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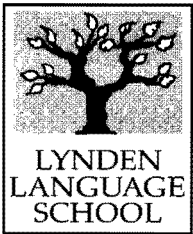
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FINAL REPORT

PROJECT NO: EE/MOZ/08/001

CONTRACT NO: 16001860

BETWEEN

THE UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

AND

LYNDEN LANGUAGE SCHOOL

MAPUTO

13TH SEPTEMBER, 2011

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FINAL REPORT

PHASE IV

B.E.S.T.F ENGLISH LANGUAGE TRAINING PROGRAMME

INNOQ

MAPUTO

MOZAMBIQUE

A. OVERVIEW

This is the Final Report for the English Language Training Programme delivered to members of staff from INNOQ, Maputo, Mozambique in accordance with our proposal and Contract No. 16001860 between the United Nations Industrial Development Organization and Lynden Language School, Maputo Mozambique.

This report will cover Phase IV of this Programme as well as overall conclusions and recommendations.

Phase IV started on 14th March and terminated on 25th August, 2011.

The final stage has been implemented successfully and has culminated with some of the staff members sitting for the University of Cambridge First Certificate Examination which took place on the 25th and 26th August, 2011 at the Lynden Language School.

Lynden Language School is now the official open centre for Cambridge ESOL Examinations in Mozambique.

During this Phase Groups 1, 2 and 3 completed the Upper -Intermediate Business English Level.

Groups 4 and 5 completed the First Certificate Preparatory Level.

SEE ANNEX C FOR TIMEFRAME CHART.

B. CONTENT OF COURSES

BUSINESS ENGLISH – UPPER -INTERMEDIATE LEVEL

More complex vocabulary is introduced at this level as well as consolidation of structures and language acquired at Intermediate Level. Phrasal verbs in a business context, developing business communication skills, assessing performance and being able to negotiate. Practical language includes dealing with situations on the phone, practising language for taking part in a teleconference as well as negotiating in various contexts.

SEE ANNEX A FOR Teachers' Notes

FIRST CERTIFICATE EXAMINATION University of Cambridge ESOL Examinations (UCLES)

This preparatory course for the Examination covers General English and is topic based. These topics are specified according to the requirements of the Examination. The level provides Vocabulary, Use of English, Writing, Listening, and Reading Skills as well as Speaking skills. The Exam itself has 5 compulsory papers. Reading, Writing, Use of English, Listening and Speaking. The Examination is set at Upper Intermediate Independent User Stage and may be passed at 3 Grades: A, B, C. Most candidates in Mozambique find the examination extremely difficult and achieve a C Grade. Exceptionally from our institution we have had students who have achieved A and B grades.

C. COURSE MATERIAL

Original Business Result – Upper Intermediate Course Books – including CD Rom plus a copy of a Homework Book for extra Reading and Grammar practice were supplied to Group 3.

These books are published by Oxford University Press.

Original First Certificate Expert-Course books, published by Longman, were supplied to each candidate in Groups 4 and 5 plus a copy of a Homework book which includes grammar, listening and reading practice for the Examination. They are also supplied with extra material for Resource Room and Exam Practice. The Exam Practice material used is from authentic past First Certificate Examination papers.

D. TEACHING STAFF

Mr. Lenkhosi Mhlanga, Ms Eline Jakobs and Ms. Dhaliso Thembo were responsible for delivery of the levels.

Mr. Mhlanga taught Group 1

Ms. Jakobs taught Group 2 & 1

Ms. Thembo taught Group 3

Ms. Thembo and Ms. Jakobs taught Groups 4 and 5

E. PROGRESS ACHIEVED AND LEVELS COMPLETED PHASE I TO PHASE IV

Of the 72 candidates for English Language Training selected for the courses, 61 actually started the Programme. When the initial placement testing took place there were some candidates whose general standard of education was lower than the standard our institution recommends for training. These candidates were in the Elementary Level. Only 20 of the original 30 participants in the Elementary Level (Groups 1 and 2) managed to pass this level and proceed to the Pre-Intermediate Level, leaving 51 to continue with their English Language Training.

