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ENGLISH LANGUAGE
AS A DEVELOPMENT
RESOURCE

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FOREWORD

The present study was commissioned by S&T/IT as a means of framing the main issues of English language as a tool for economic development, and recommending appropriate AID activities in the field of English language training. Given the vast scope of the subject matter, Creative Associates and S&T/IT agreed through a series of meetings and memoranda to clearly delineate the parameters of the study as follows.

1. The study is limited to two major areas in which English Language Competence (ELC) has an impact on development:
 - strengthening development assistance and technology transfer; and
 - encouraging U.S. private sector investment in developing countries.
2. The study was conducted as a selective survey of current suppliers and clients of English Language Training (ELT), and a review of relevant literature, resulting in a comprehensive bibliography on the subject.
3. Given the limitations of both the scope and the methodology, no survey of developing country officials is included. Instead, the study relies on the above-mentioned review of literature and interviewing in the United States.
4. The study considers non-ELT solutions to issues, but focuses its research primarily on questions of English Language Competence and requisite training.
5. The study takes an operational, rather than an academic or philosophical, approach to the issues addressed.

EXECUTIVE SUMMARY

BACKGROUND

This study, part of an on-going AID review of development assistance policy in general, and the planning and delivery of international training services in particular, was commissioned by the Office of International Training as one of a series of research initiatives on English Language Training. In the study, Creative Associates analyzes the extent to which English Language Competence (ELC) is a significant factor in developing countries' economic progress with regard to:

- the pursuit of development assistance transactions, and
- investment by the U.S. private sector.

The study analyzes the current demand and supply for ELT and the potential market for future AID-supported ELT investments. This analysis is presented in four stages:

- identifying critical shortfalls in meeting developing countries' ELC needs, constituting a potential demand for ELT services;
- reviewing the existing supply of ELT services responding to that demand, and the critical strengths and weaknesses of those services;
- isolating key ELT demand not being satisfactorily supplied by those existing ELT services, and assessing whether AID enjoys any comparative advantage that would argue in favor of its undertaking new ELT investments to address that unsatisfied development-related demand; and
- drawing conclusions and making recommendations to S&T/IT regarding any promising ELT investment opportunities for AID that appear to merit closer, pre-investment analysis.

The findings of the analysis, an extensive bibliography on English language-related topics, and a selective resource listing of English Language

Training programs in the United States and developing countries are presented in the body of the study.

METHODOLOGY AND APPROACH

Primary research was conducted through personal and telephone interviews of more than 60 individuals. Four categories of information sources were interviewed, representing both suppliers and clients of ELT services:

- public sector clients of developing country ELC, including representatives of development assistance agencies;
- private sector ELC clients, including representatives of U.S. firms doing business with, and in, developing countries;
- public sector ELT sponsors, including representatives of ELT units of development assistance agencies; and
- private sector suppliers providing ELT services to developing countries.

An extensive literature search and review of more than 240 books, reports, and articles on language policy, language training, development assistance, and international business, as well as other appropriate fields, was conducted to supplement the primary research.

To assure a constant focus on the two targeted ELC contexts, a set of standard questions was drafted, to be asked explicitly in the survey interviews, and implicitly in the literature search.

- Identifying potential ELT demand
 - Who in developing countries most needs ELC at the national, sectoral, and institution level, when, and why?
 - How much ELC is needed at both these levels, in terms of types of competence and degree of proficiency?
 - In which of the identified categories of top priority ELC needs are developing countries capabilities most

critically deficient: by region and country, by economic sector, by institution type, by individual discipline and position, and by type of ELC?

- Identifying and evaluating ELT supply
 - Which of the major ELT programs are currently responding to developing countries' ELC needs for "doing business" and "receiving development assistance"?
 - For these programs, what succeeds or fails and why?
- Identifying and evaluating ELT market
 - Which segments, if any, of the identified ELT demand are not being adequately satisfied by the ELT supply?
 - What considerations, if any, give AID a comparative advantage over other ELT "investors" in addressing those unmet needs?
- Drawing conclusions and making recommendations
 - What new AID ELT "investment" opportunities, if any, appear to be most promising?
 - What action plans can be recommended?

FINDINGS

Findings are presented in the study using the same framework employed in the data collection process, specifically by posing and responding to the questions outlined above.

Identifying Potential ELT Demand

The study identified three categories of developing countries in which ELC needs for development are acute:

- countries in which English is not widely known by host-country nationals, whose dominant national language is not widely known by foreigners, and yet increasing international activity is making improved communication capabilities imperative; for example, China, Indonesia, and Turkey;

- countries in which English is not widely known by host-country nationals, but another major international language is prominent: for example, French-speaking African countries, Arabic-speaking Middle Eastern countries, and Spanish-speaking Latin American countries;
- countries in which English is an official or semiofficial language but improved ELC nevertheless remains important: for example, countries where English is the internal "link language" among tribes or linguistic groups (as in India, Kenya, Nigeria, and Papua New Guinea); and countries in which English usage and education are coming under heavy nationalist pressure (as in Malaysia, Pakistan, and Sri Lanka).

Specialized economic sectors in developing countries with acute ELC requirements are science and technology transfer, telecommunications, civil aviation, shipping, tourism, and banking.

English today is the language of international science. The following characteristics define the scientific community in developing countries and thus its ELC requirements:

- an elaborate and highly effective worldwide network of communication that operates among scientists, cutting across national, political, religious, ideological, social, ethnic, and chronological differences;
- a communication system, relying on the number of publishing authors, the number of publications, and the number of citations; and
- an interaction and communication, which are among the most essential tools of scientific work, and which represent at the same time the most pervasive area of deficiency for scientists in developing countries.

Similarly, informants agreed that English is the technical language of international telecommunications. For example, English is the medium for all operational message transmissions to and from INTELSAT's 170 user states' earth stations. (INTELSAT's 15 telecommunications satellites carry 95 percent of all international television traffic and 60 percent of all international telephone traffic.)

The study also provides case studies for civil aviation and tourism.

Key categories of professionals and other employees in developing country institutions who most need ELC to conduct international business transactions and/or conduct development assistance transactions were identified as the following:

In business

- local mid-level managers;
- emerging entrepreneurs;
- skilled technicians and tradesmen;
- clerical support staff of U.S. and host-country firms;
- mid-level civil servants regulating activities of foreign firms; and
- students of business.

In development assistance

- candidates for participant training;
- host-country nationals working with donors; and
- civil servants assisting key policymakers.

Identifying and Evaluating ELT Supply

In the United States, there are 398 Intensive English and preacademic programs. In addition, English language courses and orientation programs are offered at 275 universities and ESL programs have been identified at 48 private secondary schools. Numerous private schools and institutes also offer ELT programs.

In developing countries, English language programs are offered by USIS, the Peace Corps, the British Council, Binational Centers, commercial schools, technical institutes, and business and industrial training programs. The two major types of English training are General English, for purposes of

communication or cultural exchange, and English for Special Purposes (ESP), for science and technology, academic purposes, or other content needs.

There is a consensus in the literature and in the responses received from the individuals interviewed that ELT should be targeted. Programs need to respond to clear learning goals and require integration of other objectives related to either the training activity itself or a development or investment goal. Beyond clearly defined objectives required in any training program, ELT should be considered a development activity rather than a prerequisite to development assistance. Whether the language training is to enhance the potential for U.S. investment in the private sector or to facilitate short- and long-term participant training, the value of ELT as a development tool is evident in the access it affords to technical information, technology transfer, and as a base for private sector activities.

English Language Training Offered In-Country

English Language Training offered in-country works best when it is designed to correspond to specific needs. AID-sponsored evaluations and the general literature are consistent in their recommendations for three types of tailored approaches to ELT:

- academic English and skills training for individuals pursuing U.S. academic training;
- minimal vocational English training for short-term technical training in English, or survival English for short-term technical training in the mother tongue or first language; and
- ESP for development assistance activities that will take place in-country or through technical training abroad.

In-country ELT is most efficient and effective when in these circumstances.

- Training is intended as a preliminary screening device for training in an English-speaking environment.
- ELT is offered as an intensive program rather than an in-service or part-time program.

- ELT is for short-term training and an appropriate ESP course is available.
- There is coordination between the curriculum offered in the in-country program and subsequent study taking place in an English-speaking country.
- ELT facilities are supplemented through USIS, USAID, or British Council texts, curriculum development, teacher training, and facilities.
- In-country centers are administered by appropriately credentialed and trained staff.

The major problems identified in both the literature and in interviews regarding in-country ELT were:

- lack of quality control over teaching and administration of programs;
- limited flexibility in the curriculum and program offerings;
- a non-English-speaking environment that does not provide opportunities for practicing English;
- a program tendency to train for testing when programs are oriented toward EAP or other AID/donor requirements;
- a generalized English-for-communication approach when programs are not affiliated with donor programs;
- programs located in urban centers, which may require displacement of students from jobs or homes;
- insufficient number of local non-urban-based ELT programs;
- limited creativity and appropriateness of teaching materials; and
- a failure to provide an environment that would orient the student to general academic skills required for future program success, when the programs are intended for pre-academic ELT.

English Language Training Offered in the United States

English Language Training offered in the United States has the advantage of an English-speaking environment, generally better-organized programs staffed with more highly trained personnel, and a wider choice of specialized

programs. Disadvantages include the expense, compared to in-country training, and the necessity of taking individuals away from their home and work environment for longer periods. There is no clear consensus among client groups as to the preferability of university-based or private training.

Types of business-related training identified include in-company ELT such as those found at Caterpillar or the Credito Italiano, U.S.-based academic training such as AID has established for Egypt and Indonesia, and brief workshops such as the Council for International Understanding Institute tutorials or the ASEAN/US Business Council's workshops.

To date, AID has limited its ELT for development assistance to participants of Agency-funded training programs. These English programs are generally in-country with "topping off" in the United States through English-for-Academic-Purposes courses, either at universities or private institutions.

Caveats for ELT Activities

In the course of this survey, two notes of caution recur again and again. One is that ELT is unavoidably difficult to conduct successfully. It takes a long time, not only for the training sessions themselves, but also for serious refresher training. This time requirement implies a sustained commitment by trainees and their employers, both of which are often already overextended. Successful ELT also takes a high degree of specialized trainer skill, and of course, it requires money. There is simply no "quick fix" for effective English language training.

Respondents' second note of caution is that language is unavoidably a highly sensitive political subject. Especially in the Latin American context, but also potentially in Francophone West Africa and South Asia, AID must expect its motives for promoting new ELT initiatives to be questioned. Almost no survey respondent considers this issue sufficient cause for AID to avoid

such initiatives however, especially since the perceived ELC needs are so acute. Rather, the consensus is that AID should get more involved as an ELT-for-development sponsor, but that in doing so, it will have to pick its projects carefully and with sensitivity.

Identifying and Evaluating ELT Market

Survey interviewees felt AID enjoys a definite comparative advantage over other ELT sponsors or suppliers. Two factors were mentioned by interviewees as creating opportunities for a constructive increase in AID activity: the prevailing ELT demand/supply ratio; and AID's in-place ELT resources and cumulative ELT experience.

Drawing Conclusions and Making Recommendations

Conclusions

The most basic conclusion that emerges from this study's findings is that there is an acute, increasing need for improved ELC (and hence for expanded ELT) to enhance developing countries' effectiveness in doing business with U.S. firms and in receiving U.S. development assistance. Developing countries need ELC, and therefore ELT, for many reasons.

- English is the dominant international language.
- Third World contacts with U.S. business are on the rise.
- Developing countries' dependence on development assistance, especially in Africa, remains severe.
- For the most part, private and public sector Americans speak only English.
- English is the language of international science and technology.
- Newly industrializing countries need strengthened English communication skills to help their economies shift from production for domestic consumption into production for export markets.

- In competitive international markets, sellers must make their prospective customers comfortable, and for American customers, comfort includes doing business in English.
- Nationalist language pressures are dramatically reducing ELC.
- Increased levels of AID-sponsored participant training, especially among disadvantaged populations, are reflected in decreasing ELC among participants.

Two additional major themes can be derived from the survey findings. One concerns ELT demand, and the other, supply. First, English language as a development resource is a means to an end, not an end in itself. Developing country institutions and professionals primarily seek from improved ELC power, in the form of enhanced access to information and enhanced interaction with American and international institutions in the commercial and development assistance arenas. The ELC needs of these parties are specialized, technical, and limited--in effect, narrow but deep. The ELC required for the above purposes must be culturally appropriate.

Second, the potential contribution of English language as a development resource can best be achieved by designing development assistance interventions not as gifts, but as services. The core concept here is responsiveness. A service orientation requires careful needs assessments, since ELC needs vary demonstrably among countries, sectors, institutions, and jobs within institutions. Service means responsive ELT programs to fit the assessed needs of the employer as well as of the learner. It means setting specific learning objectives and being accountable for meeting those objectives. It requires user friendliness or appropriate technology. Beyond this, since power is the ultimate demand objective, the corresponding supply objective should be empowerment. To accomplish this, the developing country "consumers" must themselves perceive their ELC need and must control the service's specifications, that is, the substance and procedures of the

development assistance inputs. A commitment to service includes a commitment to planned maintenance--a program of continuing interventions to sustain and advance the initial English language learning. A continuing commitment, recognizing that improved ELC must function within a specific local environment, a service orientation accepts that strengthening ELC is, inescapably, an institutional development undertaking.

The study concludes that new AID interventions to improve developing country ELC seem highly justified. In part, this is due to the considerations cited in the study findings. Equally important, however, is the fact that increased action in this area would directly serve all four AID policy priorities.

LINKAGES BETWEEN ELC AND AID POLICY PILLARS

AID PILLAR	ELC EFFECT
A. Institutional Development	Enhances the exchange of technical assistance for institutional development. Provides common language for institutional linkages and empowers developing country institutions with enhanced access to information and access to technology essential for institutional development.
B. Policy Dialogue	Assists discussions, workshops, seminars, and informal meetings between local and national leaders and donors.
C. Private Sector Development	Improves communication between businesses both written and oral; reduces misunderstandings and increases effectiveness of development assistance to promote privatization.
D. Technology Transfer	Reduces time of transfer from United States to developing countries; increases likelihood of transfer; assists to develop new markets.

Moreover, ELT represents a sound development assistance investment for AID because of its relative low cost and high returns. Improved ELC opens doors for developing country trainees, producing a lasting impact, as the trainees continue to advance professionally on the basis of their acquired language facility. ELC also has direct benefits for private and public sector U.S. institutions interacting with the trainees and their employers. ELT has good prospects for success because, at its best, it responds to felt needs and promotes development from the bottom up.

Recommendations

ELT-Related

1. Create two series of pilot workshops: one on communicating with U.S. businesses for developing country nationals and one on development management communications.
2. Assist existing programs by: AID sponsorship of further refinement and dissemination of English for Special Purposes programs in the public and private sectors; and strengthening university-based English for Academic Purposes programs to standardize and upgrade ELT for AID participants.
3. Assist in the development of subject-specific institutes with ELT/ESP programs modeled after the Economics Institute at Boulder, Colorado.

Non-ELT-Related

1. Provide English-language technical journals and other materials to developing country institutions.
2. Develop U.S. foreign language competence in key languages for development assistance and enhanced private sector investment.

