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ENGLISH LANGUAGE COMPONENT DEVELOPMENT TRAINING PROJECT 263-0125

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ENGLISH LANGUAGE COMPONENT
DEVELOPMENT TRAINING PROJECT 263-0125

UNIFIED MANAGEMENT PLAN

I. INTRODUCTION

In their efforts to enhance economic, political and cultural relations between Egypt and the West, Egyptian policy makers have identified the teaching and use of English as an important element. The Government of Egypt (GOE) has over the last few years taken steps to correct the short-comings in English language training. USAID/Cairo has, in several ways, been able to assist the GOE in its efforts. The objective of the English Language Component under project 263-0125 is to continue to provide English language training in Egypt to serve the developmental needs of the GOE and USAID while simultaneously making an effort to improve the overall teaching of English in Egypt.

Three sub-projects have been identified through collaboration between USAID and the GOE to strengthen English language training and manage information about the needs and resources presently available. Detailed sub-project papers explain how activities under each sub-project will be implemented.

Two of the sub-projects will be directed by the Ministry of Education. The third sub-project, an adult English program at Sirs El Layyan, will be directed by the Ministry of Higher Education.

II. UNIFIED MANAGEMENT PLAN

These sub-projects can be most effectively implemented, if they are coordinated and monitored by a single Contractor, working with Sub-contractors that are already operating in Egypt. The advantages to unified management of the three sub-projects are as follows:

- A.I.D. would have to monitor only one contract, reducing paperwork, meeting time, and costs.

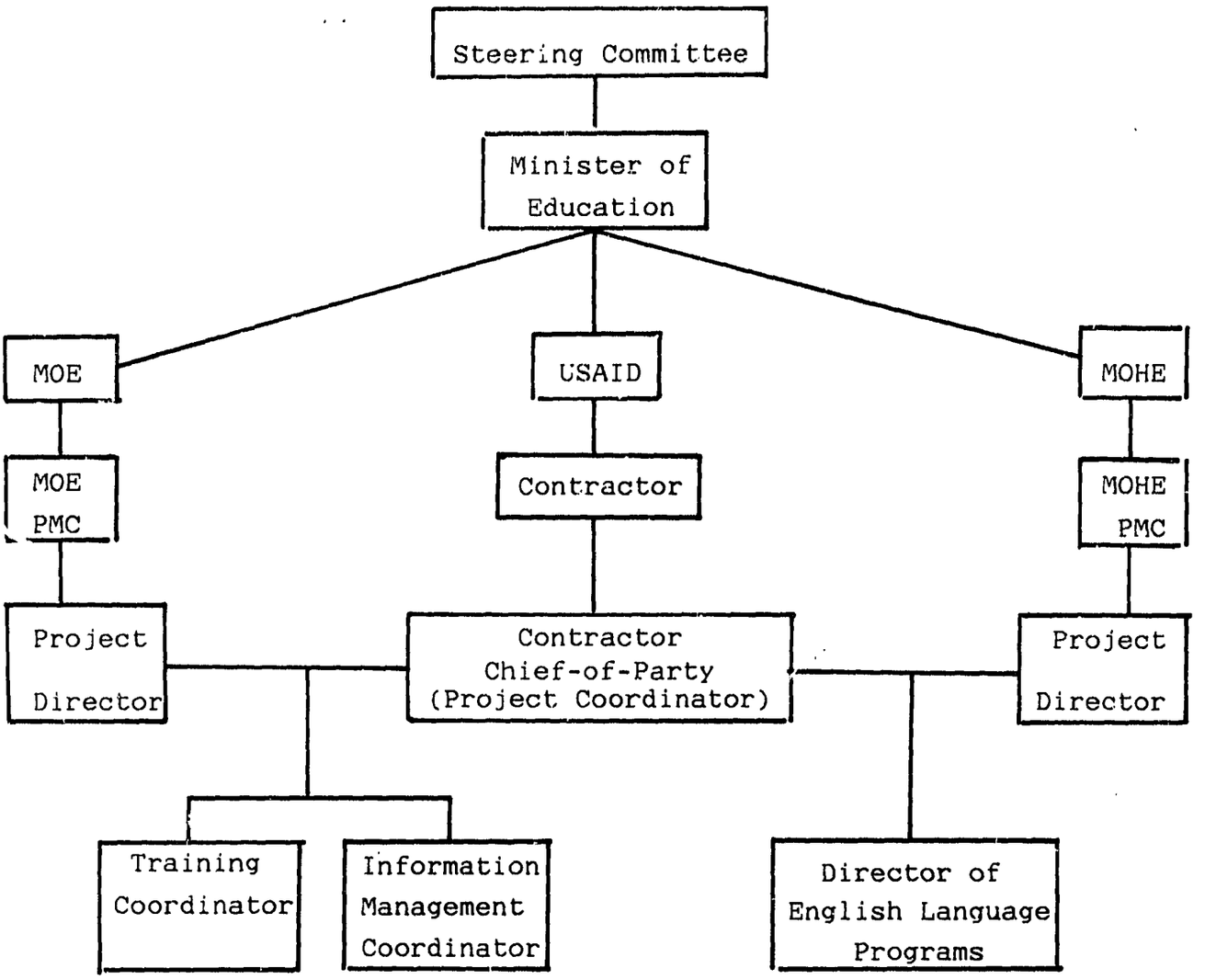
- Unified management would lower Contractor costs. Only one Contractor staff would have to set up operations in Cairo; only one Home Office support effort would be funded; travel and allowances costs would be reduced; contract overhead costs would be minimized.

- The execution of the different ELT activities would be better integrated, with all planning and monitoring centralized in one Contractor office. A consistent approach to improving English teaching in Egypt would add strength to each sub-project.

- Management information sub-systems developed for each sub-project could be unified under the Information Management sub-project.

- Sub-contractors, chosen from local institutions, could be better coordinated, as they are likely to support more than one sub-project.

UNIFIED MANAGEMENT
ORGANIZATIONAL CHART



IV. ESTIMATED COSTS AND FINANCIAL PLAN

Field Office						
Salaries *	101,900	110,685	127,289	146,383	166,073	653,230
Benefits	21,328	22,837	26,263	30,203	34,569	135,200
International Travel	27,300	11,000	6,900	5,400	2.300	52,900
Other Direct Costs	7,200	4,900	4,600	4,400	4,900	26,000
Home Office						
Salaries *	35,000	40,250	46,288	53,232	61,217	235,987
Benefits	9,100	10,465	12,035	13,380	15,916	61,356
Other Direct Costs	6,700	5,500	5,500	5,500	5,500	28,700
Local Travel	1,200	1,200	1,200	1,200	1,200	6,000
SUB-TOTALS	228,628	228,572	255,070	288,901	325,630	1,326,802
Indirect Costs	80,020	80,000	89,275	101,115	113,971	464,381
Allowances	22,000	22,650	24,698	27,052	29,760	126,160
Vehicle	20,000					20,000
Office Rent	6,000	6,000	6,000	6,000	6,000	30,000
Equipment	16,700					16,700
Off. Furniture	5,000					5,000
Training (U.S.)		1,500		1,500		3,000
TOTALS	347,843	309,380	341,299	385,765	430,736	1,815,023

*Includes 15% inflaction and contingency factor

III. CONTRACTOR SCOPE OF WORK

In general, the Contractor would provide the following administrative and management services in support of all sub-projects:

Home office

- Recruiting and fielding short- and long-term personnel
- Purchasing and shipping equipment as required
- Arranging and monitoring U.S. training
- Any other logistical support as required by the Field office

Field office

- Providing liaison between MOE, MOHE, and USAID
- Supervising programs and implementation staff on behalf of the MOE, MOHE, and USAID
- Planning and monitoring project implementation in cooperation with Project Management Committees and USAID
- Contracting and supervising Sub-contractors
- Purchasing and maintaining or monitoring equipment and supplies
- Providing formative and summative evaluations to Project Management Committees of the MOE, MOHE, and to USAID

V. LEVEL OF EFFORT

Position: U.S.	Person Months
Project Coordinator (Chief of Party)	60
Home Office Coordinator	30
Project Assistant	60
Position: Local	
Administrative Assistant for Training	60
Financial Manager	60
Secretary	60
Clerk-typist	60
Driver	60
Office Aide	60
TOTAL	510

VI. IQC WORK ORDER TEAM

Dr. Maurice Imhoof, Team Leader
Dr. Charles W. Twyford, Training Programs Planning and Evaluation
Mr. Jerry H. McCune, Audio-visual Aids and Learning Laboratories
Dr. Abdel Messih Daoud, Co-Team Leader and Curriculum Design
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SIRS EL LAYYAN
RESIDENTIAL ENGLISH LANGUAGE CENTER
SUB-PROJECT NO. 0125.6
DEVELOPMENT TRAINING PROJECT 263-0125

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INTRODUCTION

The Development Training Project (263-0125) targets English Language Training as one of the major types of training needed to facilitate Egypt's continued development. One part of the English Language Training component of the Project is the establishment of a residential center for intensive English training.