GROUPS 1 AND 2

As previously explained, Groups 1 and 2 commenced the Elementary Level with 30 candidates. 20 passed to the Pre-Intermediate Level. Of these, 8 succeeded in passing the Upper-Intermediate Business English. Over a period of almost 1 and a half years, many showed poor attendance or completely stopped attending. Some did not achieve the pass percentage required to proceed to the next levels. See Annex D. Progress Chart.

GROUP 3

This group commenced the Pre-Intermediate level with 15 out of 17 selected candidates. Eight stopped attending for various reasons leaving 7 in this group. Two did not achieve a pass and were allowed to join Groups 1 and 2 so as to continue with the training. The remaining five in the original group managed to successfully achieve a pass for the Upper Intermediate Level.

GROUP 4

Seventeen staff members were placed in this group. Of these, 15 actually commenced training. Three stopped attending, thereby leaving 12. All 12 successfully concluded the Upper Intermediate Level.

GROUP 5.

Seven staff members were placed at the Upper Intermediate Business English Level. Three never attended classes thereby leaving 4 staff members. One stopped attending and three completed the Upper- Intermediate Business Level. One staff member was placed at FCE level and attended the FCE Preparatory Course.

Due to the low numbers in Groups 4 and 5, they were joined so that the hours made available would allow us to extend training to the First Certificate Level, which was not envisaged in the original Proposal. We considered that this would greatly enhance their level of English. This suggestion was approved by Ms. Lurdes Capelas and Mr Siteo of INNOQ. Thus, the 152 hours originally earmarked for one group were used for the creation of the First Certificate Level. The First Certificate Preparatory Course requires approximately 200 hours .

During the final stage of the Upper-Intermediate Level for Groups 1 and 2, attendance did not warrant two groups. The two groups were joined, thereby making available 58 hours required for the First Certificate Preparatory Course.

The Examination date for the First Certificate Examination was 25th August, 2011. The Examination dates are set by the University of Cambridge and cannot be changed. All the candidates underwent pre-testing for the Examination. Six candidates from the group achieved the required standard to register for the Examination. However, one had holiday plans for that date, another was giving birth around the date and another would be away at that time.

Three of the staff members sat the Examination on 25th August and attended the Speaking component on 26th August, 2011. Their results should be available in October 2011.

When pre-testing took place for the First Certificate Examination, the remaining 5 participants in the group had not achieved a percentage which would warrant their registration for the Examination. The Examination Fee is 150 USD.

The opportunity to attend Exam Practice for the First Certificate Examination, free of charge, which will take place in June 2012 at the Lynden Language School, was extended to the participants of this group who would like to sit for this Examination next year.

See ANNEX D FOR FULL PROGRESS CHART.

See ANNEX E. FOR SUMMARY OF PROGRESS FROM PHASE I – PHASE IV.

F. EVALUATION REPORTS

GROUPS 1 and 2

These groups completed the Upper-Intermediate Level on 29th June, 2011.

GROUP 3

Group 3 completed the Upper-Intermediate Level on 4th April, 2011.

GROUPS 4 and 5

These groups completed the First Certificate Preparatory Course on 18th August 2011. After this date they attended Exam Practice. See Report of Pre-Testing Results. They are tested and assessed in accordance with established assessment guidelines for this Examination.

See ANNEX B – EVALUATION REPORTS – PHASE IV

G. CERTIFICATES FOR LEVELS COMPLETED

Upper- Intermediate Business Certificates have been awarded to all those who achieved the required pass percentage. The First Certificate is awarded by the University of Cambridge and if they achieve a pass they will be awarded from Cambridge University ESOL Examinations in October 2011. They are delivered by courier from Cambridge and will be delivered to the successful candidates here in Maputo.

H. TOTAL NUMBER OF HOURS DELIVERED FOR PHASE IV

During Phase IV of this English Language Training Project 456 tuition hours were delivered: 14th March 2011 to 18th August, 2011.

Groups 1 and 2 :Upper-Intermediate : 248 Tuition Hours

Group 3: Upper Intermediate Part 2: 76 Tuition hours

Groups 4 and 5: First Certificate Preparatory Course: Total 132 Hours

See ANNEX C – TIMEFRAME CHART

TOTAL NUMBER OF HOURS DELIVERED FOR the B.E.S.T.F. ENGLISH LANGUAGE TRAINING PROGRAMME

Our original proposal projected 2068 tuition hours for the five groups from January 2010 to April 2011. We delivered 2064 tuition hours. 4 tuition hours were deducted from this total in order to cover the cost of Examination Fees for the 3 First Certificate candidates.