INTRODUCTION

BACKGROUND AND SCOPE

This study, part of an ongoing AID review of development assistance policy in general, and of the planning and delivery of international training services in particular, was commissioned by the Office of International Training (S&T/IT) as one of a series of research initiatives on English Language Training (ELT). While AID has limited its activities in ELT over the last decade almost exclusively to participant training, there has been a renewed interest in recent months in the broader issues of the role English plays, or could play, in international development. This renewed interest is, in part, a consequence of Administrator McPherson's suggestion that AID examine the implications of language policy issues on U.S. interests abroad, and consider the expansion of the use of English as a development resource. Within this orientation, Creative Associates (CA) was requested to conduct a study analyzing the extent to which English Language Competence (ELC) is a significant factor in developing countries' economic progress and providing specific suggestions for AID intervention in ELT-related areas.

Creative Associates has structured its research to concentrate on two specific contexts in which ELC can have an impact on economic development.

These are:

- the pursuit of development assistance activities, especially with AID (e.g., participant training and other involvement of local nationals in development projects and programs); and
- investment by the U.S. private sector in a given developing country.

These contexts were chosen because they permit a focus on the "four pillars" of AID policy: institutional development, policy dialogue, transfer

of technology, and private sector development. To assure the practical orientation desired by AID, CA has structured the study as a development assistance management exercise with the objective of producing operational information for AID policymakers and strategic planners. It includes recommendations for high-priority AID interventions and a database for future English language-related AID policymaking, consisting of a roster of leading institutions active in the areas examined by the study and a bibliography of relevant professional literature.

Further, the study has been approached as an analysis of the current demand and supply for ELT, and the potential market for future AID-supported ELT investments. This analysis is presented in four stages:

- identifying critical shortfalls in meeting developing countries' ELC needs, constituting a potential demand for ELT services;
- reviewing the existing supply of ELT services responding to that demand, and the critical strengths and weaknesses of those services;
- isolating key ELT demand not being satisfactorily supplied by those existing ELT services, and assessing whether AID enjoys any comparative advantage that would argue in favor of its undertaking new ELT investments to address that unsatisfied development-related demand; and
- drawing conclusions and making recommendations to S&T/IT regarding any promising ELT investment opportunities for AID that appear to merit closer, pre-investment analysis.

STUDY METHODOLOGY

The study used two research methods: primary research in the form of more than 60 in-person and telephone interviews, and secondary research in the form of an extensive literature search, with a review of more than 240 articles, books, and reports.

Four categories of information sources were interviewed, representing both suppliers and clients of ELT services:

- public-sector clients of developing country ELC, including representatives of development assistance agencies;
- private-sector ELC clients, including representatives of U.S. firms doing business with, and in, developing countries;
- public-sector ELT sponsors, including representatives of ELT units of development assistance agencies; and
- private-sector suppliers providing ELT services to developing countries.

A comprehensive literature search was conducted, covering language training, language policy, development assistance, international business in developing countries, cross-cultural communication, and other appropriate fields and subfields. Sources of literature included the Library of Congress, the CDIE library at AID, ERIC searches, and university libraries in the Washington, D.C., area. An extensive bibliography is included in this report.

To assure a constant focus on the two targeted ELC contexts, a set of standard questions was drafted, to be asked explicitly in the survey interviews, and implicitly in the literature search.

- Identifying potential ELT demand
 - Who in developing countries most needs ELC at the national, sectoral, and institution level, when and why?
 - How much ELC is needed at both these levels, in terms of types of competence and degree of proficiency?
 - In which of the identified categories of top-priority ELC needs are current developing countries capabilities most critically deficient: by region and country, by economic sector, by institution type, by individual discipline and position, and by type of ELC?
- Identifying and evaluating ELT supply
 - Which of the major ELT programs are currently responding to developing countries' ELC needs for "doing business" and "receiving development assistance"?

- For these programs, what succeeds or fails and why?
- Identifying and evaluating ELT market
 - Which segments, if any, of the identified ELT demand are not being adequately satisfied by the ELT supply?
 - What considerations, if any, give AID a comparative advantage over other ELT "investors" in addressing those unmet needs?
- Drawing conclusions and making recommendations
 - What new AID ELT "investment" opportunities, if any, appear to be most promising?
 - What action plans can be recommended?

FINDINGS

This section of the study presents findings, with supporting evidence, collected and synthesized from interviews and literature searches. The presentation uses the same framework employed in the collection process, specifically by posing and responding to the following questions.

- What are the critical shortfalls in developing countries' English Language Competence (ELC) that give rise to potential English Language Training (ELT) demand?
- What are the principal ELT programs currently responding to these shortfalls by supplying ELT services to meet the demand?
- Given this demand/supply, what considerations, if any, favor AID's sponsoring additional ELT initiatives?

To identify critical ELC shortfalls, the survey posed the question, "Who in developing countries most needs improved ELC?" The findings report responses to this question in terms of:

- key countries;
- sectors;
- industries; and
- individual job categories and positions.

Findings related to existing ELC supply identify the principal types and suppliers of programs, and then identify some of their main strengths and weaknesses. Findings related to the merits of additional AID involvement summarize key opportunities for the Agency that were anticipated by survey information sources.

CRITICAL SHORTFALLS IN DEVELOPING COUNTRIES' ELC NEEDS

Country Needs

English language is an essential resource for international communication in general and for the development process in particular. Evidence of the overall importance of ELC for developing countries is readily available.

- English is used today by an estimated 750 million to 1 billion people worldwide. "It is more widely scattered, more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language."¹
- English is the native language of five developing countries: the Bahamas, Barbados, Grenada, Jamaica, and Trinidad and Tobago.
- English is the official or semiofficial language often used in the conduct of government in 32 developing countries: Botswana, Cameroon, Ethiopia, the Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritius, Namibia, Nigeria, Sierra Leone, the Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe, in Africa; Bangladesh, Burma, Fiji, India, Malaysia, Pakistan, the Philippines, Singapore, Sri Lanka, Tonga, and Western Samoa, in Asia and the Pacific; and Israel and Malta in the Middle East/Mediterranean.
- English is required in school or is studied widely in 40 developing countries: Brazil, Colombia, Costa Rica, Cuba, the Dominican Republic, Honduras, Mexico, and Venezuela in Latin America; Greece, Portugal, and Romania in Europe; Algeria, Angola, Burkina Faso, Burundi, Central African Republic, Chad, Gabon, Guinea, Ivory Coast, Libya, Madagascar, Morocco, Niger, Senegal, Togo, and Zaire in Africa; Egypt, Jordan, North Yemen, Saudi Arabia, Syria, and Turkey in the Middle East; and Afghanistan, China, Hong Kong, Indonesia, Nepal, South Korea, and Thailand, in Asia.²

¹R., McCrum, W. Cran, and R. MacNeil, The Story of English. New York: Viking, p. 19 and "The New English Empire," The Economist, December 10, 1986, p. 127-131.

²"English Out to Conquer the World," U.S. News & World Report, February 18, 1985, p. 49.

- English is prominent in all of the major industrialized countries of the world. In fact, major European multinational corporations, including Philips of the Netherlands, Hoffman-LaRoche of Switzerland, and Volvo of Sweden, have adopted English as their official language.³
- It has been claimed that, by the year 2000, there will probably be more blacks in Africa and the Western Hemisphere speaking English as their native language than there will be British citizens; and that fully two-thirds of black Africa is in the process of becoming English speaking.⁴
- English is the universal language of basic science.⁵
- English is the common denominator for communication in key international technologies including oil, metallurgy, chemistry, space science, and data-processing.⁶ For example, English is the medium for 80 percent of the information stored in the world's computers.⁷

The study identifies three categories of developing countries in which interview sources and the literature tend to agree that ELC needs for development are acute, listed in order of diminishing severity of need.

- Countries in which English is not widely known by host-country nationals, whose dominant national language is not widely known by foreigners, and yet increasing international activity is making improved communication capabilities imperative; for example, China, Indonesia, and Turkey
- Countries in which English is not widely known by host-country nationals, but another major international language is prominent: for example, French-speaking African countries, Arabic-speaking Middle Eastern countries, and Spanish-speaking Latin American countries

³J.D. Daniels, E.W. Ugram, and L. Radebaugh, International Business: Environments and Operations. Reading, Mass: Addison-Wesley Pub., 1979, p. 512.

⁴A. Mazrui, The Political Sociology of the English Language. The Hague: Mouton, 1975, p. 9.

⁵Roger Doyon, Head, Developing Country Section, Division of International Programs, National Science Foundation: Survey interview.

⁶J. Ross-Skinner, "English Spoken Here," Dunn's Review, March 1977, p. 56.

⁷The Story of English, p. 20, (see footnote 1).

- Countries in which English is an official or semiofficial language but improved ELC nevertheless remains important: for example, countries where English is the internal "link language" among tribes or linguistic groups (as in India, Kenya, Nigeria, and Papua New Guinea) and countries in which English usage and education are coming under heavy nationalist pressure (as in Malaysia, Pakistan, and Sri Lanka)

Evidence supporting the first two categories is reported in case studies reviewed in subsequent sections. China's ELC needs, which typify those of developing countries in the first of the above groups, are reported under the telecommunications section of the report. The special ELC needs of Latin American and Francophone African countries, which are representative of the second category, are treated below in the context of English needed for conducting international business.

Malaysia⁸ is a good example of a country undergoing nationalist pressures for local language primacy of the type described in the third category. In Malaysia, English-medium education and English usage in government and commerce were two legacies of the British Empire at independence in 1957. The principal beneficiaries of this were aristocratic Malay civil servants and elite Chinese entrepreneurs. By 1983, the Malaysian Government was struggling simultaneously to reduce the disadvantages of "bumiputra" Bahasa-speaking Malays (especially vis-a-vis prosperous Chinese and Indian minorities), and to respond to growing, Islamic-inspired fundamentalist agitation. Language and education policies were among the Government's chosen instruments for promoting shifts in economic and political power. For example, regulations were promulgated making Bahasa the sole

⁸The chief source of the information cited in this descriptive example is Business International Asia/Pacific, Ltd., "Business Prospects in Malaysia: Coping with Change in a New Era," February 1983, pp. 25-27.

medium of instruction in Malaysian universities and the sole language for primary- and secondary-school teachers' manuals. The long-term impact of such directives on the ability of Malaysians to conduct international public and private sector transactions in English may be profound.

Sector Needs

The study confirmed that certain specialized economic sectors and international activities present developing countries with unusually acute ELC needs. Examples include science and technology, telecommunications, civil aviation, shipping, tourism, and banking.⁹ Brief case studies from several of these areas help illustrate key distinctions among sectors.

Science

In his previously-noted survey interview (see footnote 5), Roger Doyon of the National Science Foundation contended that English today is the language of international science, just as German and French were 50 years ago. He explained that the operational reality for a developing country scientist is the near impossibility of getting by professionally without ELC. Scientists need reading competence to keep up with their respective fields, speaking and

⁹It is interesting to compare the survey's findings with a 1975 study's identification of 15 key areas of contact between neighboring developing countries that require a mutually understandable international language. These included civil service correspondence, diplomacy, subregional economic development collaboration, commerce and marketing, banking and currency exchange, law, interaction between armies, shipping and customs, border post contact, air travel and air traffic control, tourism, and public communications. See C. Treffgaine, The Role of English and French as Languages of Communication between Anglophone and Francophone West African States London: African Education Trust Fund, 1975, pp. 11-35. A more recent study cites statistics indicating that 90 percent of the world's mail circulates in English: E.P. Hibbert, The Principles and Practice of Export Marketing, London: Heinemann, 1985, p. 158. If accurate, this figure has major implications for developing countries' ELC needs, notwithstanding the rapid automation of mail handling.

comprehension competence to participate actively in significant international conferences, and writing competence to publish in prominent, international journals.

Professor Moravcsik's article¹⁰ on this subject provides strong support for Mr. Doyon's position that the ability to conduct professional communication internationally is essential for developing country scientists. The major points of his article are that the following characteristics exist in the scientific community:

- an elaborate and highly effective worldwide network of communication that operates among scientists, cutting across national, political, religious, ideological, social, ethnic, and chronological differences;
- a communication system, relying on the number of publishing authors, the number of publications, and the number of citations; and
- an interaction and communication, which are among the most essential tools of scientific work, and which represent at the same time the most pervasive area of deficiency for scientists in developing countries.

The same author said in an earlier essay, "Scientists have an international language (a jargon compounded of mathematical symbols and broken English), commute tirelessly to countless international conferences, communicate through truly international journals, and migrate from country to country with very slight disruption of their scientific output."¹¹

¹⁰M.J. Moravcsik, "The Scientist or Scholar Interacts: Communication and Inter-personal Relations in the Developing Countries," in Professional Integration: A Guide for Students from the Developing World, edited by M.A.G. Hood and K.J. Schaffer. Washington, D.C.: National Association for Foreign Student Affairs, 1983, pp. 25-45.

¹¹M.J. Moravcsik, and J.M. Ziman, "Paradisia and Dominatia: Science and the Developing World," Foreign Affairs, vol.53, 4, p. 713.

Telecommunications

The pervasiveness of developing countries' ELC needs in the telecommunications sector was brought out in survey interviews with INTELSAT officers, Mr. Aemro Arraya, Manager of Policy Analysis and Development Affairs, and Mr. Patrick McDugal, Senior Development Officer. These informants agreed that English is the technical language of international telecommunications. For example, it is the medium for all operational message transmissions to and from INTELSAT's 170 user states' earth stations. (INTELSAT's 15 telecommunications satellites carry 95 percent of all international television traffic and 60 percent of all international telephone traffic.)

English is also required of the INTELSAT system's engineers responsible for installing, operating, and maintaining the users' equipment. The engineers need and use English for technology transfer; reading hardware catalogs and manuals (virtually all of which are in English, even those of Japanese manufacturers); ordering equipment, spare parts, and supplies; and exchanging technical information on the maintenance of costly foreign hardware after purchase. INTELSAT's experience has confirmed that severe operating and maintenance problems await any of its system's developing country engineers with limited ELC. (In this context, Francophone Africa has proved the system's weakest zone.)

English is also the working language of INTELSAT headquarters in Washington, D.C. Interestingly, however, the organization's other two official languages, French and Spanish, are used as frequently as English for the system's diplomatic, political, business, and marketing communications, as opposed to its technical communication. This seems to reinforce the theory of the preeminent role of English as the language of technology.

Some similar telecommunications ELC needs were identified at the Hong Kong Telephone Company in that developing country institution's first management development program.¹² A needs assessment conducted for that program pinpointed the specific categories of employees required to use English in their jobs: directory assistance operators, overseas operators, purchasing staff, some members of the finance department, and some members "of almost every department" to constitute an internal and external English language communications network. English as a Second Language (ESL) consultants retained by the company helped determine whether these key employees required writing or speaking skills or both, their current ELC, and the specific level of proficiency required. ELT courses were then designed to respond to the assessed needs. Interestingly, the management development program found it could greatly increase the program's impact and effectiveness by abandoning its initial assumption that all of the company's managers and supervisors needed ELC, and by switching from English to Cantonese as the medium of management instruction. The latter accommodation permitted the trainees to concentrate on the substance of the new management techniques without having to filter the information through a relatively unfamiliar language. (Written training materials were kept in English but distributed in advance to provide sufficient time for reading and understanding.)