This paper proposes the development of such a center at Sirs El Layyan, adapting and improving the existing facilities there to accommodate intensive language programs for adults.

I. SUMMARY AND RECOMMENDATIONS

A. Recommendations

As a sub-project of the English Language Training component of the Development Training Project (263-0125), an intensive, residential English language training center should be established at the Sirs El Layyan adult education facility. The center will need technical assistance and staff from a U.S. contractor, but the five-year sub-project should establish a turn-key operation, training Egyptians to take over all responsibilities by the end of the five-year period.

B. Rationale

The language center at Sirs El Layyan will permit the MOE to train, under its own direction, Egyptian adults who need better English for their work or for study abroad. The center will also serve as a model language training program for the MOHE following current principles of adult learning, second language acquisition, and organizational management.

C. Project Description

The center will have the capability of designing and implementing an English training program for any group of Egyptian adult learners in a residential setting. It will use a state-of-the-art language laboratory and learning resources center, as well as creative instruction in classes and non-traditional learning activities.

D. Cost Estimates and Financial Plan

USAID should provide $1,000,000 through PIL's to the MOHE for removation and upkeep of buildings and grounds at Sirs El Layyan which will be used in English training programs. Another $1,000,000 will be required for food purchases.

$5,969,000 should be awarded to a U.S. Contractor for English programs at the center. Estimated costs are as follows: FY 88 $1,140,000; FY 89 $1,077,000; FY 90 $1,169,000; FY $1,244,000; FY 92 $1,359,000.

E. Conditions

This project has been developed in close coordination with the the MOHE and the existing Sirs El Layyan staff. The primary issues relating to implementation have been substantially resolved. Hence there are no major obstacles to signature of the Grant Agreement and subsequent disbursement of funds. Covenents and conditions primarily relate to those essential plans which must be developed and administrative structures which must be in place to carry out the project.

II. PROJECT BACKGROUND

A. Problem

The level of English that many Egyptians use in the academic, governmental and business life of the country is inadequate and deteriorating. As a result, unless English usage improves, the inability of Egyptians to use this universal tool of communication will seriously impede the nation's educational, social, and economic development and weaken its ties to the West.

The causes of this decline in English proficiency are easy to see. Rapid expansion of the educational system at all levels has resulted in a demand for English teachers and teachers of "content" subjects commonly taught in English which far exceeds the available supply. Minimally qualified teachers have been pressed into service, and, as a consequence, the quality of instruction has been compromised.

At the same time, Egypt has initiated many nation-building projects for which English is required. But school graduates, at all levels, frequently do not possess a level of English that is adequate to the demands of their jobs. If they are sent to an English-speaking country for further education or training, inadequate English may hinder them. If they work with technical advisors in English, language problems may reduce the effectiveness of assistance offered. And if they attempt to engage in international conferences, or read professional publications in English, or in other ways put their English skills to use, they may quickly discover their linguistic shortcomings.

This state of affairs is certainly unnecessary. The beautiful English spoken by Egyptians who have had suitable opportunities to learn and use it attests to the language learning capability inherent in the populace. Further, there is a great desire by people young and old to comprehend, speak, read, and write English at an acceptable level.

The problem, then, is mainly one of insufficient opportunity for successful English mastery, particularly under the direction of the Government of Egypt itself. Programs offered by the British Council, the Fulbright Commission, and private schools and colleges may be effective, but they cannot meet the total need, nor can they be controlled by the government in such a way as to ensure a satisfactory balance between supply and demand for English-proficient Egyptians.

B. Project Goal

The purpose of the Sirs El Layyan Residential English Language Program is to enhance the English proficiency of Egyptian adults, for academic and professional communication, in an Egyptian institution.

C. End-of-project Status

If this goal is met, USAID and the Government of Egypt will have created, after five years, an innovative language training facility and determined whether it can be operated productively and cost-effectively by the Government of Egypt to increase the number of English-proficient professionals the country needs.

D. Assumptions

The achievement of the goals set for Sirs El Layyan will be more likely if all parties involved share a common set of assumptions about the way the project will be undertaken. Although they will be addressed in greater detail in subsequent sections, some major assumptions are enumerated here for emphasis:

1. Sirs El Layyan will be renovated and maintained as an appropriate facility to house and instruct diverse client groups for long-term study.

2. Clients will be selected who can commit themselves to intensive study in a remote setting.

3. Professional staff will be recruited for management and instructional positions who have the necessary qualifications.

4. The Government of Egypt, USAID, and contractors will agree on a phased implementation of instruction.

5. Sirs El Layyan will be a turn-key operation.

6. Teaching English at Sirs El Layyan is an experiment, requiring careful formative and summative evaluation. No one should assume its viability until it has been empirically demonstrated.

III. PROJECT DESIGN

A. Client Groups and Needs

The MOHE has identified several groups to be served by the Sirs El Layyan program:

1. Candidates for Education and Training Missions.

These individuals require English for academic purposes since they will be attending courses, seminars, and conferences where heavy demands will be made on their listening and notetaking skills, their ability to ask questions about and discuss focused issues, and their proficiency in reading and sometimes writing academic prose. These participants also need to also need to demonstrate successful performance (over 500) on the Test of English as a Foreign Language (TOEFL) before being permitted to go abroad for study.

2. University Staff

(both junior members -- demonstrators and lecturers -- and senior members if their degrees are not from English medium universities). Academicians who will not be going on overseas missions still need English skills for lecturing (depending on their subject areas), reading books and articles, attending and participating in international meetings, and writing for international publication.

3. Staff of Ministries and Other Public Sector Organization.

Public servants in such fields as finance, tourism, and education, as well as any fields where technology transfer is required, may need to upgrade their conversation and/or literacy skills.

4. English teachers and supervisory staff under the MOHE.

This group includes all classroom teachers of English, especially non-specialists, as well as their supervisors, if their English is found to be substandard. They need particularly to improve their productive skills in speaking and writing.

5. Private-Sector Professionals.

Although the MOHE has not targeted private-sector groups, it will undoubtedly become necessary to improve the English proficiency of certain non-governmental groups to achieve governmental objectives. The Ministry of Tourism, for example, could suggest training for individuals in the hotel or transportation industries since conversational fluency is generally essential for professionals in these field.

B. Relationship to Currently Available Programs

The English program at Sirs El Layyan will be intensive and residential, a unique format for English training at the present time in Egypt. There are, however, other programs which currently serve some or all of the client groups listed above and which will continue to do so. The major ones are at the American University in Cairo, the American Cultural Center in Alexandria, the ESP (English for Specific Purposes) Center at Alexandria University, the British Council in Cairo, and the International Language Institute in Cairo. Given the magnitude of the English language training challenge in Egypt, the Sirs El Layyan Center should join, not replace, these existing programs as a provider of training services.

Sirs El Layyan should be used for those individuals who can clearly benefit from intensive residential training. For many in the client groups which the MOHE has targeted, such residential training would be difficult. If they cannot conveniently take leave from their jobs, for instance, one of the other programs closer to their homes and work would be more appropriate.

It will be useful for all parties involved in the development of Sirs El Layyan to carefully think through and discuss the pros and cons of training at all the possible programs for different client types. Inappropriate placement of participants at Sirs El Layyan will jeopardize not only their individual learning, but the overall success of the center as well. Ideally, each English training program now available should be reviewed with an eye toward specialization for training certain groups. This would avoid unnecessary duplication of efforts for MOHE purposes.

For the training of preparatory and secondary teachers and their supervisors, regional training centers are likely to be more successful. The sheer number of teachers makes one centralized program or site infeasible. Occasionally, however, if Sirs El Layyan's capacity permits, residential programs could be held there for small targeted groups such as inspectors. The regional centers need to be upgraded to handle the burden of general English skill-building for MOE teachers and staff, whose deficiencies currently constitute a pressing problem.

