns home. Further, since no debriefing or follow-up evaluation is being conducted, valuable information regarding success or failure of the training programs is being lost.

RECOMMENDATION

Activities following Re-Entry need to be developed and continually strengthened as part of the total training experience. Participants should be required to give an informal debriefing to the Mission Training Office and submit an evaluation of the respective programs. Thus, a history and a sense of the experience of the Participants will develop and be a useful tool in projections and evaluations of training programs. An example of how returning Participants can be utilized is that in a meeting with Mr. Maurice Tankou and Mr. Moungam A. Mbassa of the Ministry of Economic Affairs and Planning, both former Participants indicated an interest in follow-up activities that would allow them to evaluate their training experience in terms of applicability to their current responsibilities. Mr. Tankou and Mr. Mbassa, having gone through the ALI/GU program and a Master's degree program at the University of Illinois, would also be a valuable resource in Pre-Departure Orientation sessions. We have found at ALI/GU that inviting AID Participants coming through Washington, D.C., on their return home to talk to our students about their academic experience has been extremely beneficial to the students currently studying at ALI/GU.

4. DISCUSSION - Short-term Academic Training

At the present time, it is the Mission's policy not to provide ELT training for short-term training Participants. For these individuals, such training is seen as unnecessary to accomplish training objectives and as not cost effective. Such a policy may, however, be counter-productive to the extent that lack of language proficiency hinders the full interaction of the Participants in their program and the experts with whom they come in contact. Providing translators in such cases only partially solves the problem. Good professional translators who can do simultaneous translation in technical fields are rare and command high fees. And Participants still must operate through an intermediary which can be a less than satisfactory experience.

The recent experience of Dr. Admund Ndjikeu, the Assistant Chief of Health Education at the Ministry of Public Health, and Mme. Lucienne M'Bom Abane in a Public Health program demonstrates the difficulties of achieving program goals without satisfactory language proficiency. Both felt they would have accomplished significantly more without their language handicap. It is worth noting that while their program would be categorized as short-term, it was academic in nature and required the same language skills as a degree program.

RECOMMENDATION

That the Mission follow the established US/AID policy requiring minimum Call Forward language proficiency for all Participants going to academic programs, long-term or short-term.

CONCLUSION

Although the recommendation was made to postpone establishing an In-Country ELT program until the need is more justifiable, and the program cost effective, the discussions at the Mission in Yaounde with the Human Resources Office and the Project Managers about the problems of Participants in ELT and academic programs proved beneficial and will, in all probability, stimulate interest in strengthening policies to support the training objectives of the Mission. From the viewpoint of the Director of the American Language Institute, these discussions became an extremely useful exchange of information which allows us to analyze how the American Language Institute is meeting the needs of US/AID Participants in their ELT and academic preparation.

APPENDIX A - Part One

Cost Comparison
ALI/GU and In-Country English Language Training - USAID/Cameroon

Number Trainees	ALIGU	Local Hire In-Country	Cost Differential	ALIGU TDY(A) In-Country	Cost Differential	ALIGU TDY(B) In-Country	Cost Differential
10	$36,800	$12,900	65	$17,450	53%	$13,175	64%
9	33,120	12,310	63%	16,860	49%	12,585	62%
8	29,440	11,720	60%	16,270	45%	11,995	59%
7	25,760	11,130	57%	15,680	39%	11,405	56%
6	22,080	10,540	52%	15,090	32%	10,815	51%
5	18,400	9,950	46%	14,500	21%	10,225	44%
4	14,720	9,360	36%	13,910	6%	9,635	35%
3	11,040	8,770	21%	13,320	-21%	9,045	18%

NOTE: In-Country Training is dependent upon:
(1) availability of qualified EFL teacher
(2) scheduling of trainees into ELT
(3) homogeneous grouping of language level
(4) availability of classroom space

APPENDIX A - Part Two

English Language Training Cost Comparison
USAID/Cameroon

The following costs are based on a 12-week period of instruction for a group of 10 students.