Additional evidence of developing countries' ELC needs in the telecommunications sector was offered by a survey interview with Mr. Leo Millstein, an American lawyer representing the Chinese Government's telecommunications satellite-launching company. Mr. Millstein confirmed that

¹²D. Roberts, "Inside Story," Training & Development Journal, October 1984, pp. 26-27.

his Chinese clients must use English language to successfully sell their launching services internationally. In large part, this is because English is universally used for all technical telecommunications transactions. (He noted that even the language-proud French draft their launch contracts in English.) Like their French competitors, the Chinese are obliged to adapt to the language preference of their main customers: American corporations and INTELSAT.

Not only are transactions for the sale of cargo space on a launch vehicle conducted in English, but those transactions take place in the United States. For the Chinese, sending marketing delegations to the United States creates an additional need to learn English--English, moreover, which is highly technical, given the subject matter negotiated. Negotiations involve aspects of aeronautical engineering, jet propulsion, mechanical engineering, international commerce, law, finance, and insurance. The ELC required is both oral (speaking and understanding) and written (reading and drafting technical and contractual documents).

All of these considerations conspire to require the Chinese sales representatives to learn English. They are doing so rapidly, along with millions of their countrymen. (It has been estimated that there are 250 million Chinese currently studying English; more than the entire population of the United States.)¹³ But in the telecommunications satellite-launching subsector, technical expertise is needed to complement language competence. For the immediate future, the Chinese negotiating delegations to the United States will continue to consist of Chinese-speaking technicians supported by crews of non-technical interpreters. This makes for cumbersome negotiations,

¹³"The New English Empire," (See footnote 2).

but Mr. Millstein believes it will take many years for the Chinese to achieve fully functional ELC in this important export services subsector.

Civil Aviation

According to Mr. Harry Atterton, Director of Public Relations for the International Air Transport Association (IATA), English is "the language of the air." For an international industry where safety is of prime importance, it is understandable why an operational link language is imperative. Pilots must not only understand and be understood, but they must also be able to hear the exchanges between all other pilots and air traffic control stations, so that they may be aware of all aircraft positions and any impending danger. Mr. Atterton pointed out that the English used for flying is a highly specialized technical idiom. He therefore expressed the opinion that, while ELC levels prevailing in civil aviation operation might be inadequate for fluent general conversation, they are adequate worldwide, including in developing countries, for the narrower needs of air traffic control.

As opposed to technical communications used in actual flying, he added that English for the conduct of airline business is not as institutionalized. As a general rule, IATA and other international meetings of the civil aviation industry are conducted in English. However, regional meetings might well be conducted in the language of the host region. IATA's annual meeting is conducted in English, but simultaneous interpretation is provided in French, Arabic, and Spanish. These uses of languages other than English notwithstanding, Mr. Atterton insisted that anyone in the airline industry lacking ELC would be seriously disadvantaged.

Tourism

In the international hospitality industry, according to Mr. Monroe Morris, Director of Personnel Administration for Inter-Continental Hotels, a

multilingual capability is required, primarily by those who interact with the traveling public. Hotel guests expect to be understood and to be able to communicate their needs. Since the hotel industry attempts to establish and maintain a uniform standard of quality in serving the public, ELC has consequently become a chief hiring criterion for appropriate categories of hotel employees. (In general terms, the latter distinction is between "guest contact" positions and "back-of-house" positions.) Although it is recognized by the industry that English is the language most often spoken by a great majority of the traveling public, Mr. Morris stressed the preferability of staff multilingualism. His views on the preceding issues were consistently endorsed and shared by Mr. Joast Mulder, Regional Director for Human Resources for the Marriott Corporation.

Institutional Needs

The study next considers the needs of key categories of professionals and other employees in developing country institutions, addressing needs in the two contexts selected for principal attention:

- conducting international business transactions, especially with U.S. firms; and
- conducting development assistance transactions, especially with AID.

In approaching the problem of identifying institutional needs the study asked, "In these two central contexts, which individuals most need improved ELC?"

A preliminary finding applicable to both contexts is that, with one noted exception, the identified target groups are not the elites, but are one and two socioeconomic levels below the elites. In the public and private sectors, the study shows the top level of developing country leaders and managers often have adequate English language skills. This reflects the privilege associated

with superior education, often culminating in university study in the United States or Europe. The ELC shortfall is most acute among middle managers and technicians who are socioeconomically at the top of the "ordinary" working population. Our interviews and readings produced repeated, consistent evidence that these are the groups most worthy of any AID/ELT initiatives.

An exception may occur in Francophone West Africa, where evidence indicates that the French-educated and culturally influenced elites most need improved ELC because they generally lack grounding in English, given their orientation to, and identification with, the French metropolis. In this subregion, ELC is generally stronger among mid-level managers and bureaucrats who have to interact with counterparts in neighboring Anglophone states, as well as with English-speaking Asian (for example, Indian and Pakistani) merchants and suppliers.

ELC Needed to Conduct Business with U.S. Firms

Private and public-sector institutions in all developing countries want to do business with U.S. firms for a number of obvious reasons. The United States is a leading source of capital for direct foreign investment, of commercial bank loans, and of technology for transfer. For most of the Third World, the United States is a major trading partner. (In dollar terms, the volume of U.S. trade with developing countries is greater than with Europe and Japan combined). As bank lending slows down, direct investment is again becoming more attractive to both host countries and foreign investors. Meanwhile, the pressures to make structural adjustments imposed by the major donor agencies tend to push developing countries to privatize and divest state holdings, making their economies more receptive to participation by U.S. multinational corporations (MNCs). Further, the value of the dollar continues

to drop. For these and other reasons, doing business with U.S. firms is today perhaps more attractive to developing countries than at any time in nearly twenty years.

One problem for developing countries in this sphere, however, is that virtually all transactions take place in English. Most U.S. MNCs are essentially monolingual. Repeated studies have shown that U.S. firms seldom consider foreign language capabilities a significant qualification for their executives' overseas placements. The majority of these individuals conduct all their international business transactions, oral and written, in English. Their technology is documented in English, and their in-house managerial and technical training of host-country nationals is conducted in English.¹⁴ For developing country customers, suppliers, and employees of these U.S. firms, this "one language policy" constitutes a strong inducement to meet the Americans on their own linguistic ground. To acknowledge this reality is not to defend it. One may well prefer U.S. firms to address their own foreign language weaknesses. Many such initiatives are under way, particularly as competition among MNCs from different home countries intensifies. But, as noted earlier, even Japanese and European firms often use English as their operational medium of communication with developing countries. The lesson for developing country institutions and nationals wishing to do business with U.S. firms is plain: LEARN ENGLISH.

Who are the developing-country nationals who most need improved ELC for these purposes? The study identifies six principal groups:

- local mid-level managers branches or subsidiaries of U.S. MNCs in developing countries;

¹⁴See, for example, Marianne Inman, Foreign Languages, English as a Second Language, and the U.S. Multinational Corporation, Center for Applied Linguistics, 1979.

- emerging entrepreneurs;
- skilled technicians and tradesmen;
- clerical support staff of U.S. and host-country firms doing international business;
- mid-level host-country bureaucrats regulating the local activities of foreign firms; and
- students of business.

Each of these groups has distinct ELC needs.

Local Mid-level Managers in U.S. MNCs

The past decade has seen a major push by U.S. and other multinational corporations to localize their management in developing countries. In Asia in particular, this trend has been driven by host governments' political pressures.¹⁵ For example, Indonesian and Malaysian regulations require companies to have a stated indigenization policy and to show how expatriate staffs will be reduced. Other factors prevailing in all developing countries include firms' recognition that local executives are far cheaper to compensate than U.S. personnel, who generally earn higher salaries plus overseas allowances. As noted, corporate U.S. personnel assigned overseas probably don't know the local language, many will have a hard cross-cultural adjustment, and many often will resent being "banished" from the fast track of the home office.¹⁶ By contrast, local managers know the local environment and their morale will be most likely boosted if expatriate domination of top-level posts is visibly reduced. Thus, for ambitious local mid-level

¹⁵See Business International, The Asian Manager: Recruiting, Training and Retraining Executives. Hong Kong: B.I. Asia Pacific, Ltd., 1982, pp. 15-25.

¹⁶See Business International, World Wide Executive Compensation and Human Resource Planning. B.I. Asia Pacific, Ltd., Hong Kong, 1982, pp. 23-26.

managers, ELC is one key to advancement. Localization policies create the potential but English skills are needed to take advantage of the opportunities for job advancement that these policies offer.

Emerging Entrepreneurs¹⁷

Beneath the elite, foreign-educated leaders of business in many developing countries are middle-class entrepreneurs. These include small industrialists and business owners, as well as heads of cooperatives. Many have university educations from local universities and they are a potent force for economic development. In Latin America, for example, small to medium-sized enterprises generate 30 percent of total economic production. For these entrepreneurs, ELC is needed to import capital equipment, to learn of new technical and commercial developments, and to promote exports. Less directly but equally important, this group widely perceives ELC as a prerequisite for professional and social advancement. These private-sector agents of economic change clearly see their self-interest in strengthening their English language skills. English can also operate as a catalyst for innovation and risk taking, not only because it gives access to new ideas capable of local adaptation, but because it broadens the sphere of influence available to the individual in economic as well as political terms.

Technicians and Skilled Tradesmen

Like small business owners, these developing country nationals also need improved ELC for business purposes. Their ranks include mechanics and electricians eager to read equipment catalogs and maintenance manuals, and

¹⁷This discussion and the one immediately following draw mainly on descriptions of the Latin American environment offered by survey interviewees at the InterAmerican Bank and other institutions whose names and titles appear in Annex B. The main points should generally hold true, however, with appropriate adjustments, for other Third World regions.

union leaders reaching out for international ties. Unlike the entrepreneurs previously described, the technicians' principal need is for reading skills. For them, oral comprehension and writing proficiency will probably be less important.

Clerical Support Staff

Office personnel in U.S. MNC branches, and local personnel for foreign-business-regulating bureaucracies all need practical ELC. In reality, these workers conduct much of the total volume of international business communication. Yet in many Third World centers (for example, Bangkok, Kuala Lumpur, Jakarta, Seoul, and Taipei in the East Asian subregion), the lack of English-speaking clerical support is a major obstacle to business development.¹⁸

Business Regulators

Although they are not members of the business community themselves, in many, if not most, developing countries, bureaucrats who regulate aspects of the operations of MNCs in their countries and carry out other government functions related to commerce may be the persons who most need improved ELC for business purposes. These individuals regulate imports and exports, customs duties, taxes, and licenses--all of the legal permissions and refusals that determine the viability of foreign firms' local activities and local firms' foreign activities.

Students of Business

Students of business represent a group whose ELC requirements do not have an impact on current private sector activities but whose future effect will be essential. These individuals represent the pool of managers and entrepreneurs

¹⁸Hong Kong Business International, New Business Strategies for Developing Asia, 1983-1990, 1984.

who will support their country's private sector development over the next twenty years. As such, they are an important sub-group whose language skills need to be developed in conjunction with business acumen.

ELC Needed to Receive U.S. Development Assistance

In this second central context of the study, the survey detects three groups of developing country nationals who might benefit most from improved ELC:

- candidates for AID-sponsored participant training;
- civil servants assisting key policymakers; and
- host-country nationals who are working with donors on the implementation of development assistance projects.

Participants

The English language needs of AID-sponsored participants will receive detailed analysis in the companion AED study. Here, a few brief observations will suffice. There is a consensus in the literature, endorsed by our interviewees, that adequate ELC is a prerequisite for a successful participant training experience. This holds true not merely for classroom learning but also for giving the trainee more general access to the American environment. Just what kind and degree of ELC a participant needs depends on the nature and duration of his or her visit. For example, a solid command of academic English will be required for long-term degree candidates. "Survival English" may suffice for short-term training that is to be conducted in another language in the United States, while technical training may demand English for Special Purposes (ESP).¹⁹

¹⁹J.A. Crandall, P. Miller, C. Spohnholz, A. Wederspahn, English Language Assessment in Central America, Center for Applied Linguistics, 1985, pp. 5-8.

Survey findings further indicate that current levels of participants' ELC are inadequate and probably getting worse. The 1986 J.P. Associates study concluded, for example, that 65 percent of new FY84 AID-financed academic participants needed pre-arrival English Language Training, and that poor ELC was an obstacle to successful participant training, so that there was some wastage of AID's resources.²⁰ Explanations for the widely shared view that participants' ELC is deteriorating included the observation that AID is now targeting lower socioeconomic status participants and expanding its participant training program in general.²¹ Other interview sources pointed to the deteriorating quality of English language education in the participants' home countries, in part due to nationalist pressures for shifts to local languages as the medium of instruction, and in part to the obsolescence of English language teaching materials and methodologies.

Civil Service Aides to Key Policymakers

Another suggestion encountered in survey interviews is that development assistance might have a salutary impact on institutional development and policy reform by addressing the ELC deficiencies of mid- to senior-level civil servants responsible for briefing key policymakers. Anglophone East Africa was the immediate context prompting this idea, but it might well be valid for non-Anglophone regions. It was observed that the policymakers themselves often have keen leadership skills but are notoriously overextended. Their effectiveness could be measurably enhanced if they had access to staff who

²⁰Final Report: Study of English Language Training in USAID Participant Training Programs," J.P. Associates, 1986, p. 1.

²¹AID is increasingly offering participant training opportunities to members of disadvantaged socioeconomic classes, as in the Central American Peace Scholarships (CAPS) Program. See Crandall et al., footnote 19.

could provide them with concise, well-reasoned briefing papers and action memoranda. In the broadest sense, what is called for is improved professional communication skills: the ability to read, write, listen, and speak in the process of performing specialized governmental duties. The need is clearly increased when the subject matter of those duties includes interaction with English-speaking donors in either an Anglophone or non-Anglophone country.

Local Employees of Donor Assistance Projects

A third group of developing country nationals who might benefit from AID-supported ELC are host-country employees who assist in the implementation of donor projects. Often they represent the key liaison between donor and recipient, and are the crucial communication link between project officers and project activities. Improvement in their communication skills would enhance their capability to function in this capacity.

THE EXISTING SUPPLY OF ELT SERVICES RESPONDING TO DEMAND

The existing supply of English language programs is extensive, both in the United States and in developing countries. The continued growth of the number of U.S. institutions supplying services in English Language Training is evidenced by the steady increase in such programs over the last ten years. A listing of ELT programs in the United States for students who wish to pursue academic training, English Language and Orientation Programs in the United States, cites 398 intensive English and preacademic programs.²² In addition, English language courses and orientation programs were listed at 275 U.S. universities and ESL programs identified at 48 private secondary schools. While there is no system of accreditation for these programs, a

²²James E. Driscoll, ed., English Language and Orientation Programs in the United States, Institute of International Education, 1984.

widely recognized statement of minimum standards is produced by the Consortium of Intensive English Programs (CIEP). This consortium lists university and college intensive English programs that meet these criteria (see Annex A). In the private sector programs abound, from in-service staff training to commercial programs such as the ELS Language Centers throughout the United States.