Finally, in regard to currently available programs that can serve the needs of the MOHE target groups, it should be noted that MOHE officials believe a successful program at Sirs El Layyan will obviate the need for overseas language training for mission candidates. This expectation should perhaps be an open question instead. At the present time, the Missions Department is having difficulty finding enough candidates with sufficient English proficiency to qualify them for admission to overseas programs. Until Sirs El Layyan's value has been established, it might be necessary to resume some overseas English training in order to keep a reasonable number of participants in the training pipeline. A policy that only participants with TOEFL scores over 500, and preferably near 550, can be selected for overseas training may not take into account the capabilities and constraints of current in-country training.

C. Program Objectives

In order to reach the overall project goals for the benefit of the client groups discussed above, the following objectives should be set:

- Develop an intensive residential English training center at Sirs El Layyan which uses the adult education facility already there

- Design an instructional program to enhance the English proficiency of Egyptian adults for academic and professional communication in Egypt and abroad

- Develop the capabilities necessary for Egyptians to run this center without substantial technical assistance after the initial five-year development period -- in other words, to build an Egyptian institutional capability

- Assess the value of the Sirs El Layyan center to determine if it merits further support and use after the five-year development project ends. That is, a decision must be reached whether this program, in this place, is what Egypt needs

D. Underlying Principles for Program Development

The Sirs El Layyan English program can signal a fresh approach to adult language learning in Egypt. This can happen not just because of the residential nature of the program, but because of the opportunity to build a language program from the ground up on a foundation of contemporary thinking about second language acquisition, adult learning, and organizational development. Each section below outlines principles which are relevant to each of those areas and which can guide the development of an innovative and successful program at Sirs El Layyan.

1. Principles of Second Language Learning and Teaching

The last ten to fifteen years have seen some dramatic developments in thinking about second language acquisition. First of all, acquisition is now regarded as a process, not a product or sum of products. Human beings are recognized to have inherent strategies for organizing new linguistic systems, even as adults. This process and these strategies appear to operate regardless of syllabus design, lesson sequencing, or instructional methodology.

The model below relates components which are currently thought to be essential elements of the acquisition process.

Inputs		Cognition			Outputs
Physical and Social Events	Affective Filter	1. Information Processing Strategies	Affective Filter		Language Comprehension
Speech of others		2. Knowledge of the world		Grammatical competence	Language Production
Nonverbal behavior of others		Language Acquisition device			

Figure 1: Psycholinguistic Model of Language Acquisition.

This view of language acquisition differs in several important ways from earlier models. First, in terms of input, both linguistic (verbal and nonverbal) and nonlinguistic stimuli are included as essential elements. Physical and social events form the perceptual context for language input. Without those events, language alone has no meaning or purpose.

Second, the special abilities human beings have for learning and using language -- sometimes metaphorically called the Language Acquisition Device -- are now thought to interact with our more generalized information processing strategies and our knowledge of the world when cognitive mechanisms are building a language system. In children, language and cognition develop interdependently. In adult learners, they also interact, but by and large it is previously acquired cognitive processes and previously acquired knowledge of the world interacting with new linguistic information. This is why adult learners seem to be more "set in their ways" and great care must be taken to help adults re-activate their natural strategies for building language system from novel input.

One key to this re-activation is adjusting the affective filter. Adult language learners are generally not as open and carefree and daring as children are. Their interests, attitudes, and learning styles may make them, without conscious intent, close their minds to the input or "freeze" their competence, once acquired, so that production becomes slow and difficult, if not impossible.

Finally, our current view of language development gives egual stature to both comprehension and production as outputs or results of the whole process. Although we usually talk about learning to "speak" a new language, natural (rather than rote) production is impossible without the ability to comprehend. And, in fact, comprehension ability often precedes and exceeds productive ability.

From this perspective of the acquisition process, then, it becomes necessary to facilitate the process -- if one is talking about language training -- by recognizing and respecting what learners are trying to do and helping them do it. The role of a language teacher, accordingly, is to ensure that necessary and sufficient input is available; that everything possible is done to create a learning climate that helps keep the affective filter open, facilitating rather than hindering the processing mechanism; that natural cognitive strategies are allowed to operate; that natural output is elicited -- both comprehension and production of purposeful utterances and writings; and that judicious feedback is available to let learners know if they are on track.

2. Principles of Adult Learning

Coincident with advances in our conceptualizing of language acquisition have come other advances in thinking about adult learning in general. One important step forward was to emphasize the differences between child learning (pedagogy) and adult learning (andragogy). Dr. Malcolm Knowles, a pioneer in the new era of adult education, makes this point about traditional pedagogical approaches:

"Most of what is known about learning has been derived from studies of learning in children and animals. Most of what is known about teaching has been derived from experience with teaching children under conditions of compulsory attendance. And most theories about the learning/teaching transaction are based on the definition of education as a process of transmitting the culture. From these theories and assumptions there has emerged the technology of "Pedagogy" -- a term derived from the Greek stem paid (meaning "child") and agogos (meaning "leading"). So "Pedagogy" means, specifically, the art and science of leading children.

One problem is that somewhere in history, the "children" part of the definition got lost. In many people's minds -- and even in the dictionary -- "Pedagogy" is defined as the art and science of teaching. Period. Even in books on adult education you can find references to "the Pedagogy of adult education," without any apparent discomfort over the contradiction in terms. Indeed, in my estimation, the main reason why adult education has not achieved the impact on our civilization of which it is capable is that most teachers of adults have only known how to teach adults as if they were children." (Knowles, 1970)

By considering four basic concepts, differences between child and adult learning can be readily seen which have direct implications for adult language program developers.

a. Self-concept. As human beings mature, they move away from seeing themselves as dependent persons and begin to be aware of their capabilities as more self-directed and independent persons. Adults generally resent being thrust into situations that violate their self-concept of maturity: being treated with a lack of respect, being talked down to, being preempted from decision making, being judged, or in other ways being treated like children.

b. Experience. Pedagogical tradition puts little value on the prior experience of children. Consequently, methodology has been largely made up of one-way communication from teacher to students. Andgragogy, or adult learning, on the other hand, emphasizes experiential and two-way or multi-dimensional techniques, such as group discussion, simulation, and roleplay. These techniques draw on the experience of all participants, not just the teacher's.

c. Readiness to learn. Pedagogy has usually promoted curriculum development that sequences and interrelates subjects and activities to meet some experts' requirements for certification or graduation. Teachers and officials decide what will be learned, as well as how and when the learning will take place. In andragogy, learners express their own individual needs and learning interests. A teacher facilitator serves as a resource person to help diagnose learning needs and suggest competencies needed to perform various roles or functions.

d. Time perspective and orientation to learning. Traditional pedagogical education presents information for future application. But adults normally learn in order to deal with present situations. The andragogical approach is, therefore, problem-centered, not subject-centered. It helps learners discover where they are not and where they want to go. Both curriculum and evaluation are designed with problem-solving competencies for the here-and-now in mind.

3. Principles of Organizational Development

The Sirs El Layyan English program will depend on a smooth-running operational structure. Current thinking about organizations, puts structure into a broad and dynamic framework. The model below shows the relationship of four elements in every organization :

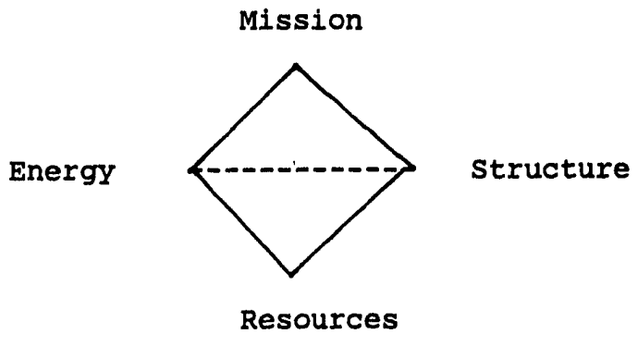

Figure 2. Model of Organizational Dynamics.

The first step any organization needs to take is to be sure that all involved parties understand and agree on a mission or reason for existing. That agreement serves as the principle cohesive force for all aspects of the organization.

It also helps people know how to channel their energy. Too many organizations try to operate on too little energy. Their personnel are either insufficiently committed to the organization's mission to take decisive action that moves the organization along, or they are afraid to unleash their energy for fear of overstepping their bounds.