ALIGU

Tuition ($90 per student per week)	$10,800
Books ($50 per student)	$ 500
Student maintenance ($850 per student per month)	$25,500
NOTE: Since airfare to the U.S. is paid for each student, whether his English training takes place in the U.S. or in his home country, this cost is not included in the cost comparison. This is also true of the initial maintenance allowance of $1,350 per student.	
TOTAL	$36,800

ALIGU TDY (A) In-Country

Full teacher maintenance ($95 per day)	$ 8,550
Round trip transportation	$ 2,000
Books ($50 per student)	$ 500
Student maintenance ($180 per student per month)	$ 5,400
Teaching materials and supplies	$ 1,000
NOTE: These figures assume that teacher salary can be covered under contract with DSIT.	
NOTE: An additional initial cost of $3,650 would be necessary to set up a learning resource center.	
TOTAL	$17,450

ALIGU TDY (B) In-Country

Same as ALIGU (A) but with half teacher maintenance; housing supplied by mission. TOTAL	$13,175

LOCAL HIRE In-Country

Teacher salary ($500 per week)	$ 6,000
Books ($50 per student)	$ 500
Teaching materials and supplies	$ 1,000
Student maintenance ($180 per student per month)	$ 5,400
NOTE: An additional initial cost of $3,650 would be necessary to set up a learning resource center.	
TOTAL	$12,900

ESTIMATE OF U.S. ENGLISH LANGUAGE TRAINING COSTS
for
FOUR PARTICIPANTS FROM YEMEN PROGRAMMED BY PARTNERS - 1983

	In-Country ELT	ALI/GU ELT	Full-time ELT Another Inst.	Part-time ELT Another Inst.	TOTAL
L-ARIKI	28 weeks	15 weeks	10 weeks-OHIO U	10 weeks-OHIO U	63 weeks
Tuition		$ 1,350	$ 1,200	$ 605	$ 3,155
Maintenance		$ 3,188	$ 1,400	$ 1,400	$ 5,988
Programming fees		$ 675	$ 450	$ 450	$ 1,575
TOTAL		$ 5,213	$ 3,050	$ 2,455	$10,718
. BASSAID	28 weeks	15 weeks	20 weeks-OHIO U		63 weeks
Tuition		$ 1,350	$ 2,400		$ 3,750
Maintenance		$ 3,158	$ 2,800		$ 5,988
Programming fees		$ 675	$ 900		$ 1,575
TOTAL		$ 5,213	$ 6,100		$11,313
L-AIZARI	24 weeks	14 weeks	15 weeks- U of the Pacific**		53 weeks
Tuition		$ 1,260	$ 3,890		$ 5,150
Maintenance		$ 2,975	$ 2,400		$ 5,375
Programming fees		$ 630	$ 675		$ 1,305
TOTAL		$ 4,865	$ 6,965		$11,830
-HAILMA	12 weeks	7 weeks	14 weeks- Louisiana State		33 weeks
Tuition		$ 630	$ 947		$ 1,577
Maintenance		$ 1,488	$ 1,995		$ 3,483
Programming fees		$ 315	$ 630		$ 945
TOTAL		$ 2,433	$ 3,572		$ 6,005
				GRAND TOTAL	$40,561

**University of the Pacific charges regular academic tuition .

NOTES

A. Maintenance and programming fees calculated on a weekly average.

B. Costs do not include book allowance or special fees .

C. IIE Maintenance Rates:

Athens, OH	- $560 per month
Stockton, CA	- $640 per month
Baton Rouge, LA	- $570 per month
Washington, D.C.	- $635 per month

D. AID Maintenance Rate for ALI/GU - $850 per month

APPENDIX B

USAID/Cameroon Students Enrolled in the American Language Institute/Georgetown University, 1979 - 1981

Name	Weeks Enrolled	Entrance Date	Age	ALI/GU Entrance Scores U/L/V & R*	TOEFL
Balepa, Elisabeth	4	7/28/80	29	72/67/-	-
Belong, Philippe	13	9/17/79	27	87/90/75	567
Evini, Bengono	15	9/6/79	26	79/55/45	543
Eyamba, Itoumbou	12	9/21/81	33	79/75/62	540
Fomy, Christian	4	7/28/80	33	70/61/-	-
Koulandi, Jean	12	10/14/81	30	57/40/40	443*
Kouoh, Joseph	5	11/2/81	42	34/35/15	367 (Program schedule necessitated student's exit before necessary TOEFL obtained.)
Lontchi, Christophe	13	2/12/79	28	17/70/70	513
Moussio, Ferdinand	15	2/12/79	33	24/40/28	457
Ndembou, Samuel	9	10/14/81	28	85/70/72	567
Nyajom, Martin	15	9/6/79	26	72/65/47	527
Ondoua, Schadrack	3	12/1/81	27	75/62/55	503
Pamo, Etienne	27	10/27/80	29	46/67/38	550
Tchuenteu, Frederic	1	9/6/79	29	75/17/27	-
Teleu, Emile	15	9/6/79	26	63/65/48	543
Yanga, Thomas	4	7/28/80	26	80/70/-	-