In developing countries, U.S.-sponsored programs for teaching English are primarily carried out through the U.S. Information Services and the Peace Corps, while The British Council, binational Centers, commercial language schools, technical institutes, business and industrial training programs, and media instruction supply a variety of ELT opportunities. English language training programs also offer considerable variety in methodology and curriculum. Before going into more detail about some of the above mentioned programs, a review of the various types of English language training programs available, and salient features of these programs, is presented.

Program Descriptions

Intensive English Program (IEP)

An intensive program provides at least twenty hours a week of supervised instruction, of which at least fifteen hours are classroom language instruction. Other general characteristics are:

- an institutional affiliation through an academic or administrative unit of a college or university;
- a curriculum structure that emphasizes the skill areas of language acquisition: reading, writing, speaking, listening, and grammar;
- classes are generally at six to nine different levels, divided by students' English language proficiency;
- programs are administered by ESL professionals and core faculty have academic training in linguistics, applied linguistics, or TESL/TEFL or equivalent experience; and

- student services include orientation programs and the use of outside resources for further enhancement of English skills.²³

English For Special or Specific Purposes (ESP)

This heading actually encompasses several subcategories, including English for Academic Purposes (EAP) and English for Science and Technology (EST). Other variations of this approach include Vocational English as a Second Language (VESL) and content-based English instruction.

All of these variants of instruction are designed to meet specific job or academic program-related needs of students. They presume an intermediate level of English language proficiency and consequently focus on vocabulary and language characteristics specific to fields of employment or academic expertise. The most common subcategories include:

- business/management, with courses such as English for Banking, English for Hotel Management and so on;
- science and technology, with specialized courses such as English for Aviation, English for Computer Technology, English for Medicine, and English for Engineering; and
- English for academic purposes.

These programs differ in methodology from general communication programs in their emphasis on specific skill areas pertinent to the field of employment or study. Generally, the courses involve 30 hours per week and include practical application of coursework during the study period.

Within this subgroup, English for Academic Purposes is the most widely taught English language training program and includes both university-level Intensive English Programs (IEP) and private sector programs such as the English Language Services Centers throughout the United States. The focus of

²³Hugh Jenkins, "English Language Training and Sponsored Students From The Developing World," NAFSA, May 1984.

these programs is the acquisition of English skills required for academic achievement, and curricula often incorporate academic subject matter in the curriculum. EAP stresses skills in writing, reading, and comprehension, along with study techniques such as note taking and library research.

English for Communication and Cultural Exchange

These programs are represented by private sector schools and USIA/USIS activities. They concentrate on communication skills and short-term acquisition of basic language proficiency.

Current ELT Programs for Developing Countries and Students from Developing Countries

There are currently a number of English language training programs throughout the developing world. U.S.-sponsored efforts in this field are represented by the United States Information Agency programs, the Peace Corps, and USAID-funded activities. USIA's English language teaching activities are supported through fifteen officers and staff based in Washington, D.C., with thirteen country and regional English teaching officers based in Ankara, Bangkok, Cairo, Islamabad, Kinshasa, Lome, Manila, Panama, Paris, Pretoria, Rome, Tunis, and Warsaw. All of these officers have advanced degrees in applied linguistics and/or TOEFL. The principal activities of these officers are to function as advisors/consultants participating in teacher training programs and to assist in the maintenance of ELT programs administered by the Binational Centers, English language institutes, and USIS cultural centers. There are 120 Binational or USIS cultural center ELT programs in developing countries, with more than 400,000 students enrolled and a combined teaching staff of almost 3,500 teachers (see Annex A). The majority of the Binational Centers in Latin America, the Near East, and Asia are now autonomous centers.

However, they maintain their affiliation with USIS in the field. The ELT programs affiliated with USIS in Africa are all administered through local-hire contractors, often through collaborative contracts with USAID and USIS.

While the Binational Centers represent reliable institutions with trained staff, and facilities with libraries and audiovisual centers, the bulk of their programs concentrate on English for communication skills rather than for academic or other special purposes. There are, however, examples of Binational Centers in which AID has contracted with the center to produce EAP and ESP programs for its participants. An example of such a program is the Bangkok Binational Center, which developed an EAP program for AID, including U.S. academic orientation and library skills training.

Where the Peace Corps is present and working in ELT, there are opportunities for collaboration, as in the case of Burkina Faso.²⁴ Volunteers, however, are limited to after-hour activities or summer projects that consist of teacher training consultancies or short-term technical workshops. Only in exceptional cases are they currently available to collaborate with donors in ELT activities.

USAID has also selectively funded ELT activities through USIS centers, Binational Centers, and private or university programs. A recent example of a new approach to USAID-funded ELT is the OSU/Yemen-American Language Institute (YALI). Oregon State University is implementing a contract to administer intensive ELT to future Yemeni participants through YALI.²⁵

²⁴Suzanne Peppin and Louise Krumm, Sahel Manpower II In-country English Language Training Feasibility Study, ALI/Georgetown University, 1984.

²⁵Leslie Palmer, Evaluation of the Intensive English Program for AID Participants: Yemen American Language Institute, University of Maryland, November 1986.

The British Council is also a major supplier of ELT in developing countries, with more than fifty centers that engage in the direct teaching of English (see Annex A). An example of these centers is the British-Senegalese Institute in Dakar. The center teaches English to approximately 1,500 students a year and has developed ESP courses for the civil aviation staff from Guinea-Bissau and ESP for the Senegalese Hotel-Tourist Bureau, the Port Authority, and other ministries.²⁶ The Council has recently discussed collaboration with USAID on the development of an EAP course which would use existing Council staff and facilities.²⁷

Finally, there are numerous commercial language schools, both public and private, which supply ELT. In an assessment of the status of ELT in six Central American countries (Guatemala, Honduras, El Salvador, Costa Rica, Panama, and Belize) approximately 30 private programs were identified.²⁸

The majority of these programs, however, are derivatives of Binational Centers or university programs, and can be identified through USAID missions or USIS centers in country.

Evaluation of ELT Services: What Works and Why

There is a consensus in the literature and in the responses received from the individuals interviewed that ELT should be targeted. Programs need to respond to clear learning goals and require integration of other objectives related to either the training activity itself or a development or investment goal. Beyond clearly defined objectives required in any training program, ELT

²⁶The British Council Report 1985/86. The British Council, London.

²⁷Suzanne Peppin and Louise Krumm, Small Manpower II In-country Feasibility Study, ALI/Georgetown University, 1984.

²⁸Jo Ann Crandall, et al., English Language Assessment in Central America, Center for Applied Linguistics, 1985.

should be considered a development activity rather than a pre-requisite to development assistance. Whether the language training is to enhance the potential for U.S. investment in the private sector or to facilitate short- and long-term participant training, the intrinsic value of ELT, and its worth as a development tool is evident in the access it affords to technical information, technology transfer, and as a base for private sector activities.

Given this orientation, what activities are most successful in achieving ELT and under what set of circumstances are they most effective?

In-Country ELT

AID-sponsored evaluations²⁹ and the general literature³⁰ are consistent in their recommendations for three types of tailored approaches to ELT:

- academic English and academic skills training for individuals intending to pursue U.S. academic training;
- minimal vocational English for short-term technical training in English, or survival English for short-term technical training in the mother tongue or first language; and
- ESP for development assistance activities that will take place in-country or through technical training abroad, including technology transfer and private sector initiatives.

The consensus of the literature also supports intensive ELT programs as the most effective and efficient approach to language learning. With respect

²⁹Leslie Palmer, Report of an Evaluation of the IEP Program for AID Participants: Yemen American Language Institute, University of Maryland, 1986. J.A. Crandall, et al., English Language Assessment in Central America: Center for Applied Linguistics, 1985. Development-Related ELT Needs and Resources in Egypt: Group Seven Associates, Inc., 1980. Suzanne Peppin, Reports of ALI/GU Consultations to: USAID/Dominican Republic, and USAID Indonesia, USAID, 1983 and 1985.

³⁰The British Council series on English language teaching in 11 countries; and the USIA series of research reports on the status and role of English in Asia.

to in-country training, most programs identified and evaluated through the literature were determined to be effective as preliminary programs for academic ELT (achievement of 400-450 TOEFL scores) and sufficient for minimal ELT for short-term training. They were determined to be ineffective, and for the most part nonexistent, for ESP orientation and training.

Exceptions to this last finding are programs available through the British Council English Language Centers, in countries where ELT is a primary activity (see Annex A). Two examples of such programs are in Jakarta and Dakar.

The Jakarta Center presently accepts only students working for the Indonesian government, plus professional staff working on development and technical cooperation projects. General English courses are offered 20 hours per week, scheduled after office hours. The objective of these courses is to achieve a general capability in English with concentration on effective oral communication. Once the student achieves a TOEFL equivalent of 425-450 he or she may enter the Center's English for Academic Purposes (EAP) program, which is a full-time, intensive course providing 400 hours of instruction over a three-month period.

The British-Senegalese Institute for the Teaching of English also offers ESP courses to supplement its general purpose ELT, and has recently discussed the development of EAP courses for USAID participants if sufficient numbers of students at appropriate levels can be found. Both directors of these programs considered in-country training to be insufficient preparation for academic training in the United States or Great Britain.

The most successful approach to in-country training, whether it is for ESP required by AID participants or for enhancement of the investment environment

for the private sector, is to focus on service organizations in the country. Typically, these organizations are represented by Binational Centers in Latin America and Asia, and by USIS or British Council centers in Africa and the Near East. In some instances, university extension programs with English Language Institutes provide opportunities for supported programs to meet ELT requirements. U.S. assistance requirements for these programs would vary, from curriculum development and supply of texts, to teacher training workshops and supplementary facilities.

Problems with Existing In-Country ELT Opportunities

The major problems identified in both the literature and in interviews regarding in-country ELT were:

- lack of quality control over teaching and administration of programs;
- limited flexibility in the curriculum and program offerings;
- a non-English-speaking environment that does not provide opportunities for practicing English;
- a program tendency to train for testing when programs are oriented toward EAP or other AID/donor requirements;
- a generalized English-for-communication approach when programs are not affiliated with donor programs;
- programs located in urban centers, which may require displacement of students from jobs or homes;
- insufficient number of local non-urban-based ELT programs;
- limited creativity and appropriateness of teaching materials; and
- a failure to provide an environment that would orient the student to general academic skills required for future program success, when the programs are intended for pre-academic ELT.

Effective In-country ELT

In-country training can be effective and efficient when:

- training is intended as a preliminary screening device for training in an English-speaking environment;
- ELT is offered as an intensive program rather than an in-service or part-time program;
- ELT is for short-term training and an appropriate ESP course is available;
- there is coordination between the curriculum offered in the in-country program and subsequent study taking place in an English-speaking country;
- ELT facilities are supplemented through USIS, USAID, or British Council texts, curriculum development, teacher training, and facilities; and
- in-country centers are administered by appropriately credentialed and trained staff.

ELT in the United States

The spectrum of U.S.-based English language training programs includes university-sponsored Intensive English Programs, commercial ESP activities, community college EAP and VESL, and in-house/in-service ELT for private sector personnel.

Advantages and Disadvantages of U.S.-based ELT

There are clear advantages to the U.S.-based language learning programs that supplement this vast range of ELT opportunities. In the United States, students are immersed in an English-speaking environment, and depending on program selection, can choose to acquire academic skills or technical training while learning English. Academic competence and the requisite language teaching credentials are more easily found in the United States, and specialized programs with multiple or flexible schedules and entry dates are available.

There are, however, numerous disadvantages associated with a U.S.-based program. These ELT programs are not all regulated or accredited, and thus quality control and program selection are difficult. With respect to EAP programs, there is debate as to the appropriateness of the university-based programs versus training provided by specialized institutions. The former offers the student access to academic programs and an orientation to U.S. academic life, while the specialized institution can be more flexible, both in meeting special student needs and in program training. An example of specialized institutional flexibility is the ALI/GU program with its variable start-up capability. No definitive position is presented in the literature or interviews regarding program selection between these two choices. The third option of a specialized university program--for example, the Economics Institute at Boulder, Colorado--represents an effective blend of the two options, but is often costly.

Insufficient information and criteria are available to assess the appropriateness of ELT in the home country versus U.S.-based ELT, to determine either comparative costs (because of variable program quality necessitating longer or shorter periods of time to accomplish ELT goals) or program quality and effectiveness.

ELT and Related Programs Focusing on Doing Business with U.S. Firms or Receiving U.S. Development Assistance

The survey identified a number of existing ELT and related programs that specifically address developing countries' ELC needs in the study's two central contexts: doing business with U.S. firms and receiving U.S. development assistance.

"Doing Business" Training

An innovative experiment in ESP is Caterpillar Tractor Company's "Caterpillar Fundamental English" program.³⁰ This U.S. multinational corporation needed to communicate with a worldwide network of non-English-speaking dealer service personnel, who spoke 50 different languages. Translating Caterpillar's 20,000 parts and service publications would have been prohibitively costly, even if sufficient numbers of technical translators could have been found, which was doubtful. The company's solution, therefore, was to retain ESP consultants to develop a standardized "Caterpillar dialect," consisting of 850 technical English words and an elementary grammar. Materials for training dealer personnel were developed and distributed throughout the company's network. The resulting ESP course uses bilingual local employees as the instructors. The materials make extensive use of illustrations, and the program aims only at teaching reading skills, not writing or speaking.

The results have apparently been highly successful, and the program's design might be fruitfully adapted for developing country technicians in other spare-parts and service-intensive capital equipment importing industries. For example, one survey interviewee, Mr. Philip Costas of the National Rural Electric Cooperative Association, offered a related recommendation: that AID could greatly enhance technology transfers by sponsoring the compiling of English/local language technical dictionaries. He believes this initiative would be especially useful for "non-colonial" languages like Arabic, Bahasa,

³⁰The Caterpillar experience is reported in: C. A. Verbeke, "Caterpillar Fundamental English," Training & Development Journal, February 1973, pp. 36-40.

Indonesian, and Chinese, for which fewer English word borrowings exist and fewer technically qualified interpreters are available.

The Business Council for International Understanding (BCIU) Institute in Washington, D.C., is currently refining a series of pilot tutorials, "Business Presentation Skills," for local executives (including developing-country nationals) of major U.S. multinational corporations. These one- to two-week one-on-one programs emphasize public speaking skills in the U.S. corporate milieu. Corporate styles are therefore covered, in addition to interpersonal communication techniques.³¹

An interesting, non-U.S. variant is the "Banking English" workshop designed for Credito Italiano, a major Italian commercial bank. This in-house, intensive ESP workshop was custom tailored for the bank's foreign department personnel. To reduce the course content to what the trainees absolutely needed to know for their jobs, all training materials were based on actual bank documents and forms. To increase the program's "user friendliness," the medium of instruction was Italian.³² This approach seems highly congruent with the Hong Kong Telephone Company management development program and the Caterpillar Tractor Company's "Caterpillar Fundamental English" initiative.

The study found a variety of AID-sponsored and other developing-country training programs that involve "doing-business-with U.S.-firms" components in their curricula, with or without specific ELT input. For example, the Egyptian Middle Management Education Program, conducted for AID by the

³¹Institute Director Dr. Gary Lloyd outlined this program in an interview, as part of the study survey.