Without a clear mission and abundant energy, structure is pointless. Structure is simply a way to operationalize commitment to a common goal. But organizations must have structure to make clear how everyone interrelates and who is responsible for what. Structure is a plan of action, not just a chart of who sits where.

The final component is the organization's resourcess: its people, facilities, capital, and other assets. Many organizations try to solve their problems by manipulating resources -- hiring or firing, remodeling, cutting costs, and so on. Frequently, though, the real problems are at higher levels, such as inappropriate structure, insufficient energy, or unclear mission. A well-managed organization, educational or otherwise, keeps these four components in the proper relationship.

4. Implications for Sirs El Layyan

In order to justify the expectations, effort, and expense of creating a new English training capability at Sirs El Layyan, it is strongly recommended that the precepts outlined above -- about language acquisition, adult learning, ing, and organizational development -- be allowed to guide the development of the center. In this way, implementers of the program will be able to move systematically and thoughtfully toward the establishment of a state-of-the-art program for language training. It should serve as a model for the revitalization of language training throughout Egypt.

E. A Model for Instructional Design

This section will outline a system for designing instructional programs at Sirs El Layyan that are guided by the principles of adult learning and second language acquisition discussed above. The actual design work should be done by the center's instructional staff, with the help of contract consultants and in cooperation with prospective participants and their employers and sponsors.

The Critical Events Model for training program design that is presented below contains the steps to be followed in designing any language program for any group to be trained at the center. The obvious assumption is that the needs of each group will be considered and that appropriate program planning will then follow. Off-the-shelf instructional packages aimed at all audiences are usually not fully appropriate for any audience without considerable tailoring.

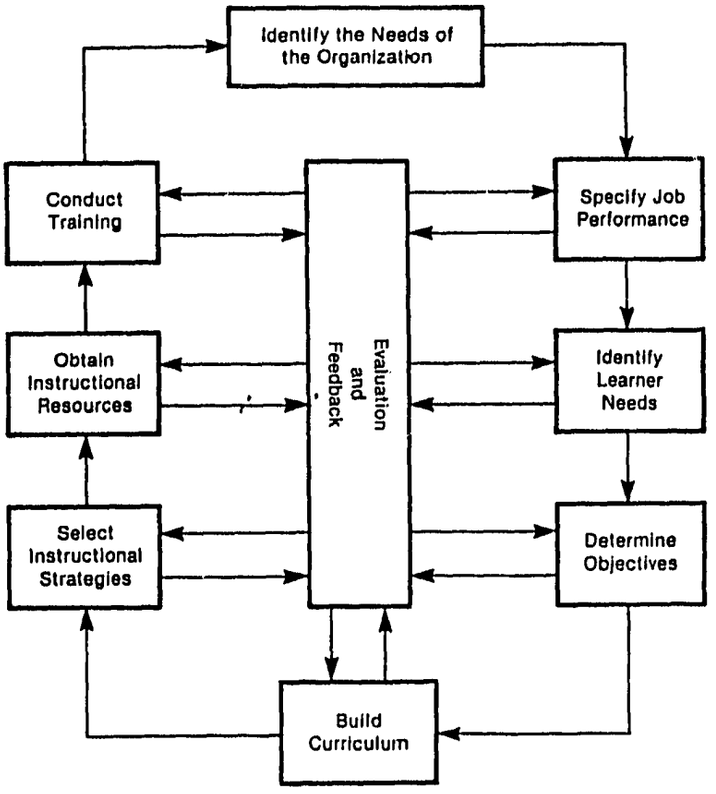

Figure 3. The Critical Events Model (Nadler, 1982).

1. Identify Organization Needs abd Specify Job Performance

Len Nadler, the author of the above model for training program design, defines training as learning for one's present job. He therefore suggests that the design process begin with an analysis of the needs of the organization a trainee works for and the actual job he or she performs. The goal of this analysis is to make sure that the learning program will be relevant to the real work demands on the learners. To accomplish this goal, designers must interview employers of potential trainees, as well as the trainees themselves. They must also examine job descriptions to see how the trainees will be expected to use what they learn after they are back on the job.

In designing English programs for Sirs El Layyan, it will obviously not be possible to interview all the participants and their bosses. But several interviews should be held for each type of learner and each type of organization they work for: universities, ministries, private companies, and so on. For participants going abroad to study, the immediate "job" will be an academic or training program, which also will require analysis. But the organization which the prospective participant already works for might also be consulted to determine its expectations of the employee during overseas study and upon return to work. Both contexts will place demands on the participant's English proficiency that should be determined to help shape the program.

2. Identify Learner Needs

Once it is clear what performance will be expected of learners, after the training program, it is possible to gather information about what they need to learn in order to perform well. Again, both the learners and their supervisors should be consulted -- or at least as many as possible -- to help list these learning needs. Methods to gather this data include interviews, questionnaires, performance appraisals, on-the-job observations, and tests. What the learner needs to know minus what he or she already knows determines the learning need.

As an example, the list below enumerates some rather global learning needs that might be identified by the process just described in designing an English program for (and with) a group of university faculty members who are candidates for fellowships to study in the U.S.

Graduate degree candidates in an American university need to:

- Present an acceptable TOEFL score, usually around 500
- Comprehend lectures and informal presentations for note-taking and discussion
- Comprehend social conversation
- Give class or seminar presentations
- Ask appropriate questions in class and seminar sessions
- Discuss topics of professional interest with professors and peers
- Converse in social and personal business situations (including medical ones) in person and on the telephone
- Read academic publications for note-taking and discussion
- Read newspapers and other general-interest materials
- Write professional papers
- Write essay exams in fixed time periods
- Take objective tests
- Use a computer for word-processing
- Interact appropriately with advisors, professors, peers, clerical staff, etc., demonstrating a cooperative attitude
- Plan and manage a program of studies
- Appreciate and respond appropriately to differences between American and Egyptian university systems
- Find avenues for personal stimulation, enjoyment, and relaxation outside the program of study.

3. Determine Objectives

Working from a list of learner needs like this one, designers must turn each need into a learning objective that focuses on the end result of the learning. Objectives often begin with a phrase such as "By the end of this learning experience, the learner will be able to ..." and then go on to include three components: performance, condition, and criterion.

The performance component stipulates what the learner will be able to do by the end of the learning program; for example, "To read an academic article." The condition element sets limits or constraints, such as "an article of average difficulty in his or her field, not exceeding 3,000 words." The criterion part of the learning objective specifies a level of acceptable performance, such as "at a speed of at least 200 words per minute and a comprehension rate of 80%, judged by a 10-minute, multiple-choice comprehension quiz."

By developing such an objective for the learner's reading skill development, a clear target for performance improvement is put into place. This target guides both the participant and the teacher. The teacher helps the learner understand what he or she must do to develop his or her reading ability and supervises the necessary practice and evaluation. The learner practices according to his or her own strategies and those suggested by the teacher, keeping the terminal skill objective and performance criterion in mind. Both teacher and learner understand that if the objective was deemed realistic and appropriate by all parties involved when the objectives were written and reviewed, then learning will only be considered complete when the learner can demonstrate the behavior spelled out in the objective.

The instructional staff at Sirs El Layyan, with appropriate collaborators, will need to develop detailed learning objectives based on assessed needs for each learning program. After a while, teachers, supervisors, ministry officials, and other decision-makers might feel that the process of defining objectives is redundant if client groups are similar. But it must be remembered that the objectives are for the benefit of each individual learner. Unless the learners participate in the process of determining objectives, "buying into" that process and its purpose, the usefulness of objectives as learning guides will be greatly diminished.

4. Build the Curriculum

A curriculum (sometimes called a syllabus) is a list of items to be learned in order to meet previously determined objectives. The list is ordered according to when the learning is to take place. Every group of learners at Sirs El Layyan will require its own objectives and curriculum. Perhaps there will be similarities between groups that will lead to similar objectives and curricula, but similarities should never be presumed or glossed over. The nature of adult learning necessitates the assessment of needs, the writing of objectives, and the building of an appropriate curriculum for each separate group of homogeneous learners. To short-circuit this process will compromise the integrity of the program and jeopardize its effectiveness. In far too many cases, an individual is perceived to be a poor language learner or an uncooperative student when the real problem is an inappropriate curriculum design. The Sirs El Layyan center is too costly an experiment to allow such a problem to occur if it can be prevented by a rigorous approach to curriculum development.