*U/L/V & R = Usage/Listening/Vocabulary & Reading

*Presently enrolled in full-time English program at his university.

Average number of weeks enrolled = 10 weeks

Average age of participant = 30 years old

Average ALI/GU Entrance Scores = U 66/ L 59/ V&R 48

Tuition cost per student is $90.00 per week.

Note: The current maintenance rate for Participants enrolled at ALI/GU is $850.00 per month.

Procedures for Administering the ALI/GU - USAID/Cameroon

1. Mrs. Kris Werner, International School, Yaounde has been named Test Administrator.

2. The ALI/GU tests will be administered to the Participant at the time he has been formally nominated by the GURC.

3. The ALI/GU tests will be administered every third Saturday of the month unless special arrangements are made with the Assistant Training Officer and the Test Administrator.

4. The Training Office will notify nominees of the scheduled administration date, where the test will be administered and the time. (8:00 a.m. - the administration time is generally 3 hours)

5. The Assistant Training Officer will submit to the Test Administrator the names of the candidates to be tested at least three days in advance. (See Memo A)

6. The Assistant Training Officer will notify the Test Administrator of any test administration that is cancelled at least 3 days in advance.

7. The Test Administrator will be responsible for (a) administering the ALI/GU tests (b) scoring the tests (c) keeping a record of all candidates tested (See Memo B).

8. The Test Administrator will be responsible for submitting to the Assistant Training Officer 3 signed copies of the ALI/GU Score Report. (See Memo C)

9. The Assistant Training Officer will distribute the ALI/GU Score Reports: one copy to the Project Officer relative to the candidate; one copy for the candidate's file; one copy to the candidate.

10. A second ALI/GU test will not be administered to a candidate for at least three weeks, preferably 4 weeks, after the first administration.

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APPENDIX C - Part Two

(MEMO A)

FROM: Emile Nzalli, Assistant Training Officer, HRD, USAID/Cameroon

TO: Kris Werner, ALI/GU Test Administrator

SUBJECT: Candidate(s) for ALI/GU administration

The following candidate(s) are scheduled to take the ALI/GU English Proficiency Tests on _____
date

Name	PIOP	Projected Departure Date	Projected TOEFL required*

* (Short-term training not requiring TOEFL will be indicated by NONE under Projected TOEFL)

(MEMO B)

This form is best recorded on a 4 x 6 Index Card and filed alphabetically by candidate's last name.

ALI/GU Administration

Name _____ PIO/P _____

Date requested _____ Requested by _____

Day of departure _____ TOEFL needed for admission _____

	Date	Date	Date
	Score (Form)	Score (Form)	Score (Form)
Usage	_____	_____	_____
Listening	_____	_____	_____
Voc. & Reading	_____	_____	_____

Recommendation: _____ weeks of Intensive English

_____ 10-week Academic Workshop at ALI/GU

(MEMO C)

TO: (Project Officer) _____
Date

FROM: E. Nzalli, Assistant Training Officer

ALI/GU SCORE REPORT

The ALI/GU English Proficiency Tests were administered to

_____ on _____
Name Date

The results were:

Usage, Form _____ Score _____
Listening, Form _____ Score _____
Voc. & Read., Form _____ Score _____

Recommendation:
_____ weeks Intensive English
_____ 10-week Academic Workshop at ALI/GU

_____
Kris Werner
Test Administrator

Minimum Scores for Immediate Call-forward

	Academic Programs	Non-Academic Program
Usage	80	70
Listening	75	65
Voc. & Read.	65	-

See Handbook 10, App.A. for correlations between ALI/GU and TOEFL scores.