³²The program is described in detail in G. Gland, "A Middle-To-Measure ESP Course for Banking Staff," The ESP Journal, vol. 2, pp. 161-171.

University of Southern Illinois at Carbondale, Illinois, combines two weeks of pre-departure ELT in Egypt with 12 weeks of participant training in the United States. The U.S.-based phase of the training is divided into formal classroom learning in such subjects as strategic planning, accounting, management information systems, international marketing, and international business policy, and internship field placements with U.S. firms.³³

The Pragma Corporation described a similar, AID-financed program, the Indonesian Executive Development Fund. This program brings private sector Indonesian managers to the United States for two to three months of formal management training, followed by two months of work experience in U.S. corporations. Host institutions for the former phase have included the American Management Association, Arthur D. Little, Inc., Arthur Young, and Harvard University. Hosts for the on-site placements, which are tailored to individual trainees' disciplines, have included AT&T, Metropolitan Life Insurance, and Land o' Lakes, Inc. Seventy individuals have participated in the program over the past two years. All have had to meet a prerequisite ELC standard of a 450 score on a TOEFL-related ELT test.

One of the most interesting in-country programs on how to do business with the U.S. is the ASEAN/U.S. Business Council's series of one and one-half-day workshops for Indonesian entrepreneurs. A conference format is used, with 100 to 200 participants, and English is the medium of instruction. No distinct ELT component is included. The curriculum is a primer on U.S. legal, financial, and accounting practices that are applicable to prospective

³³This program is described and assessed in AID/bureau for Near East Final Evaluation Report (1980). The report emphasizes the need to sustain the learning momentum through follow-up activities, including trainees' meetings with their supervisors, ongoing communications with their trainers, and establishment and maintenance of a program "alumni association."

Indonesian exporters. Also discussed are American commercial styles and techniques for approaching and penetrating the U.S. market. The Council believes this program can be fruitfully adapted for use in Thailand, Malaysia, and even Singapore.³⁴

Also conducted in-country is AID's program for the training and encouragement of small entrepreneurs at the Sri Lanka Business Development Center. This program combines small enterprise development training with technical assistance to the Center, to help it analyze potential small industry projects and attract U.S. direct investment. The contractor is Coopers & Lybrand.³⁵

Development Assistance-related Training

A majority of the existing ELT programs evaluated above pertain to the development assistance context, in that these programs prepare developing country nationals for AID-financed participant training experiences. As previously noted, the survey collected considerable evidence, both in interviews and the literature, that AID's participant training investment, as well as the investment of the participants themselves and their sponsoring governments, can be markedly enhanced by strengthening these preparatory ELT services. For example, wide experience exists in teaching English language for scientists but the consensus among survey sources appears to be that there is room for much improvement. As in the business context, cultural topics,

³⁴The designer of the Council's program is Mr. Stephen Soble, who was interviewed for this survey.

³⁵The Sri Lankan program was described by survey interviewees Mr. Sivagnanam, Economic Minister at the Sri Lankan embassy in Washington, D.C.; and Mr. Sean Gallagher, Sri Lanka Country Desk Officer at the U.S. Department of Commerce.

such as the Western approach to the scientific method, are at least as relevant as vocabulary and grammar.³⁶

An opinion expressed by several interviewees and reiterated in the literature was that more resources might be constructively focused on preparing AID-sponsored, long-term participants for the language-related skills they will need in the U.S. academic environment. For example, a recent study found that a significant need among many such trainees is not merely in English-speaking ability, but in academic competence as well.³⁷ The latter concept was defined to embrace such know-how as analytical reading and writing, how to use a university library, how to research and write a scholarly paper, and how to ask questions and know what questions to ask. Equally helpful, the study found, would be cross-cultural orientation to the role of learners in the U.S. university environment. These findings directly echo the present study's ELT finding that ELT design must take as its point of departure how particular participants are going to need to use English.

Dr. Robert Kohls, Executive Director of the Washington International Center, independently offered similar views. He pointed out that many participants' developing-country educational backgrounds poorly prepare them for a U.S. academic experience on at least two grounds: (1) their English

³⁶Several sources in the survey bibliography address this subject. See, for example, A. Frelich and M. van Naerssen, "Professional culture Orientation in ESP," paper presented at the TOESOL Annual Meeting, 1982; A. Drobnic, "Teaching EST without Becoming a Scientist," ED 249-265 [again, ask Therese for better citation], 1984; J. Friederichs and H.D. Pierson, "What Are Science Students Expected to Write?" ELT Journal, vol.35: No. 4; and E. Sopher, "An Introductory Approach to the Teaching of Scientific English to Foreign Students," ELT Journal, vol. 28 No. 4, pp. 353-359.

³⁷S. Peppin, Report of the ALI/Georgetown University Consultancy to USAID/Dominican Republic, 1985. Compare with J.H. Crandall, et al. (see footnote 18).

language education generally emphasizes learning English by translation, which may be helpful for acquiring reading skills, but is almost useless for the listening and speaking skills required for success in most U.S. university classrooms; and (2) their learning-by-memorization methodology provides no foundation for the analytical skills (evaluating, synthesizing, processing, adapting, and innovating) similarly expected for U.S. advanced degree candidates.³⁸

One AID-supported developing country training program that directly addresses the communication skills needed by host-country nationals for conducting U.S. development assistance transactions is the International Development Law Institute's Development Lawyers Course. This three-month intensive workshop for developing country public-sector and para-statal lawyers devotes a substantial part of its curriculum to verbal and nonverbal communication skills required for development lawyers' successful performance of their professional functions. Examples include listening and other interpersonal communication skills required for advising clients, specialized speaking and listening skills required for cross-cultural negotiation, and writing and reading skills needed for effective legal drafting. All of these lawyers' functions are worked into the course by means of simulated cases involving developing country interactions with, and the documentary requirements of, assistance donors, including AID. Actual donor regulations and forms are used as training materials and actual representatives of the

³⁸For additional views on what might be done to address these potential problems, see the detailed discussion of teaching intensive English for academic purposes to AID-funded participant trainees, in D. Hopkins, "Final Report on English as a Second Language. First Component, Appendix 8," USAID/Pakistan Consultancy Report by the Academy for Educational Development, 1985.

donor agencies participate as guest instructors and role players in the simulations. ELT, in the narrowest sense, is not a part of the curriculum, but the specialized challenges of English language usage for development assistance professionals are thoroughly analyzed and practiced.³⁹

WHAT NEW ROLE FOR AID ASSISTANCE?

The final main topic addressed by the survey is whether AID, on balance, would be well advised to seriously consider undertaking new ELT or other initiatives to respond to developing countries' unmet ELC needs. In particular, survey interviewees were asked whether they felt AID enjoys any comparative advantage over other ELT sponsors or suppliers. The near unanimous consensus is that AID should increase its involvement and activity in this area.

Two factors were mentioned by interviewees as creating opportunities for a constructive increase in AID activity: the prevailing ELT demand/supply ratio; and AID's in-place ELT resources and cumulative ELT experience. With regard to the first of these, respondents' shared perception is that developing countries' needs for improved ELC are rapidly increasing as international interdependence increases, and that the demand for ELT is increasingly outdistancing supply. In the critical context of international business transactions, several "neediest" target groups were named. In the context of receiving development assistance, respondents point out that the number of AID-supported participants is rapidly expanding, while the standard of those participants' ELC appears to be deteriorating. With these combined pressures,

³⁹IDLI's Development Lawyers Course was codesigned by Creative Associates survey team member Russell Sunshine.

little of the existing supply of surveyed ELT services directly focuses on the business context or on facilitating host countries' management of development assistance.

As far as AID's resources are concerned, survey interviewees cite the ability of the Agency's on-line network of country missions, which are well placed to detect development-related ELC needs, to respond to ELT inquiries and to assess local ELT supply capacities and constraints on a preliminary basis. As for cumulative ELT experience, S&T/IT is aware of the identities and capabilities of U.S. ELT suppliers and the ELT requirements of effective participant training. Together, these resources and this experience combine to give AID a potentially distinct comparative advantage over other existing and potential ELT sponsors.

In the course of this survey, two notes of caution recur again and again. One is that ELT is unavoidably difficult to conduct successfully. It takes a long time, not only for the training sessions themselves, but also for serious refresher training. This time requirement implies a sustained commitment by trainees and their employers, both of which are often already overextended. Successful ELT also takes a high degree of specialized trainer skill, and of course, it requires money. There is simply no "quick fix" for effective English language training.

Respondents' second note of caution is that language is unavoidably a highly sensitive political subject. Nationalist campaigns' local language agendas have previously been mentioned. Especially in the Latin American context, but also potentially in Francophone West Africa and South Asia, AID motives for promoting new ELT initiatives to be questioned. Almost no survey respondents consider this issue sufficient cause for AID to avoid such

initiatives, however, especially since the perceived ELC needs are so acute. Rather, the consensus is that AID should get more involved as an ELT-for-development sponsor, but that in doing so, it will have to pick its projects carefully and with sensitivity.

CONCLUSIONS

The most basic conclusion that emerges from this study's findings is that there is an acute, increasing need for improved ELC (and hence for expanded ELT) to enhance developing countries' effectiveness in doing business with U.S. firms and in receiving U.S. development assistance.⁴⁰ Developing countries need ELC and therefore ELT for the following reasons.

- English is the dominant international language.
- Third World contacts with U.S. business are on the rise.
- Developing countries' dependence on development assistance, especially in Africa, remains severe.
- For the most part, private and public-sector Americans speak only English.
- English is the language of international science and technology transfer.
- Newly industrializing countries need strengthened English communication skills to help their economies shift from production for domestic consumption into production for export markets.
- In competitive international markets, sellers must make their prospective customers comfortable, and for American customers, comfort includes doing business in English.
- Nationalist language pressures are dramatically reducing ELC.
- Increased levels of AID-sponsored participant training, especially among disadvantaged populations, are reflected in decreasing ELC among participants.

⁴⁰ There are also apparent differences within regions. Several survey interviewees, for example, expressed the view that northern Latin Americans have a greater need for ELC than those in the Southern cone: in part, due to relative proximity to, and influence of, the United States; and in part, reflecting the relative self-reliance and European ties of some southern economies. In Asia, too, there are basic distinctions between the ELC needs of former colonies where English is a second language (like Hong Kong, India, Malaysia, Pakistan, the Philippines, Singapore, and Sri Lanka) and Asian countries where it is a foreign language.

Two additional major themes can be derived from the survey findings. One concerns ELT demand, and the other, supply. First, English language as a development resource is essentially a means to an end, not an end in itself. Developing country institutions and professionals primarily seek from improved ELC power in the form of enhanced access to information and enhanced interaction with American and international institutions in the commercial and development assistance arenas. Most developing country parties of interest to AID have ELC needs that are specialized, technical, and limited--in effect, narrow but deep. It is also clear that the ELC required for the above purposes must be culturally appropriate. All language embodies culture: assumptions, values, and style. Learning the types of English language needed by developing countries for doing business with U.S. firms or with AID is necessarily a cross-cultural undertaking. The latter recognition should underlie all planning in this area.⁴¹

Second, the potential contribution of English language as a development resource can best be enhanced by designing development assistance interventions not as gifts, but as services. The core concept here is responsiveness. A service orientation requires careful needs assessments, since ELC needs vary demonstrably among countries, sectors, institutions, and jobs within institutions. Service means custom tailoring ELT and other programs that respond to the assessed needs of the employer as well as of the learner. It means setting specific learning objectives and being accountable for meeting those objectives. It requires user friendliness or appropriate technology. Beyond this, since power is the ultimate demand objective, the

⁴¹For an interesting treatment of the cross-cultural implications of using English for international communication, see D. Campbell, et al., "English in International Settings: Problems and Their Causes," English Worldwide, Vol.3 No. 1, pp. 66-76.

corresponding supply objective should be empowerment. To accomplish this, the developing country "consumers" must themselves perceive their ELC need and must control the service's specifications, that is, the substance and procedures of the development assistance inputs. A commitment to service includes a commitment to planned maintenance--a program of continuing interventions to sustain and advance the initial English language learning. As a continuing commitment, recognizing that improved ELC, like any transferred technology, must function within a specific local environment, a service orientation accepts the fact that to attempt to strengthen ELC as a development resource is, inescapably, an institutional development undertaking.

Together, these two interrelated themes suggest a number of operational guidelines for any AID/ELT initiatives to promote development.

- A basis for ELT design must be the response to the question, "How are these particular developing country trainees going to use their improved ELC back on the job?" The training must be relevant to actual communication priorities. For English language to realize its potential as a development resource, English language training must be planned as a development tool.⁴²
- To facilitate the trainees' effectiveness in using English for doing business or receiving development assistance, an English-for-Special-Purpose (ESP) approach to ELT seems most practical. This will shape the training's methodology, materials, venue, duration, and evaluation.
- More broadly, serious consideration should be given to explicitly linking ELT interventions to cross-cultural awareness training, and to long-term institution building within the trainees' organization.

⁴²The same conclusion was reached with regard to participant training in general by the Inter-Agency Committee on Participant Training in its February 1986 report to DA/AID: "The essential point is that all [participant] training . . . is expected to be development-related and to provide the trainees with knowledge, skills, and practical experience relevant to the roles and functions they are expected to perform upon return." (p.4)

Applications of these themes and guidelines will be illustrated in the study's recommendations, which follow.

A final conclusion to be drawn from the study is that new AID interventions to enhance improved developing country ELC seem highly justified. In part, this is due to the considerations cited in the study findings. Equally important, however, is the fact that increased action in this area would directly serve all four AID policy priorities. ELT for doing business with U.S. firms promotes privatization and technology transfer. ELT for conducting development assistance transactions is itself an implicit exercise in policy dialogue. ELT in both of these study contexts, if responsively designed, can and should be an instrument for institutional development. Moreover, ELT can represent a sound development assistance investment from AID because its relatively low cost can deliver high returns. Improved ELC opens doors for developing country trainees, as they continue to advance professionally on the basis of their acquired language facility. Direct benefits accrue to private- and public-sector U.S. institutions interacting with the trainees and their employers. ELT has good prospects for success because, at its best, it responds to felt needs and promotes development from the bottom up.

RECOMMENDATIONS

INTRODUCTION

This section of the study recommends possible initiatives for AID's consideration. The recommendations, which are derived directly from the study's findings and conclusions, are divided into two categories:

- initiatives that involve ELT; and
- non-ELT activities.

The first category encompasses one major recommendation relating to ELT for purposes of doing business with U.S. firms, one major recommendation relating to ELT for developing country nationals involved in development assistance, and a number of additional recommendations from both of these contexts. The second category encompasses one major recommendation relating to distribution of English language scientific documentation and one major recommendation relating to improving Americans' foreign language competence.

As a preliminary comment to these recommendations, Creative Associates strongly urges AID, if it finds interest and merit in the present study's findings, conclusions, and recommendations, to validate and refine the study with complementary research conducted in developing countries. At a minimum, missions' views on the survey questions might be solicited by telex. More important, in the judgment of Creative Associates, would be to contact a representative sample of public-sector and private-sector developing country nationals. The study team has conscientiously surveyed one area of sources of opinion on ELC for development, but the other, equally important areas are still in need of exploration.