Moreover, curriculum development cannot take place *in vitro*. Developers must take into account learner variables -- such as previous learning experiences, cultural background, preferred learning styles, and so on -- as well as such teacher variables as subject matter expertise, previous teaching experience, and preferred teaching styles. There is also the consideration of the learning environment. Some learning is not appropriate or manageable in certain settings; for example, research skills where no library exists. These kinds of variables must be kept in mind to ensure a realistic set of learning events.

The main focus in curriculum development is on the selection and sequencing of content. Happily, the era has passed in which language program curricula were determined largely by contrastive analyses of phonological and grammatical systems in the native and target languages. Today, more consideration is given to learners' natural strategies for language acquisition, and decades of curriculum writing and use have added to our knowledge of what content and sequences appropriately fit these strategies. For instance, in helping a learner improve his or her reading skill, we do a lot more now than present a graded reader and say "Read." We present exercises that engage the learner's developed strategies for extracting meaning, such as guessing from context. We teach readers how to recognize organizational clues and other rhetorical devices. We

even teach them how to avoid the traps that reduce their reading speed and comprehension. These are the skills that good readers must master, so they become the meat of the curriculum.

To arrive at the content to be learned, every skill, piece of knowledge , and attitude that is found in the learning objectives must be analyzed to determine what it is made of. Reading specialists, to follow our example, have revealed a great deal about the interrelating strategies and processes that result in successful reading comprehension -- from eye movement patterns to vocabulary recognition, syntactic analysis, pragmatic assumptions, and so on. The reading curriculum at Sirs El Layyan would therefore need to include activities to practice and integrate those strategies and processes.

Fortunately, a great deal of curriculum development has been done for learning programs like Sirs El Layyan's. That means that once learner needs have been analyzed and objectives have been written for a group of learners, the program designers can review materials that could lead both teachers and participants through appropriately sequenced learning activities to help meet the objectives. (Recommendations for appropriate materials will be made in Section 7.) Care must be taken, however, to evaluate commercially-available materials thoroughly to make sure that any prefabricated curriculum matches the objectives that have been written at Sirs El Layyan. Often commercial packages need to be tailored to satisfy particular learning needs and learner/teacher variables.

At the next level of specificity, curriculum building requires lesson planning. Many teachers slight this vital process, preferring to "wing it" in class and draw on previous experience with other learners. Very little instruction is successful unless it is carefully planned for the learners involved. Too much "winging it" and too little planning takes place in English programs, accounting for a lot of learning failures. Handing someone a book, telling him or her to read a chapter in it, and asking questions about the chapter is not going very far toward teaching reading skills. In order to do more, appropriate activities must be thought out and facilitated, based on the objectives and the curriculum. Teachers at Sirs El Layyan should be conscientious about, and if necessary trained in, lesson planning to ensure that the learners' time is judiciously spent. A simple form, found in Appendix A, can provide a useful framework for lesson planning.

5. Select Instructional Strategies

The curriculum will spell out what is to be learned and in what sequence, but not how. That set of decisions is the next step. New teachers will benefit from ample suggestions about how to stimulate learning. And even the more experienced ones may have fallen into ruts, relying on the same few techniques and strategies they have used for years. One often sees "old stand-by's" being used in ESL classes that have not been reviewed for effectiveness or appropriateness: oral drills, oral reading, translation, and so on.

The creation of a new center for English training at Sirs El Layyan offers an opportunity for innovation both in curriculum design and in selection of instructional strategies. There will be space and time and money that no English program in Egypt has had before. To capitalize on these resources, designers and teachers should be creative and adventuresome, with the principal yardstick being effectiveness, not convention.

Many kinds of strategies should be tried. (A comprehensive list of possibilities is given in Appendix B.) But three will be suggested here specifically: (a) self-directed learning in a learning resources center, (b) cooperative learning, and (c) activities outside the English class.

These strategies are emphasized because they are particularly appropriate for one of Sirs El Layyan's major client groups -- overseas degree candidates. In U.S. graduate schools, students have to learn to rely much less on their professors than they do in Egypt. Learning how to learn on their own and through peer-group projects is essential. The strategies suggested here are intended to foster that kind of learning. They would, of course, be appropriate for other Sirs El Layyan client groups as well, since they manifest basic principles of adult learning and second language acquisition.

a. Self-Directed Learning

Self-directed learning is not directionless or ad hoc. Participants must be helped to develop and use self-directed strategies that are approprite for specific objectives. For example, to increase reading speed, a traditional teacher might assign timed reading selections in class, telling the whole group when to start and stop,

giving them their reading speeds, grading their comprehension quizzes, and so on. An alternative at Sirs El Layyan would be to suggest that a participant with a reading speed problem begin using a computer-based reading skills package that presents text at a variable rate or automatically calculates words-per-minute using an internal clock. Accompanying comprehension checks, with feedback, would help the learner track comprehension rate with reading speed. The teacher could monitor the results if desired by asking for student reports or checking the computer's record keeping system directly. The learning activity itself, however, would not be teacher-directed.

To facilitate the practice of self-directed learning strategies, it is recommended that a learning resources center be established at Sirs El Layyan, equipped with computers, audio and video cassette players, and appropriate software and print materials other than class tests. The center will need a staff to instruct participants on proper use of equipment, check out materials, and so on, but not to direct the learning activities. Participants can schedule their own time at the center and select activities ther that will help them achieve objeectives they have worked out with their teachers. Self-evaluations can be reported according to agreed-upon schedules related to learning objectives. More recommendations about the learning center will be given in subsequent sections.

b. Cooperative Learning

Another set of strategies often overlooked in ESL programs falls under the rubric of "cooperative learning," a concept developed by the Johnson brothers at the University of Minnesota. These strategies foster communication between group member, as an alternative to the usual teacher-student channel. Dyads (pair exercises), role-plays, simulations, debates, group research projects, and interviews are just a few of the techniques that move the teacher out of the spotlight and turn the learners' attention toward each other as communication partners.

Although teachers are still useful as overall supervisors and resource persons, as much responsibility as possible is turned over to the learners to actually direct their own learning. This allows for a more natural peer-to-peer style of communication, rather than the hierarchical

style so cammon in classrooms but much less common in the real world. Of course, care must be taken to build rapport and trust within the group before launching into cooperative activities, but exercises to accomplish this are now a standard feature of adult learning programs and many books are full of useful suggestions.

Some cooperative learning strategies require learners to interact outside the classroom or certainly outside the limits of normal English-lesson content. Some of those possibilities are discussed below.

c. Activities Outside the English Class

A stereotypical image of an adult English class is of people sitting in desk-chairs, in rows or in a semi-circle, listening to explanations and executing exercises under a teacher's close control. The topic is often the English language itself, even though many learners aren't very interested in the language per se, and the whole enterprise is book-centered.

The model of second language acquisition presented earlier shows the importance of social and physical events as input for acquisition. It also emphasizes the affective factors -- such as attitude and motivation -- which influence both language intake and language output. There is no getting around the fact that classrooms, no matter how creatively managed, permit only a very limited contest of physical and social events in which language is naturally acquired. As a result of these limitations, more and more is heard these days about such non-traditional learning activities as typing, computer games and programming, cooking, drawing, gradening, and sports. Such activities, if properly planned, can provide stimulating settings for English practice that help learners achieve their objectives for proficiency enhancement without the self-consciousness and language-consciousness common to typical classrooms.

Not all non-English-class activities need be nonformal. Content-based learning can be built around topics easily handled in classrooms and laboratories -- computer literacy, music appreciation, statistics, cultural history, and management concepts, to name a few. These can be particularly appropriate for participants preparing for academic programs abroad.

In summary, diversity in learning activities and settings keeps learner interest and enthusiasm high, improves staff morale, and engages cognitive processes and strategies within the learners that are naturally used in language acquisition. English practice in non-traditional contexts should therefore be one of the distinguishing features of the programs designed for Sirs El Layyan.

6. Evaluate

In the Critical Events Model for training design presented above evaluation and feedback are at the heart of the process. This means that every task or step in the design sequence requires thorough review before designers move on to the next step. Each step has its own objectives, and evaluation reveals whether or not the objectives have been met.

The evaluation process itself is comprised of three events :

- analyze the outcome of the task in terms of its objectives
- get feedback based on the analysis
- decide if the objectives have been met.

People to be involved in the evaluation are the program designers, participant sponsors (such as MOHE officials), supervisors of participants, and sometimes participants themselves.