I. CONCLUSION AND RECOMMENDATIONS

The B.E.S.T.F. English Language Training Programme commenced on March 1st 2010. Over almost a year and a half, many of the selected candidates from INNOQ have tirelessly attended classes and applied themselves diligently to learning English, which has allowed them to achieve a standard of English they could never have reached had they not been afforded this opportunity through UNIDO and the B.E.S.T.F. Programme.

The number of candidates having passed the Upper Intermediate Level and possibly the First Certificate Level may seem low when seen only from a numerical standpoint.

However, it must be taken into account that when teaching adults, who are working and dealing with everyday family and survival issues, which is the case in Mozambique, these numbers indicate a significant success rate.

First of all, the standard of education of candidates is extremely important when considering training for a higher level. The Upper Intermediate level corresponds to a B2 Common European Framework level allowing students who achieve this level to be 'independent users'.

In terms of language learning, Mozambicans usually have an African language as their mother tongue. They learn Portuguese at school as a Second Language. Very often their skills in Portuguese are weak as a result of the educational infrastructure in Mozambique.

In over twenty years' English language teaching in Mozambique, our experience has shown that it is often the case that when they have completed the First Certificate Level, their English language skills supersede their Portuguese language skills in terms of Reading, Writing, knowledge of Language Function and Vocabulary.

Although many may not have completed the Upper Intermediate Level, 27 succeeded. The ones who were not able to complete this level had a variety of reasons for not being able to attend such as work pressure, travelling to other parts of the country, pregnancy, family problems, health problems etc. They may not have completed the Upper-Intermediate Level, but they completed other levels. From their point of departure to the level they completed, their English language skills would have improved significantly.

It was not entirely up to the staff members to attend. Work always took priority. Once classes had been missed, it was often difficult to make up the input lost.

Furthermore, study input at home is essential to progress. Without this input, it is extremely difficult to achieve the high standards required, especially in terms of Reading and Writing skills and Language in Use. Homework, as an essential part of the learning process, is set and corrected. However, adult students do not always correspond to our expectations and cannot be forced to comply.

Adult students find it difficult to manage their working lives, family lives, and study. In many cases they are also attending lectures for higher education at the same time as working and learning English.

Notwithstanding the many obstacles they face on a daily basis, many have succeeded and we may take pride in that fact.

RECOMMENDATIONS

First of all, as a language school and the service provider for English Language Training in the B.E.S.T.F Project, we were not involved in the selection of the candidates for training. The selection criteria is of utmost importance when the target level is set for a high standard of English i.e. Upper-Intermediate or F.C.E. Level.

In order to study English at our institution, candidates are required to hold at least a Secondary School Certificate. For higher English levels it is very often the case that if the students have not studied further than secondary school, it is extremely difficult for them to cope with the demands of Reading, Writing and Language Function (Upper-Intermediate and First Certificate). With regard to

Business English, the bar is raised even higher, as many who work primarily for State departments have never actually been engaged in real -life business situations in their own languages. The contexts provided for learning Business English with related vocabulary are often alien to their own experience.

Secondly, as the provider we were unable to demand that students attend classes if their employer, in this case the various departments of INNOQ, sent them to the provinces or required them to carry out their duties in such a way that they were unable to attend. We were not in a position to verify why they were not attending or had stopped attending.

For future projects we would recommend improved liaison between the Project managers and the various department heads as well as with the service provider in order to ensure more success in the outcome of the project .

Attendance reports were sent regularly to INNOQ. We were informed in some cases by letter or email why students could not attend. Some of the constraints were timetable related. We offered some the opportunity to attend our regular courses but they were still unable to attend as they had commitments such as university lectures.

Despite the non-attendance of some, or failure of others, we may say that on the whole, every opportunity has been afforded to the INNOQ staff members to ensure their progress in achieving a high standard of Business English Language skills. We are extremely grateful to have been able to participate in this valuable project and are proud of the success it has achieved.

Lynne E. Longley

LYNDEN LANGUAGE SCHOOL

Director of Studies

Lynden Language School

Maputo, 13th September, 2011