ELT RECOMMENDATIONS

Pilot Workshops on Communicating with U.S. Businesses

Creative Associates' first major recommendation is that AID consider sponsoring the design, implementation, and evaluation of a series of pilot workshops for developing country nationals on communicating with U.S. businesses. The intended target groups would include emerging entrepreneurs, technicians and skilled tradesmen, host-government business regulators, and, if economically feasible, clerical support staff of developing country institutions doing business with U.S. firms.⁴³ The criteria for selecting target countries might include the existence of (or strong potential for) sizable U.S. investment or trade, and the existence of (or strong potential for) a local private sector with the capacity to participate in that trade or investment. Obvious candidates would be Asian newly industrialized countries (NICs) for whom English is a foreign language (for example, Indonesia and Taiwan),⁴⁴ and "northern" Latin American and Caribbean countries, including Mexico, the Dominican Republic, Costa Rica, Venezuela, and Colombia.

⁴³Another group that would clearly benefit from such training would be local nationals employed by U.S. multinational corporations. There is ample evidence that poor ELC and related "intramural" cross-cultural misunderstandings are slowing the pace of localization and all of its attendant development benefits. On balance it seems preferable that this particular training should be conducted in-house by the employer corporations. (As one precedent, see the BCIU Institute tutorial program described on page 51.)

⁴⁴South Korea also meets these criteria. However, it was the judgment of informed survey interviewees that South Korea is adequately coming to terms with its ELC-for-doing-business needs, without additional AID assistance. Mr. Scott Godden, Korea Country Desk Officer at the U.S. Department of Commerce, pointed out that English is a second language for Korean international business, since one-quarter to one-third of current Korean exports go to the United States, and since many private sector (and public sector) Korean leaders are U.S.-educated. Mr. John Bennett, President of the Korea Economic Institute in Washington, D.C., added that the major Korean exporting firms hire American agents, lawyers, and marketing representatives to handle all technical and commercial aspects of their sales in the United States.

The curriculum would be modular, to accommodate the different target groups and varying time constraints. At the core could be an ESP unit on business English. With a U.S.-interaction orientation, this would include not only practical commercial vocabulary and usage, but also, for the entrepreneurs and regulators, "computerese," and business letter, telex, and telephone call formats, with opportunities for practice and feedback. For the technicians and tradesmen, the corresponding emphasis would be on reading skills needed to digest and use equipment catalogs and manuals. For all of these learner groups, a second companion module would address U.S. business culture and cross-cultural communication with that culture.⁴⁵ This orientation would cover U.S. business customs and social norms, as applicable to such functions as negotiating and contracting. For export-minded entrepreneurs, it could also treat the U.S. consumer environment, including such topics as design and marketing contexts.

A third set of variable modules could be devoted to more substantive factors that require understanding to do business with or in the United States. For exporters, again, topics could include U.S. tariffs and customs, taxes, and advertising and marketing practices. For potential local joint venture partners, American expectations in the context of direct investment could be outlined. Host-government regulators could choose appropriate modules in accordance with their jurisdictions.

What distinguishes this proposal from existing programs is its composite design. Unlike pure ELT courses, or even ESP courses, it combines language training with substantive "doing business" content. Unlike pure "doing

⁴⁵For an excellent analysis of the inescapable cultural and cross-cultural dimensions of technology transfers, see J.D.B. Spielman, "Redefining the Transfer of Technology Process," Training & Development Journal, October 1983, pp. 36-40.

business" courses, it gives the business orientation curriculum a foundation in concentrated language learning. To facilitate both of these tracks, it emphasizes cultural and cross-cultural awareness and techniques. This is responsive communication training that can empower.

Logistical decisions would have to be tailored to specific programs. Alternative venues, for example, would include U.S. sites, home-country sites, or third-country regional sites. A U.S. location would increase the participants' opportunities for practicing English language skills, for experiencing U.S. culture first hand, and for concentrating on learning without home and office distractions. This approach would obviously be costly, however, perhaps prohibitively so, depending on the expected local contributions.

Conducting the business workshops in the trainees' home countries would offer the opposite in terms of advantages and disadvantages. If this approach is taken, the most appropriate hosts for these workshops would probably be local private sector institutions like chambers of commerce, Rotary or Lions clubs, business owners' associations, or cooperatives. Host-government venues might dampen the entrepreneurial spirit and U.S. embassy siting might convey the wrong impression--that the chief motivation is aid rather than service.

As for workshop duration, this would depend on the trainees' existing level of ELC, as well as on available time and money. Much could be accomplished in two weeks, more in four or six. Intermittent follow-through would be highly beneficial for reinforcement and fine-tuning; it would be essential for any serious institution building.

Pilot Workshops on Development Management Communications

Creative Associates' second major ELT recommendation is that AID consider sponsoring the design, conduct, and evaluation of a series of pilot workshops

on development management communications. The intended target groups would be mid- and senior-level civil servants working in host-government ministries or state enterprises interacting with donor agencies, including AID. Key candidates would be aides to ministers and other policymakers. Target countries would be developing countries where English is the second language, or even an official language. Suitable candidates might include English-speaking African states, Malaysia, and Pakistan.

The workshop curriculum would again be modular. At the core would be a module on using English language effectively for development management. A functional orientation would cover such language usage skills as analyzing, briefing, drafting, presenting, advising, and negotiating. Real-world materials and exercises would be designed. A companion module would address development assistance communications, including donor agencies' terminology, forms, and regulations.

As in the case of the recommended business communication workshops, the distinguishing feature of these proposed development management communication workshops is their composite character. They combine pure language training with pure development management training, using communication as the catalyst. The language curriculum is specialized and applied. The management content is put to work in the communication process. The result is that the training's operational relevance is visible to all involved--employers as well as trainees. What the trainees are learning to do better is what they're paid to do well.

For cost and time savings, these workshops might best be conducted in-country or in-region. A sub-regional mix of participants might enhance the learning process. The Eastern and Southern African Management Institute (EASAMI) in Arusha, Tanzania, would, for example, be one possible host institution. Duration could be as brief as one week or as long as six weeks.

Strengthening ESP Programs

The study collected opinions and other evidence that English for Special Purposes (ESP) programs can be improved by refining and disseminating lessons learned. Creative Associates recommends that two areas to which intensified AID attention might fruitfully be directed are English for Science and Technology,⁴⁶ and English for Academic Purposes.

In both cases, the objective would be improving the quality of ELT for AID-sponsored, long-term participants. AID should especially investigate the possibility of strengthening ESP and EAP programs at selected U.S. universities to meet growing ELT requirements of participants. An auxiliary approach would be to assist in the development of several subject-specific institutes with ELT/ESP programs, such as the Economics Institute at Boulder, Colorado. For example, an institute in the field of agriculture would serve as a venue for ELT, as well as an academic opportunity for students in the dominant field of AID assistance programs.

NON-ELT RECOMMENDATIONS

Disseminating Scientific Documentation

In the view of survey interviewee Dr. Roger Doyon of the National Science Foundation, the most beneficial English language-related investment that AID might make would be to sponsor the establishment and maintenance of a system

⁴⁶A related suggestion that might warrant exploration was made by the survey's INTELSTAT interviewees. They believe that some existing programs offering technical training to developing country nationals in the telecommunications sector might well benefit from AID/ELT support. These could include: (1) national and regional telecommunications institutes receiving technical assistance from the International Telecommunications Union (ITU) in Geneva; (2) the U.S. Telecommunications Training Institute; and (3) developing countries' national Posts, Telegraph & Telecommunications (PTT) companies conducting in-service technical training for their own engineers.

to supply scientific research institutions in developing countries with subscriptions to scientific English language periodicals. These journals are vital for scientists attempting to keep up with developments in their fields. The expenditure involved would be relatively small, compared with other possible initiatives, and yet would be highly visible and sustained, and could have a long-term institution-building impact.

Dr. Dcyen pointed out that a limited precedent was highly successful. A 1984 NSF grant to the American Physical Society financed journal subscriptions for physics institutes in five Latin American countries. Other disciplines saw the merits and proposed similar projects but Foundation funds were inadequate to meet the demand. The direct connection to the present study's ELC orientation lies in the fact that there is evidence that the leading cause of "professional decay" among developing country scholars returning home from U.S. participant training experiences is loss of facility in the use of English, the predominant language of scholarly (including scientific) communication.⁴⁷

Promoting Foreign Language Training for Americans

This study's final recommendation to AID is that the Agency strongly consider new initiatives encouraging improvements in U.S. nationals' foreign language competence. Strictly speaking, this suggestion falls outside Creative Associates' terms of reference. However, as previously noted, U.S. multinational corporations doing business in developing countries are notoriously monolingual and the record is nearly the same for our Embassy and

⁴⁷See C. Goodwin and M. Nacht, Decline and Renewal: Causes and Cures of Decay among Foreign-Trained Intellectuals and Professionals in the Third World. New York: Institute of International Education, 1986, p.16. See also, H.S. Szmant, "Foreign Aid Support of Science and Economic Growth," Science, March 17, 1978, p.73.

USAID Mission personnel.⁴⁸ There is preliminary evidence that suggests that this prevailing attitude may be hampering the effectiveness of U.S. commercial and development assistance efforts in the Third World.

The direct benefits that would accrue to Americans operating in developing countries who had foreign language capabilities are not obscure. Probably the most important would be access: the ability to deal directly with local counterparts and other host-country nationals without going through bilingual intermediaries. In technical or confidential situations, this ability would be invaluable. It could markedly facilitate commercial understandings. It could also reduce Americans' dependence on gatekeepers who might be exercising their own filtering agendas. Local-language fluency would dramatically expand the circle of host-country nationals with whom Americans could communicate, while opening windows on the local culture. For the U.S. private sector, however, what is at stake is profits, not cross-cultural aesthetics. Negotiations depend on understanding; successful marketing and advertising depend on fluency.⁴⁹ Perhaps most important, language isolation is a key cause of premature terminations of U.S. corporate executives and their families from developing country assignments. And for both private-sector and public-sector guests, their investment in language learning is broadly perceived as a mark of respect for the local environment and its inhabitants.

⁴⁸See, for example, J.R. Ruchti, "The United States Government Requirements for Foreign Languages," ADFL Bulletin, Vol. 11 No. 3, pp. 6-11. Mr. Ruchti reports that Foreign Service Officers often perceive a little-used "hard" language to be a handicap to career advancement, since it usually takes a long time to learn and may offer few interesting assignment prospects. Statistical evidence, he claims, does not confirm this perception in the long term, but other incentives will nevertheless be needed.

⁴⁹See D.A. Ricks, Big Business Blunders: Mistakes in Multinational Marketing. Homewood, IL: Dow-Jones, Irwin, 1983.

The survey encountered a number of successful models for addressing this challenge. One program integrates foreign language and area studies components into a graduate business administration curriculum. A recent study found that over 90 percent of the graduates of this program, the University of South Carolina's Master of International Business Science program, found professional positions in U.S. firms doing international business. Seventy percent of these successful candidates rated their foreign language competence as important in obtaining their positions.⁵⁰ The Business Council for International Understanding's training institute conducted an intensive course for U.S. managers of General Motors' Sauto, Mexico, automobile assembly plant and their families. The curriculum included total immersion Spanish language training, combined with cross-cultural and area studies components. For the U.S. executives, graduation from the program was expressly taken into account in their performance appraisals. The program has been independently evaluated as extremely successful, not only in terms of language, but perhaps more important, in terms of increased on-the-job management effectiveness.⁵¹

These recommendations represent preliminary thinking on the subject of English as a Development Resource. If AID finds merit in any or all of the proposed activities, further analytical and developmental field work would be required in order to consider operational aspects of the recommendations.

⁵⁰See K. Gillespie and W.R. Ricks, Jr., "Foreign Language & International Business: The MIBS Program After Ten Years," Foreign Language Annals, Vol.18:1.

⁵¹This experience was summarized for Creative Associates by interviewee Dr. Gary Lloyd.

ANNEX A: KEY INSTITUTIONS FOR AID ELT IN DEVELOPING COUNTRIES AND
AT U.S. UNIVERSITIES AND COLLEGES

U.S. INFORMATION AGENCY
ENGLISH TEACHING PROGRAMS ABROAD

I. BINATIONAL CENTERS:

Most of the Binational Centers listed below have become independent of Agency assistance except for occasional program collaboration. Those Centers which still have Agency officers as Directors are starred once.

AMERICAN REPUBLICS

ARGENTINA

Instituto Cultural Argentino-
Norteamericano
Maipu 686
BUENOS AIRES, Argentina

Asociacion Comodoro Rivadavia de
Intercambio Cultural Argentino-
Norteamericano
Alem 794, 2 Piso
COMODORO RIVADAVIA, Argentina

Instituto de Intercambio Cultural
Argentino-Norteamericano
726 Dean Funes
CORDOBA, Argentina

ICEICANA
Avellaneda 259
CRUZ DEL EJE, Cordoba, Argentina

Instituto Dean Funes de Intercambio
Cultural Argentino-Norteamericano
Rivadavia 123
DEAN FUNES, Cordoba, Argentina

Asociacion Mendocina de Intercambio
Cultural Argentino-Norteamericano
Rivadavia 488
MENDOZA, Argentina

Asociacion Rosarina de Intercambio
Cultural Argentino-Norteamerican
Buenos Aires 934
ROSARIO, Argentina

ARGENTINA (Continued)

Instituto Salteno de Intercambio
Cultural Argentino-Norteamericano
Santiago del Estero 865
SALTA, Argentina

Instituto San Francisquense de
Intercambio Cultural Argentino-
Norteamericano
Carlos Pellegrini 256
SAN FRANCISCO, Argentina

Asociacion San Juan de Intercambio
Cultural Argentino-Norteamericano
Rivadavia 285 (este)
SAN JUAN, Argentina

SURICANA
Cmte. Salas N. 119
SAN RAFAEL, Mza., Argentina

IPICANA
SANTA ROSA, La Pampa, Argentina

Asociacion Santiaguena de Intercambio
Cultural Argentino-Norteamericano
24 de Septiembre 382
SANTIAGO DEL ESTERO, Argentina

Asociacion Tucumana de Intercambio
Cultural Argentino-Norteamericano
Junin 563
TUCUMAN, 4000, Argentina

I.D.I.C.A.N.A.
Italia 355
VILLA DOLORES, Argentina

ARGENTINA (Continued)

Instituto Villamariense de Intercambio
Cultural Argentino-Norteamericano
25 de Mayo 143
VILLA MARIA, Argentina

BOLIVIA

Centro Boliviano-Americano
25 de Mayo 5698
COCHABAMBA, Bolivia (Post Box 1399)

Centro Boliviano-Americano
121 Parque Zenon Iturralde
LA PAZ, Bolivia
(Post Box: Casilla 20623)

Centro Boliviano-Americano
Calle Cochabamba 66
SANTA CRUZ, Bolivia (Post Box 510)

BRAZIL

*Casa Thomas Jefferson
SEP-Sul Entrequadras 706-906
BRASILIA 70 000, Brazil
(Caixa Postal 07-1201)

Centro Cultural Brasil-Estados Unidos
Travessa Padre Eutiquio, 1309
BELEM, Brazil P.A.