Consider how the evaluation process might work for the task of building the curriculum. How can the curriculum developers know if they have done their job satisfactorily?
The first step in the evaluation is analysis. The designers look back at the objectives for their work, which might have been stated as :

To develop a specific list of the items to be learned in order to meet the previously determined learning objectives

To list the order in which the learning is to take place.

They look at each element of the content and indicate how it relates to the previously stated objectives. Then they stipulate their reasons for sequencing these elements as they did. Finally they clarify what assumptions about the learners they made that made them feel their content (scope) and sequence were appropriate.

The product of this analysis is given to evaluators drawn from the groups cited above: supervisors, participants, etc. Meeting as a committee, they give their feedback on the task as analyzed by the designers and react negatively or positively. The meeting concludes with some specific decisions by those involved in the feedback. For example, the following questions should be answered:

- Does the content meet the previously determined objectives?
- Will that content satisfy the identified needs of the learners?
- Does the content relate to performance?
- Does the content relate to the previously identified needs of the participants' organization(s)?

Depending on the answers to these questions, the committee either approves the curriculum design or asks for changes, subject to later evaluation. Once the curriculum is approved, designers move on to the next step, selecting instructional strategies. At the end of that step, a similar evaluation process takes place, and so on through the whole series of training events.

a. Goal of Evaluation

The purpose of all these evaluative efforts is to be sure that the training program is on target. Nothing could be more discouraging than to finish a whole training program and then have to say, "Well, that was a great program, but we didn't really accomplish what we were supposed to accomplish." Or " Our curriculum was appropriate, but our instructional strategies just weren't right for that group."

b. Philosophy

Evaluation makes some people uncomfortable, but it doesn't have to. Evaluation at Sirs El Layyan will serve to keep the program on track, to enable those responsible for the program to say, "It's working!" If evaluation is approached from a judgmental point of view, of course, it can inhibit rather than encourage people. In the Sirs El Layyan program, evaluation should be descriptive rather than judgmental, pointing out what is, what isn't, what needs to be. Quality programs result from such open, candid, descriptive evaluation.

c. Methods of Evaluating Learning Outcomes

The above example, evaluating curriculum development, is one of many evaluations that need to take place before training actually begins. After the start of the training, however, the evaluative focus shifts to the results of the training: How well are participants learning what the program was designed to help them learn? How is it changing their ability to use English in the ways specified in the objectives?

To answer these questions, the program designers must know what the learners' performance levels are in different skill areas when the program begins. Appropriate instruments must be used to make these initial performance measurements and to measure change during and/or at the end of the training program.

Unless materials are selected that have built in pre-tests, achievement tests, and post-tests, curriculum designers and teachers must develop their own instruments. These will be reflective of the learning objectives and the performance criteria stipulated in them, and they may not look like a formal test at all. It is only necessary to give learners a chance to demonstrate the language behavior they are working to master.

Three proficiency measures are suggested below:

(1) Personal Competency Models

A personal competency model is a subjective assessment of proficiency common to adult learning programs. The development of such a model, using a grid like the one below, can help identify gaps between present and desired competency and to identify areas of greatest need for improvement.

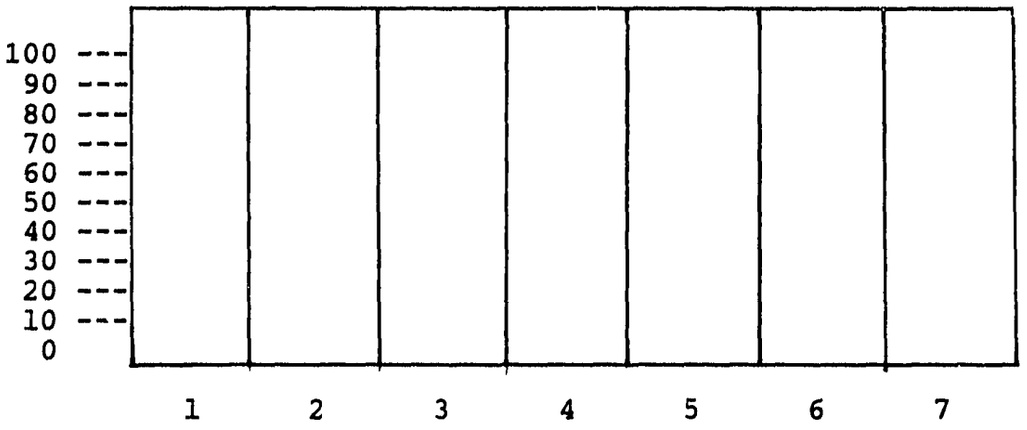

Figure 4. Personal Cpmetency Model

Method for Constructing a Personal Competency Model

1. Identify in group discussion or with one other person the key areas of competency required for the performance of the task (objective) in question.

2. List the competency at the bottom of the competency model as Column 1,2,3, etc.

3. Rate your present level ot competency on a scale of 0 to 100 (where 100 represents excellence), and enter your perception of your present level with a dot in the center of each column.

4. Check with someone else who knows your performance (a peer or your teacher) for his or her opinion and enter this perception in each column also.

5. Connect the dots to make a two-line graph which will show the similarities and differences between your and another's perception of your performance in relation to the ideal.

6. Vary the skills and abilities measured as situations change requiring different competencies.

7. Draw up new models from time to time to see how your and the other person's perceptions of your performance have changed.

To get an informed opinion from another person, a participant in an English program at Sirs El Layyan may have to wait for a teacher to do some diagnostic testing. But the participant's self-assessment may be based on different, independent information or impressions.

The personal competency model is particularly appropriate in adult programs because it draws the learners toward their own recognition of strengths, weaknesses and needs. If a teacher is used as the other assessor, the competency model can create a partner-type relationship between the participant and teacher for purposes of evaluation -- a situation to be preferred over the kind of adversarial relationship that sometimes exists. And if a peer is the other assessor, the process may be even less threatening.

(2) TOEFL (Test of English as a Foreign language)

For one of Sirs El Layyan's principal client groups, applicants to U.S. degree programs, the TOEFL is an essential assessment instrument. Virtually all American colleges and universities require applicants to submit scores from an international (secure) TOEFL administration. These participants should, therefore, learn how to demonstrate their proficiency through this challenging objective test. Most aspiring degree candidates, and any other participants for whom the TOEFL is a requirement, will have submitted a score to the Missions Department of the MOHE as part of the application process. It is expected that client groups will then be formed for training at Sirs El Layyan based on similar TOEFL scores. But because different amounts of time will have lapsed for different participants between their TOEFL-taking and their enrollment at Sirs El Layyan, an institutional (locally scored) TOEFL should be administered for all such participants at the beginning of

their training. Then program managers will have a full set of comparable scores.

At the end of a training program, the TOEFL should be given again -- a different institutional form to show what score gains have been achieved. Between the two test administrations, TOEFL practice should be offered to help improve participants' test-wiseness for this demanding assessment.

Care must be taken to help participants -- and teachers -- understand that successful learning at Sirs El Layyan will not be directly reflected by TOEFL scores. In order to assess the participants' achievement of their learning objectives (specific types of enhanced language performance), program designers must develop instruments or procedures that incorporate the performance criteria stated in the objectives. Speaking skills, for example, are not measured by the TOEFL, but should be by other means if there are objectives for speaking skill improvement.

For client groups <u>not</u> intending to go abroad, the TOEFL might still be administered for research purposes, permitting program managers to compare proficiency gains for different types of clients. But a decision to administer TOEFL to non-academically-oriented clients must be carefully considered for two reasons: first, the test was not designed for non-academic learners of English; and second, if one group gets TOEFL practice , all groups who are tested must also get comparable TOEFL practice, or else their scores can't be compared. Program managers and curriculum designers must decide if such practice is a valuable enough investment of time, given overall goals for these non-academic groups.

It will be crucial to the success of Sirs El Layyan programs for the staff to make clear to all TOEFL-taking participants the difference between achieving their learning objectives and performing well on the TOEFL. Otherwise, the participants will focus only on preparing for the TOEFL, to the detriment of the rest (and major part) of the curriculum. There is no evidence we know of that TOEFL preparation alone actually changes real-world English usage.

(3) Oral Proficiency Assessment

It is expected that virtually all groups who go to Sirs El Layyan will have as a major objective the improvement of their ability to express themselves orally in a variety of contexts. To assess progress toward and achievement of this objective, the instructional staff must use some means to evaluate oral proficiency. The kind of global rating that is part of a personal competency model would be a beginning, but not sufficiently detailed to say what aspects of oral proficiency have been achieved and what remains to be mastered.

The company which produces the TOEFL, Educational Testing Service (ETS), has a test of spoken English, for which a tape is made of a learner's elicited oral output and then sent to ETS for evaluation. This test should be studied to see if it has any merits for programs at Sirs El Layyan. It is likely to prove inappropriate in most cases, however, due to the cost and the required for evaluation by ETS.

Another method for assessing oral proficiency offers more promise. It is the oral interview system developed by the U.S. government's Interagency Language Roundtable (ILR, a consortium of government language programs, such as the Foreign Service Institute). The ILR system has been adapted by ETS and the American Council on the teaching of Foreign Languages (ACTFL) for use by non-government language programs. It is described in a book and cassette kit, Testing and Teaching for Oral Proficiency, by Judith Liskin-Gasparro (Boston: Heinle & Heinle Publishers, 1987).

The staff at Sirs El Layyan should become familiar with the ILR/ETS oral assessment system and consider using it with appropriate learners. If it is to be used, a certified trainer should be invited to Sirs El Layyan to help the instructional staff develop the competence required to administer the oral assessments properly.

d. Formative and Summative Evaluation

Performing evaluations comprised of analysis, feedback, and decisions is necessary for every step in the training design, including the final step of conducting training. At that point, formative evaluation will be complete and it will be time for an overall summative evaluation of that particular training program. Once the graduation parties are over, the certificates have been handed

out, and the participants have been sent home, program designers and teachers will need to sit down together, perhaps with an outside evaluator, and ask themselves: "Did we achieve our objectives for these participants?" If the learning outcomes and other indicators suggest that the program objectives were met, then the design process begins again for a new group of learners, or another program (round) for the same learners.

This summative evaluation determines whether objectives have been met, and whether originally stated needs have been addressed and eliminated. Often, this summative evaluation/needs assessment reveals that some needs were not eliminated and that additional training -- of the same or a different type -- is required. This need not be a negative judgment about participants or program designers or teachers. But reasons should be sought for the remaining needs. Was there something in the conduct of training or in the curriculum that should be changed? Or is just more time required for certain participants?

This is also the time to look at materials, schedules, staff performance, equipment, facilities -- all aspects of the program -- to see if changes are indicated. At Sirs El Layyan, after several programs have been run (perhaps after a year of operation), an outside evaluator should help take a look at how the programs were designed and implemented, and whether they proved sufficiently effective to warrant continuation without major change. The final summative evaluation, of course, will take place at the end of the five-year project.

7. Obtain Instructional Resources

a. Human Resources

The most critical element of a training program is undoubtely the teachers or facilitators, whose job is to implement the training design and make all the planning work done up to that point bear fruit. Teachers recruited for Sirs El Layyan should be individuals who can be entrusted with that kind of responsibility. Since they will be a resident training staff, they will have to implement different training programs for different types of learners. Therefore, they should be well-trained and flexible. In the beginning, the majority of them should be experienced in adult language training, preferably with speakers of Arabic. The majority of them should also be

native speakers of English, so that they can provide authentic language modeling. For groups being prepared for U.S. study, their teachers should have recent living experience in the U.S., and preferably on university campuses. An appropriate level of maturity will also be required (since the Sirs El Layyan groups will be composed of mature professionals) and a readiness to work in a remote setting on an intensive schedule.

The administrative (non-instructional) staff must also be comprised of capable, performance-minded individuals. From the coordinator level down to the janitor level, everyone will have to deliver quality service. No matter how good an instructional program is offered, it can easily be torpedoed by lackluster support services in areas such as builidng maintenance, food preparation, and recreation.

The best people available should be selected for the various instructional and administrative support positions at Sirs El Layyan. Then they need to be properly oriented, motivated, supervised, appraised, and rewarded.

b. Physical Resources

(1) Materials and Equipment

One of the surest ways to ensure a poor-quality language program is to start searching too soon for "good materials," or worse, to plan to use known materials before objectives and curriculum are set. This is not a rare occurence in the English-teaching business, but it should be non-existent at Sirs El Layyan. The design process should be followed step by step, until all the necessary decisions have been made that are needed to guide the selection of suitable materials.

English-teaching materials come in many forms these days. Textbooks, audio and video cassettes, and computer software are the most common ones, and will all be appropriate for one or another of the instructional strategies selected for programs at Sirs El Layyan. We will not make detailed suggestions for materials here, leaving that to the designers of specific programs, except to list in Appendix C some possibilities for a program in English for Academic Purposes (EAP). The list is only illustrative. A real list for an EAP program at Sirs El Layyan should be generated only after curriculum content and sequence are set.

What follows here is an extensive set of suggestions for using non-print instructional media, both in the classroom and the language laboratory and the Learning Resources Center. There are also recommendations for the upgrading of the audio-visual center at Sirs El Layyan and for appropriate staffing to ensure that the instructional resources are reliably managed and maintained. Appendix D is an itemized list of our equipment recommendations, with U.S. costs and suppliers.

In order for the intensive English training program at Sirs El Layyan to produce the desired results, all available tools of modern instructional technology should be put to use. These tools -- audio and video cassette recorders, overhead projectors, language laboratory and microcomputers -- can help the instructor provide a much broader spectrum of communicative and cultural experiences than could be obtained from classroom instruction alone. In an intensive program such as this, efficient and effective use of instructional time is absolutely necessary. One of the more important aspects of the instructional approach we suggest is the development of each participant's responsibility for his or her own progress. These are adult, educated people and, as such, should be expected to assume an active and responsible role in the training they receive. Consequently, strong emphasis will be placed on individual study and other activities outside the classroom. The language laboratory and the Learning Resources Center will be the primary locations for these individual activities. Aside from the enhanced efficiency of time spent in learning, use of the equipment, especially the microcomputers, will be useful in preparing some participants for academic life in the U.S. It is becoming increasingly important there for all graduate students to be "computer literate." Word processing, statistical analysis, spreadsheet and database manipulation and, in some cases, communication are all highly useful and frequently required skills in the academic and business life of the U.S. Since one purpose of having a residential training facility is to prepare participants for academic life in the U.S., these tools are essential.

(a) Using Instructional Media

There are four distinct areas of the facility in which instructional media will be used: 1) classrooms, 2) language laboratory, 3) Learning Resources Center, 4) audio-visual center/TV studio. Each has its own unique capabilities, requirements and uses. These will be explained in

the sections which follow. Specifications for recommended equipment are included in the equipment summary in Appendix D.

Classrooms

Since the participants will be in class for several hours every day, it is important that the teachers provide varied activities and experiences to help maintain the learners' interest and concentration. In order to permit the teacher to introduce material at the appropriate moment, each of the classrooms should be equipped with an audio cassette recorder, video cassette player, television monitor, overhead projector and slide projector and screen. Most of this equipment should be installed in a reasonably dust tight, locking cabinet in the front corner of the room. The cabinet could be constructed locally and permanetly installed, or a commercial cabinet with locking doors and rollers can be purchased. The latter would be more expensive but preferable since it could be easily moved to the best viewing position. The screen should be mounted on the front wall of the room.

Audio tapes which accompany the tests being used in class (such as Interaction/Mosaic, Improving Aural Comprehension, etc.) can be used to supplement normal classroom instruction, giving the participants an opportunity to hear other native speakers of English and preparing them for individual practice in the language laboratory. This is an important component of the classroom preparation: the learners should always be introduced to the material they will be practicing in the lab, shown what to do and how to do it. The teacher should not spend a great deal of time on this activity but the participants should never be asked to go to the lab to practice without being introduced to the material first in class. Other audio tapes such as narrations, plays, radio broadcasts and popular music should also be used to provide listening comprehension practice and a little entertainment.

Video cassettes of movies, documentaries and programs specifically for learners of English as a second language should be used to provide a variety of sources for comprehension practice and to present cultural information which the teacher can then build on to draw participants into discussions, using the language for interesting communication. The choice of specific titles should be left to the curriculum developers and the teachers themselves but lists of available materials can be provided and local

institutions (such as AUC and the ACC in Alexandria) may also be able to provide some cassettes which have proved useful.

Slides and transparencies can be used to illustrate specific points and to provide interesting still visuals as a point of departure for interaction.