Instituto Cultural Brasil-Estados
Unidos
Rua de Bahia, 1723
BEL() HORIZONTE, Minas Gerais, Brazil
(Caixa Post 2121)

Centro Cultural Brasil-Estados Unidos
Av. Julio de Mesquita, 606
CAMPINAS, S.P., Brazil

Centro Cultural Brasil-Estados Unidos
Rua Amintas de Barros 99
CURITIBA, Parana, Brazil
(Caixa Postal 3328)

Instituto Brasil-Estados Unidos
Rua Felipe Schmidt, 25, 6 andar
FLORIANOPOLIS, Santa Catarina, Brazil

BRAZIL (Continued)

Associacao Cultural Brasil-Estados
Unidos
Av. Braz Bernardino, 73
JUIZ DE FORA, Minas Gerais, Brazil

Instituto Brasil-Estados Unidos
Rua Solon Pinheiro, 58
FORTALEZA, Ceara, Brazil

Instituto Brasil-Estados Unidos
Av. Joaquim Nabuco, 1286
MANAUS, Amazonas, Brazil

Sociedade Cultural Brasil-Estados
Unidos
Avenida Getulio Vargas 670
NATAL, Rio Grande do Norte, Brazil

Instituto Cultural Brasileiro-
Norteamericano
Riachuela Street, 1257
PORTO ALEGRE, Rio Grande do Sul, Brazil

Sociedade Cultural Brasil-Estados
Unidos
Rua 7 de Setembro 454
RECIFE, Pernambuco, Brazil

Instituto Brasil-Estados Unidos
Av. N. Sa. de Copacabana, 690, 3 andar
RIO DE JANEIRO, Guanabara, Brazil

Associacao Cultural Brasil-Estados
Unidos
Rua 7 de Setembro 1883 40.120
SALVADOR, Bahia, Brazil

Centro Cultural Brasil-Estados Unidos
Rua Jorge Tibirica 5
SANTOS, Sao Paulo, Brazil

Instituto Cultural Brasil - E.U.
Rua Nina Rodrigues, 247
65.000 SAO LUIS, MA

Associacao Alumni
Rua Visconde De Nacar, 86
Rea Parque Morumbi
05.685 SAO PAULO, SP

BRAZIL (Continued)

Uniano Cultural Brasil-Estados Unidos
Rua Cel. Oscar Porto, 208
SAO PAULO, Brazil

Instituto Cultural Brasil-Estados Unidos
Rua Segismundo Mendes, No. 88, 2 andar
UBERABA, Minas Gerais, Brazil

Instituto Brasil-Estados Unidos de Victoria
Rua Graciano Neves, No. 62, 1 andar
Edificio Riviera
VITORIA, Espirito Santo, Brazil

CHILE

Instituto Chileno-Norteamericano de Cultura
Carrera 1445
ANTOFAGASTA, Chile
(Casilla P)

Instituto Chileno-Norteamericano de Cultura
Caupolican 315
CONCEPCION, Chile
(Post Office Box 612)

*Instituto Chileno-Norteamericano de Cultura
Moneda 1457
SANTIAGO, Chile
(Post Box 9286)

Instituto Chileno-Norteamericano de Cultura
559 General Mackenna Street
TEMUCO, Chile
(Post Box 930)

Instituto Chileno-Norteamericano de Cultura
Beaucheff 742
VALDIVIA, Chile
(Apartado Aereo 735)

CHILE (continued)

Instituto Chileno-Norteamericano de Cultura
Esmeralda 1069
VALPARAISO, Chile
(Post Box 1297)

-Branch Center-
Instituto Chileno-Norteamericano de Cultura
Paseo Valle 396
VINA DEL MAR, Chile

COLOMBIA

Centro Colombo-Americano
ARMENIA, Colombia

Centro Colombo-Americano
Carrera 43, Calle 51-95
BARRANQUILLA, Colombia
(Apartado Aereo 2097)

Centro Colombo-Americano
Avenida 19, No. 3-05
BOGOTA, Colombia
(Apartado Aereo 3815)

Centro Colombo-Americano
Carrera 22, No. 37-74
BUCARAMANGA, Colombia

Centro Colombo-Americano
Calle 13, No. 8-45
Centro Colombo-Americano
CALI, Colombia
(Apartado Aereo 45)

Centro Colombo-Americano
Calle de la Factoria 36-27
CARTAGENA, Colombia

Centro Colombo-Americano
Calle 26, No. 21-37
MANIZALES, Colombia
(Apartado Aereo 391)

COSTA RICA

Centro Colombo-Americano
Carrera 43, No. 53-24
MEDELLIN, Colombia
(Apartado Aereo 980)

Centro Colombo-Americano
Carrera 7, No. 22-49
PEREIRA, Risaralda, Colombia

*Centro Cultural Costarricense-
Norteamericano
37 Street - Calle Los Negritos
San Pedro
SAN JOSE, Costa Rica
(Apartado 1489)

DOMINICAN REPUBLIC

Centro Cultural Dominico-Americano
Avenida Estrella Sadala
La Rinconada
SANTIAGO DE LOS CABALLEROS, Dominican
Republic

Instituto Cultural Dominico-Americano
Avenida Abraham Lincoln No. 21
SANTO DOMINGO, Dominican Republic

ECUADOR

Centro Cultural Ecuatoriano-
Norteamericano "Abraham Lincoln"
Calle Borrero 5-18
CUENCA, Ecuador

Centro Ecuatoriano-Norteamericano
Luis Urdaneta y G. Cordova, esq.
GUAYAQUIL, Ecuador
(Post Box 5717)

EL SALVADOR

Centro Cultural Salvadoreno
Calle Arce 1020
SAN SALVADOR, El Salvador

GUATEMALA

*Instituto Guatemalteco-Americano
Ruta 1, 4-05, Zona 4
GUATEMALA CITY, Guatemala
(Apartado Postal 691)

HAITI

Institut Haitiano-Americain
Angle Rue Capois et Rue St. Cyr
PORT-AU-PRINCE, Haiti

HONDURAS

Centro Cultural Sanpedrano
3-4 Ave. Northeast #20
SAN PEDRO SULA, Honduras
(Apartado 511)

Instituto Hondureno de Cultura Inter-
Americano
48 Ave. No. 511, 5a y 6a Calle
Comayaguela
TEGUCIGALPA, Honduras

MEXICO

Instituto Mexicano-Norteamericano de
Relaciones Culturales de Chihuahua,
A.C.
430 Aldama Street
CHIHUAHUA CITY, Chihuahua, Mexico

Instituto Mexicano-Norteamericano de
Relaciones Culturales
Vasconcelos 601 Pte
GARZA-GARCIA, Nuevo Leon, Mexico

Instituto Cultural Mexicano-
Norteamericano de Jalisco
Tolsa 300
GUADALAJARA, Jalisco, Mexico

Instituto Mexicano-Norteamericano de
Relaciones Culturales
Blvd. Navarrete y Monteverde
HERMOSILLO, Sonora, Mexico

MEXICO (Continued)

Instituto Benjamin Franklin de Yucatan
Calle 57 y 53, #474 A
MERIDA, Yucatan, Mexico

Instituto Mexican-Norteamericano de
Relaciones Culturales
Hamburgo 115
MEXICO CITY 6, D.F., Mexico

Centro Mexicano Americano de Cultura
(CEMAC)
Xola 416
MEXICO CITY 12, D.F., Mexico

Instituto Mexicano-Norteamericano de
Relaciones Culturales de Nueva Leon
Hidalgo 768, Poniente
MONTERREY, N.L., Mexico
(Apartado Postal 2602)

Instituto Cultural Mexicano-
Norteamericano de Michoacan
Guillermo Prieto 86
MORELIA, Michoacan, Mexico

Instituto Mexicano-Norteamericano de
Hidalgo Nte. 160
SALTILLO, Coahuila, Mexico

Instituto Mexicano-Norteamericano de
Relaciones Culturales de San Luis
Potosi
Av. Venustiano Carranza No. 766
SAN LUIS POTOSI, Mexico
(Apartado Postal 567)

Centro Cultural Mexico-Americano
Carranza #215 PTE.
TAMPICO, Tam., Mexico
(Apartado Postal 1337)

Instituto Mexicano-Norteamericano de
Relaciones Culturales de Torreon
Rodriguez 351 Sur, 4 Piso
TORREON, Coahuila, Mexico

Instituto Franklin de Veracruz
Calle Azueta No. 1229 esp. Diaz Miron
VERACRUZ, Mexico

PARAGUAY

*Centro Cultural Paraguayo-Americano
Avenida Espana 352
ASUNCION, Paraguay

PERU

Instituto Cultural Peruano-
Norteamericano de Arequipa
Melgar 109
AREQUIPA, Peru
(Apartado 555)

Centro Cultural Peruano-Norteamericano
San Jose 943
CHICLAYO, Peru
(Apartado 34)

Instituto Cultural Peruano-
Norteamericano
Av. Tullumayo 125
CUZCO, Peru
(P.O. Box 287)

Instituto Cultural Peruano-
Norteamericano
Av. Perrocarril No. 587
HUANCAYO, Peru
(P.O. Box 624)

Instituto Cultural Peruano-
Norteamericano
Cusco No. 446
LIMA, Peru
(P.O. Box 304)

Centro Cultural Peruano-Norteamericano
Calle Lima 663
PIURA, Peru
(Apartado 242)

Centro Cultural Peruano-Norteamericano
de la Libertad
Edificio Beneficencia 224
TRUJILLO, Peru

URUGUAY

*Alianza Cultural Uruguay-Estados Unido
de America
Calle Paraguay 1217
MONTEVIDEO, Uruguay

VENEZUELA

Centro Venezolano-Americano
Avenida Principal de las Mercedes
CARACAS, Venezuela

*Centro Venezolano Americano de Zulia
Calle 63, No. 3E-60
MARACAIBO, Venezuela
(Apartado Postal No. 419)

EAST ASIA AND PACIFIC

INDONESIA

Lembaga Indonesia Amerika
Jl. Pramuka Kav. No. 30
JAKARTA, Indonesia
(Post Box 380)

*Lembaga Indonesia Amerika
23 Jalan P. Diponegoro
MEDAN, Indonesia

*Lembaga Indonesia Amerika
Jalan Raya Dr. Sutomo 110
SURABAYA, Indonesia

THAILAND

*American University Alumni
Language Center
179 Rajadamri Road
BANGKOK 5, Thailand
(Also operates a branch in Chiang
Mai. There is also a resident English
Teaching Officer as Director of
Courses in the Center.)

NEAR EAST, SOUTH ASIA

PAKISTAN

Pakistan-American Cultural Center
11 Fatima Jinnah Road
KARACHI 4, Pakistan
(Also operates branches in
Hyderabad, Peshawar and Quetta)

II. AGENCY-AFFILIATED ENGLISH TEACHING PROGRAMS:

AFRICA

BENIN

English Language Program
c/o American Cultural Center
B.P. 2012
COTONOU, Benin

BURKINA-FASO

Centre Culturel American
Avenue Binger
B.P. 539
OUAGADOUGOU, Burkina-Faso

BURUNDI

English Language Program
c/o American Cultural Center
B.P. 810
BUJUMBURA, Burundi

CAMEROON

English Language Program
c/o American Cultural Center
B.P. 4045
DOUALA, Cameroon

English Language Program
c/o American Cultural Center
B.P. 817
YAOUNDE, Cameroon

CENTRAL AFRICAN REPUBLIC

Ave. President
BACKO
BANGUI, C.A.R.

PEOPLE'S REPUBLIC OF CONGO

English Teaching Program
American Cultural Center
c/o American Embassy
BRAZZAVILLE, Congo

GABON

English Teaching Program
American Cultural Center
c/o American Embassy
LIBREVILLE, Gabon

GUINEA

English Language Program
c/o American Embassy
CONAKRY, Guinea

IVORY COAST

Centre Culturel
America in
Blvd De La Roacde, Angle
Ave, De L'Entente
Cocody
B.P. 1866, Abidjan 01
ABIDJAN, Ivory Coast

MADAGASCAR

English Language Program
c/o American Cultural Center
ANTANANARIVO, Madagascar

NIGER

English Language Program
 c/o American Cultural Center
 B.P. 201
NIAMEY, Niger

RWANDA

English Teaching Program
 c/o American Cultural Center
 B.P. 28
KIGALI, Rwanda

SENEGAL

American English Language Program
 c/o American Cultural Center
 B.P. 49
DAKAR, Senegal

SOMALIA

English Language Teaching Program
 American Information Center
 c/o American Embassy
MOGADISHU, Somalia

TOGO

English Language Program
 c/o American Cultural Center
 B.P. 852
LOME, Togo

ZAIRE

Zaire-American Language Institute
 c/o American Cultural Center
 B.P. 8622
KINSHASA, Zaire

NEAR EAST, NORTH AFRICA, AND SOUTH ASIA**MOROCCO**

American Language Center
 Place de la Fraternite
CASABLANCA, Morocco

American Language Center
 Place des Etats-Unis
FES, Morocco

American Language Center
 3 Impasse Moulin du Gueliz
MARRAKECH, Morocco

American Language Center
 43, Av. Allal ben Abdallah
RABAT, Morocco

American Language Center
 2, rue Emsallah
TANGIER, Morocco
 (P.O. Box 2123)

NEPAL

English Language Institute
 c/o American Embassy
KATHMANDU, Nepal

SUDAN

English Teaching Program
 American Cultural Center
 c/o American Embassy
KHARTOUM, Sudan

YEMEN

Yemen-American Language Institute
 c/o American Embassy
 P.O. Box 1088
SANAA, Yemen Arab Republic

BRITISH COUNCIL DIRECT ENGLISH TEACHING CENTERS

Centers are located in the following countries:

Algeria
Bahrain
Bangladesh*
Colombia
Cyprus*
Ecuador
Egypt
 Alexandria
 Cairo
 DTS Cairo
Indonesia
Iraq
Israel
Jordan
Korea*
Kuwait
Malaysia
Morocco
Oman
 Medinat Qaboos
 Salalah
Qatar
Saudi Arabia
 Jeddah and Contracts
 Riyadh and Contracts
 Al Khobar*
Singapore
Sri Lanka
Syria
Thailand
 Bangkok
 Chiang Mai
Tunisia*
UAE
 Abu Dhabi
 Dubai
Venezuela
 Caracas
 Ciudad Guayana
Yemen Arab Republic

*Pilot Project
(Source: Direct Teaching Co-ordination Unit)

UNIVERSITY AND COLLEGE INTENSIVE ENGLISH PROGRAMS (UCIEP)
IN THE UNITED STATES

REGION I: ALASKA, OREGON, WASHINGTON

LEWIS AND CLARK COLLEGE

C. Greg Caldwell
(503) 244-6161
Institute for the Study of American
Language and Culture
Lewis and Clark College
Portland, OR 97219

OREGON STATE UNIVERSITY

Allen Sellers
(503) 754-2464
English Language Institute
Oregon State University
Corvallis, OR 97331

REGION II: ARIZONA, COLORADO, KANSAS, MONTANA, NEBRASKA, NEW MEXICO,
SOUTHERN IDAHO, UTAH, WYOMING

UNIVERSITY OF ARIZONA

Frank Pialorsi
(602) 621-1362
Center for English as a
Second Language (CESL)
University of Arizona
Tuscon, AZ 85721

UNIVERSITY OF COLORADO

Jean C. Engler
(303) 492-5547
International English Center
University of Colorado
Boulder, CO 80309

UNIVERSITY OF KANSAS

Elizabeth F. Soppelsa
(913) 864-4606
Applied English Center
204 Lippincott Hall
University of Kansas
Lawrence, KS 66045

REGION III: ARKANSAS, LOUISIANA, OKLAHOMA, TEXAS

UNIVERSITY OF HOUSTON

Joyce Valdes
(713) 749-2713
Language and Culture
Center (LCC)
University of Houston
Central Campus
Houston, TX 77004

LOUISIANA STATE UNIVERSITY

Sam S. Britt, Jr.
(504) 388-5642
English Language and
Orientation Program
Louisiana State University (LSU)
Baton Rouge, LA 70803

OKLAHOMA STATE UNIVERSITY

Kay Keys and Jeanne Horton
(405) 624-7519
English Language Institute
210 U.S.D.A. Building
Stillwater, OK 74078

UNIVERSITY OF TEXAS AT AUSTIN

John R. Schmidt
(512) 471-9283/471-4311
Intensive English Program (IEP)
The University of Texas at Austin (UT)
1103 West 24th
Austin, TX 78705

UNIVERSITY OF TULSA

Barbara Clulow
(918) 592-6000
English Institute for
International Students
University of Tulsa
600 South College Street
Tulsa, OK 74104

REGION IV: IOWA, MINNESOTA, MISSOURI, NORTH DAKOTA, SOUTH DAKOTA

IOWA STATE UNIVERSITY

Roberta Vann
(515) 294-3568
Intensive English and
Orientation Program (IEOP)
Iowa State University
Ames, Iowa 50011

UNIVERSITY OF MINNESOTA

Mark Landa
(512) 373-0166
English Program for
International Students
Department of Linguistics
152 Klaeber Court
University of Minnesota
Minneapolis, MN 55455

REGION V: ILLINOIS, MICHIGAN, WISCONSIN

UNIVERSITY OF ILLINOIS

Thomas Gould
(217) 333-6598
Intensive English Institute
3070 Foreign Languages Building
707 South Mathews Street
University of Illinois
Urbana, IL 61801

UNIVERSITY OF MICHIGAN

R. D. Fraser
(313) 764-2413
English Language Institute
University of Michigan
Ann Arbor, MI 48109

MICHIGAN STATE UNIVERSITY

James C. Stalker
(517) 353-0800
English Language Center
Room 1
Center for International
Programs
Michigan State University (MSU)
East Lansing, MI 48824

SOUTHERN ILLINOIS UNIVERSITY

Richard L. Daesch
(618) 453-2266
Center for English as a
Second Language
Southern Illinois University (SIU)
Carbondale, IL 62901

REGION VI: INDIANA, KENTUCKY, OHIO

ASHLAND COLLEGE

Michael Hupfer
(419) 289-4142
Ashland College
Center for English Studies
(AC'CESS)
Ashland, OH 44805

OHIO UNIVERSITY

Charles P. Mickelson
(614) 594-5634
Ohio Program of Intensive English
(OPIE)
Gordy Hall
Ohio University
Athens, OH 45701

REGION VII: ALABAMA, FLORIDA, GEORGIA, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE

BARRY UNIVERSITY

Frank Ploener
(305) 758-3392
Program for English as a
Second Language
Barry University
11300 Northeast Second Avenue
Miami Shores, FL 33161

UNIVERSITY OF FLORIDA

Richard Thompson
(904) 392-2070
English Language Institute
313 Norman Hall
University of Florida
Gainesville, FL 32611

FLORIDA STATE UNIVERSITY

Frederick L. Jenks
(904) 644-4797
Center for Intensive
English Studies
918 W. Park Avenue
Tallahassee, FL 32306-2052

UNIVERSITY OF MIAMI

John H. Rogers
(305) 284-2752
Intensive English Program
University of Miami
P. O. Box 248005
Coral Gables, FL 33124

UNIVERSITY OF SOUTH FLORIDA

Carol Cargill-Vroman
(813) 974-3433
University of South Florida (USF)
International Language Center
4202 Fowler Avenue
Tampa, FL 33620

REGION VIII: DELAWARE, DISTRICT OF COLUMBIA, MARYLAND

THE AMERICAN UNIVERSITY

Gilbert Coutts
(202) 885-2147
English Language Institute
Room 200, McKinley Building
The American University
Washington, D.C. 20016

GEORGETOWN UNIVERSITY

Suzanne Peppin
(202) 625-4324
The American Language
Institute
Georgetown University
Washington, D.C. 20057

GEORGE WASHINGTON UNIVERSITY

Shirley Wright
(202) 676-7136
English for International Students
George Washington University
Rome Hall T-604
801 22nd Street, N.W.
Washington, D.C. 20052

UNIVERSITY OF DELAWARE

Scott G. Stevens
(302) 451-1168
University of Delaware
English Language Institute
25 Amstel Avenue
Newark, DE 19716

GEORGETOWN UNIVERSITY

William F. Norris
(202) 625-4980
Division of English as a
Foreign Language
Georgetown University
Washington, D.C. 20057

UNIVERSITY OF MARYLAND

Leslie A. Palmer
(301) 454-6545
Maryland English Institute
Preinkert, Room 1203
College Park, MD 20742

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REGION IX: PENNSYLVANIA, SOUTHERN NEW JERSEY, WEST VIRGINIA

UNIVERSITY OF PENNSYLVANIA

Linda Kuhn
(215) 243-8681
English Program for Foreign
Students
University of Pennsylvania
21 Bennett Hall D1
34th and Walnut Streets
Philadelphia, PA 15260

UNIVERSITY OF PITTSBURGH

Christina B. Paulston
(412) 624-5900
English Language Institute
University of Pittsburgh
2816 C.L.
Pittsburgh, PA 15260

REGION X: NEW YORK, NORTHERN NEW JERSEY, PUERTO RICO

COLUMBIA UNIVERSITY

Mary Jerome
(212) 280-3584
American Language Program
Columbia University
505 Lewiston Hall
New York, NY 10027

NEW YORK UNIVERSITY

William W. Jex
(212) 598-3937
American Language Institute
New York University (NYU)
1 Washington Square North
New York, NY 10003

SUNY BUFFALO

Stephen C. Dunnett
(716) 636-2077
Intensive English Language
Institute
320 Christopher Baldi Hall
SUNY Buffalo
Buffalo, NY 14261

REGION XI: CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, RHODE ISLAND,
VERMONT

BOSTON UNIVERSITY

Susan K. Doll
(617) 353-4870
Center for English Language and
Orientation Programs (CELOP)
Boston University (BU)
Boston, MA 02215

NORTHEASTERN UNIVERSITY

Paul C. Krueger
(617) 437-2455
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SAINT MICHAEL'S COLLEGE

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REGION XII: CALIFORNIA, HAWAII, NEVADA

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ANNEX B: INTERVIEWS WITH KEY INSTITUTIONAL REPRESENTATIVES

INTERVIEWS WITH KEY INSTITUTIONAL REPRESENTATIVES

Academy for Educational Development

Mr. Maurice Imhoof
Senior Program Officer

Agency for International Development

Mr. Ralph Bigelow
Bureau for Science and Technology
Deputy, Small Enterprise
Development Office

Ms. Joyce Burton
Education Officer
Asia/Near East Bureau
Office of Technical & Human
Resources

Ms. Betsy Carter
Bureau for Science and Technology
Office of International Training

Mr. John Champagne
Deputy, Asia/Near East Bureau
Office of Technical & Human
Resources

Mr. Thomas Donnelly
Education Officer
Bureau for Latin America & the
Caribbean
Office of Education & Technology

Mr. David Esch
Bureau for Science and Technology
Office of International Training

Dr. Hal Freeman
Chief, Asia/Near East Bureau
Office of Technical and Human
Resources

Mr. Marvin Hurley
Education Officer
Asia/Near East Bureau
Office of Technical and Human
Resources

Agency for International Development (Continued)

Mr. Frank Method
Bureau for Program and Policy
Coordination
Office of Policy Development and
Program Review

Mr. Dan Terrell
Bureau for Science and Technology
Office of International Training

Ms. Joan Wolfe
Bureau for Science and Technology
Office of International Training

Ms. Margaret Shaw
Education Officer, Africa Bureau
Office of Education and Human
Resources

The American University

Mr. Gary E. Lloyd
Director
The Business Council for
International Understanding
(BCIU) Institute

Dr. Milledge Walker
Professor, School of International
Service

Dr. Gary Weaver
Professor, International/Inter-
Cultural Communication

Attorneys at Law

Mr. Speed Carroll
Cleary, Gottlieb, Steen & Hamilton

Mr. Leo Millstein
Dyer, Ellis, Joseph & Mills

Mr. Robert C. Goodwin, Jr.
Goodwin & Soble

Attorneys at Law
(Continued)

Mr. Stephen M. Soble
Goodwin & Soble

Bechtel Power Corporation

Mr. A. Menendez
Project Manager
International Operations

The British Embassy

Mr. Iain G. Frater
Education Attaché
Cultural Department

Center for Applied Linguistics

Mr. Conrad Sponholtz
Director, Special Projects

Center for International Private
Enterprise

Ms. Ann Harrington
Program Director

ELS Language Center

Ms. Jane Tuckerman
Director

Embassy of Sri Lanka

Mr. T. Sivagnanam
Economic Minister

Equator Advisory Services, Ltd.

Mr. Francis Nyirjesy
Manager

Georgetown University

Ms. Suzanne Peppin
Director
American Language Institute

INTELSAT

Mr. Aemro Arraya
Manager, Policy Analysis &
Development Affairs

Mr. Patrick McDougal
Senior Development Officer

Inter-American Development Bank

Mr. Kenneth Cole
Director, Small Enterprise Projects

Mr. Ernesto Newberry
Chief, Industries Division

Mr. Roberto Pastor
Chief, Organization & Management
Services Office

Mr. Maurice A. Thomae
Chief, Staff Development Section

Inter-Continental Hotels

Mr. Monroe Morris
Director
Personnel Administration

International Air Transport
Association (IATA)

Mr. Harry Atterton
Director, Public Relations

The Johns Hopkins University

Mr. Gerald Lampe
Director, Language Studies
School of Advanced International
Studies

Korea Economic Institute

Mr. John Bennett
President

Marriott Hotels and Resorts

Mr. Joast Mulder
Regional Director
Human Resources Division

Meridian House International

Dr. L. Robert Kohls
Executive Director
Washington International Center

National Association of
Manufacturers

Mr. Howard Lewis
Assistant Vice President
International Department

National Rural Electric
Cooperative Association

Mr. Philip P. Costas
Assistant Director for Development
Training and Special Studies
International Programs Division

Mr. James D. Lay
Regional Administrator for Latin
America

National Science Foundation

Mr. Roger Doyon
Director
Developing Countries Section
Division of International Programs

Oklahoma State University

Ms. Kay Woodruff Keys
Assistant Director
English Language Institute

Overseas Bechtel, Inc.

Mr. Michael H. Kappaz
Vice President and Manager
International Operations

Partners for International
Education & Training

Mr. Ron Springwater
Executive Director

United Nations Development
Program

Mr. Ignacio Perez Salgado
Director, Country Programs
Latin America & the Caribbean

U.S. Chamber of Commerce

Ms. Cristina M. Kfoury
Assistant to the Director
Latin American Affairs
International Division

Mr. Michael A. May
Assistant Director
Latin American Affairs
International Division

U.S. Department of Agriculture

Mr. Richard Affleck
Deputy Director
Office of International
Cooperation & Development

U.S. Department of Commerce

Mr. Sean Gallagher
Desk Officer - Sri Lanka

Mr. Scott Goddin
Desk Officer - Korea

Ms. Sherie Lubenow
Director of North Africa

Mr. Philip Michelini
Desk Officer - Guinea and Senegal

Mr. Don Ryan
Desk Officer - Indonesia

Ms. Karen Sasahara
Desk Officer - Yemen

Mr. Fred Stokelin
Office of Africa

U.S. Information Agency

Ms. Elizabeth White
Deputy Director
English Language Services

U.S. Office of the Trade
Representative

Ms. Betsy Stillman
Director
Andean and Caribbean Affairs

U.S. Telecommunication Training
Institute

Ms. Sparrow
Training Officer

The World Bank

Mr. Reza Amin
Director
China Industrial Projects Division

Ms. Nadine Dutcher
Education Officer

Mr. Christopher Willoughby
Director
Economic Development Institute

The World Trade Institute Language
School

Ms. Myra Erickson
Director

ANNEX C: INTERVIEW QUESTIONNAIRE

CREATIVE ASSOCIATES AID/ELT STUDY

INSTITUTION: _____

INTERVIEWEE(S):
[name & title] _____

INTERVIEW

CONTEXT (s):

Doing Business with U.S. Firms _____

Participating in U.S. Development Assistance _____

Both _____

INTERVIEWEE

CATEGORY:

(1) Private-Sector ELC "Client" _____

(2) Public-Sector ELC "Client" _____

(3) Public-Sector ELT Sponsor _____

(4) Private-Sector ELT Sponsor _____

(5) Other _____

DATE & TIME: _____

MODE:

In-person: _____

Phone: _____

INTERVIEWER(S): _____

INTERVIEWEE(S): _____
ORGANIZATION: _____

ELT DEMAND

Who in developing countries most needs ELC, when and why?

LEVEL

NAT. &
SECT.
(MACRO)

INST.
(MICRO)

INTERVIEWEE(S): _____
ORGANIZATION: _____

ELT DEMAND CONTINUED

How much ELC is needed in terms of language type, skill type, vocabulary type, and degree of proficiency?

LEVEL

NAT. &
SECT.
(MACRO)

INST.
(MICRO)

INTERVIEWEE(S): _____
ORGANIZATION: _____

ELT DEMAND CONTINUED

Most Critical Deficiencies in ELC Needs: Competency Shortfalls Addressable by
ELT

LEVEL

BY COUNTRY

BY SECTOR _____

BY INST. TYPE _____

BY DISCIP.
AND/OR POS.
W/IN INST. _____

BY COMP. TYPE
AND NEEDED DEG
OF PROFICIENCY _____

INTERVIEWEE(S): _____
ORGANIZATION: _____

ELT SUPPLY

Inventory of Existing ELT Services

LEVEL

USAID
SPONSORED

OTHER PUBLIC
SECTOR SPONSORED

PRIVATE
SPONSORED

INTERVIEWEE(S): _____
ORGANIZATION: _____

ELT SUPPLY CONTINUED

Evaluation of Existing ELT Services: What works and why? What fails and why?

L.EVEL

USAID
SPONSORED

OTHER PUBLIC
SECTOR SPONSORED

PRIVATE
SPONSORED

INTERVIEWEE(S): _____
ORGANIZATION: _____

AID/ELT "INVESTMENT" OPPORTUNITIES

Based on your preceding analysis of ELT Demand and Supply, where, if anywhere, do you see an AID comparative advantage encouraging it to make new ELT investments?

INTERVIEWEE(S): _____
ORGANIZATION: _____

Do you have any other leads or suggestions to improve our study?

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