Language Laboratory

Preliminary research indicates that the language laboratory is a widely misunderstood tool in the educational institutions of Egypt. Most labs appear to be either misused or unused. The excellent new 26-position Auditek lab at Sirs El Layyan is so far unused and in perfect condition. In order to help prevent that lab from suffering the same fate as many others, a few points about utilization of language laboratories should be emphasized for the benefit of the teachers and the course director at Sirs El Layyan.

- The language lab makes a poor classroom. Attempts to conduct a class in the lab, using the equipment occasionally for group exercises, usually lead to frustration and boredom. The booths get in the way, preventing easy communication, and participant generally do not like to be led in group or unision drills. It is preferable to conduct a class in a classroom, using a tape recorder for playing a passage when appropriate.

- The lab is an excellent tool for individual practice, making the most efficient use of available time. In any given 30-minute class session, the learner will, on average, be able to actively participate -- speak, respond, practice -- for only 1-2 minutes (not counting group repetition). In a 30-minute labsession, the learner can actively particpate for the entire 30 minutes and choose which area he or she wishes to work on and proceed at the pace best suited to his or her learning style.

- The lab can provide a variety of native speakers and a variety of cultural material which the participant can listen to and work with at his or her leisure.

- The lab is very useful for testing, either individually or in groups. This lab in particular has an excellent console permitting teacher control of stu-

dent recorders, relieving learners of the responsibility for starting and stopping the recorders during testing. This permits the teacher to start the recorders only when a response is expected, greatly reducing the amount of irrelevant material the teacher must listen to during evaluation.

- By being permitted free access to the lab and tapes, the participants can select the material appropriate to their needs and progress at the rate most suitable to their individual learning styles and abilities.

It is essential that the lab be available to participants after class hours for individual work. A teacher or assistant should be availabe for help if it is needed. Learners should be trained to use the lab and, if self-evaluation and improvement is expected through use of the recording feature of the lab, then they should be trained in phonemic discrimination at an early stage of their language study .

There is a very complete instruction manual for the lab, a copy of which should be made available to each teacher so that all can use the lab efficiently. Each teacher should be given a thorough orientation to the operation and use of the lab before classes begin.

It is generally accepted knowledge that practice, actual use of the language, is one of the most imporant factors leading to improved fluency. Use of listening comprehension exercise, general listening for content and active participation in oral production drills (not rote repetition) can help a participant arrive at a higher level of fluency more quickly than through classroom instruction alone. These activities are ideal for the language laboratory.

There are three changes which should be made in the lab room at Sirs El Layyan to make it more useful:

- Shelving should be installed in the front or along the side to hold multiple copies of cassettes for the texts being used and any other supplementary material. Simple wooden or metal bookshelves will suffice. To accommodate the tapes eventually needed in the lab, at least 100 feet (30 meters) of shelving should be provided. Three standard bookcases with extra shelves should be adequate for at least the first year of operation.

- Two small one-to-one cassette copiers should be installed in the front of the lab near the shelves so that participants can make personal copies of the tapes for use in their rooms or the media center. The copiers can be placed on a small table and a small bulk tape eraser should also be installed near the copiers. High speed copiers do not have erase heads; all tapes must be bulk erased before copying.

- The "pit" between the console and the first row should be filled even with the floor, leaving one normal step up to the console.

The laboratory equipment is sensitive to dust and heat and should be maintained in a temperature-controlled, dust-free environment. The power to the laboratory building should be requlated and filtered to prevent surging and low voltage conditions. The sophisticated electronics of the console and recorders can be damaged by widely varying voltages.

The Learning Resources Center

In the learning environment we are suggesting, individual study outside the classroom and exposure to a variety of media and cultural material are essential components. We propose creating a Learning Resources Center to house a small library, audio and video tapes and playback equipment and several microcomputer stations to permit a wide variety of learning experiences. The books, periodicals, and tapes will be supplementary and more cultural and entertaining in nature to attract and interest the participants. The microcomputers will serve several useful functions. The learners will learn how to use computers, that is, become "computer literate" in the most basic sense; they will use the computer as an instructional tool through interactive exercises; they will use the computer as a production tool with work processing software to write, edit and print out papers, giving them very practical experience in writing and using English as well as valuable experience using the word processor.

We recommend that the statistics section on the first floor of the classroom building be remodeled to accommodate the Learning Resources Center. The remodeling shoudl consist of cleaning and painting the entire interior, installing new fixtures, carpeting the rooms and air conditioning the area. Since this facility will house several micro-

computers, audio recorders and a video recorder, a temperature-controlled, dust-free environment must be maintained. For the same reasons, a well requlated, surge-protected power source must be provided. Computers do not respond well to widely varying voltages.

We propose installing ten microcomputer stations in the large room, around the outside walls. The center of the room can be furnished with comfortable chairss, as in a lounge, for reading or listening to tapes. Small cassette players may be installed in tables or portable tape players may be checked out from the office. The main disadvantage of using the portable players is the usage of batteries. It would be more cost effective to use a.c.-powered cassette players in a permanent installation.

A small room can be furnished with a video cassette player and television receiver with comfortable chairs for individual or small group viewing of video tapes from the library. The library of books, periodicals, video and audio tapes can be housed in another room. The office will house the LRC coordinator and an assistant. They will monitor activities and help participants use the equipment and find materials.

The Audio-Visual Cefnter

The audio-visual center and recording studio building should be adequate for the needs of the program. The interior should be cleaned and painted, all the old equipment discarded and shelving for tapes installed. The functions of the AV center are as follows:

- Serve as a storage and maintenance area for AV equipment. Spare pieces of equipment should be kept here to replace malfunctioing items and to take to areas of the campus other than the classrooms, lab or LRC. A cometent electronics technician should be stationed here to keep all the equipment in operating condition.

- Serve as a secure area for storage and reproduction of master copies of magnetic media. Original copies of audio and video tapes and computer disks used in the other facilities should be stored here. A high speed audio cassette duplicator, video cassette copier and a computer for checking and copying disks should be

provided to assure good service. It is important that a technician be on duty during open hours so that requests for materials by instructors can be met quickly.

- Storage of blank audio and video tapes, computer disks, cables, cords, etc.

- Production of audio and video materials by teachers for supplementary work and by participants for learning activities. Good quality audio and video materials can be produced using the better equipment and quiet environment of the studio. Learners can be assigned to produce short programs -- plays, news broadcasts, etc. -- to use English for realistic communication that is interesting and entertaining, to become familiar with the equipment and production techniques and to be able to see themselves on TV, usually a confidence booster and motivational tool. The studio should be equipped with movable lighting, curtains, one color video camera and three microphones on movable booms. The control room should be equipped with two high quality VCR's with electronic editors, one open-reel audio mastering recorder, one cassette recorder, audio mixer, video monitor and all associated wiring and miscellaneous peripheral equipment. As with the other buildings housing electronic equipment, the A-V center should be air-conditioned and sealed to prevent intrusion of dust.

Materials and Supplies

Audio tapes to accompany the tests should be ordered from the publisher. Supplementary audio and video tapes can be found in the listings of materials from NICEM (National Information Center for Educational Media, P.O. Box 40130, Albuquerque, NM 87196) as well as lists from local institutions (AUC, ACC, etc.). The computer software can be purchased from publishers. However, it is quite expensive and copyright restrictions are very cumbersome. Since the word processor and spreadsheet programs will probably be the most heavily used and the most useful to the participants, it may be advisable to purchase a simple "share-ware" version of these programs such as PC-Calc. These programs can be purchased at a very reasonalbe price -- about $30 for a package of 4 programs, including a word processor, spread sheets, data base manager and communication program -- and permission is given to make any number

of copies. This would be a great help to the students, and administrators would not have to be concerned about copyright restrictions.

When items of magnetic media are acquired, they should be cataloged and stored in the Audio-Visual Center as masters. Copies should be made for use in classrooms, the lab and LRC. Especially given the location, original masters of magnetic media -- tapes and disks -- should never be placed in a public use area. If they should become damaged, erased or lost, many people will be inconvenienced until a replacement can be obtained. Copyrighted video tapes may have to be checked out by a teacher for use in class, then returned. Multiple copies can be made of instructional audio tapes for use in the language lab. Multiple copies can be made of "share-ware" computer software but copyrighted commercial programs will have to be checked out to individuals. It is generally accepted practice to permit making one backup copy of computer software. The copy should be checked out, leaving the original safely in storage.

Blank audio cassettes can usually be purchased in large quantities at a discount. It is best not to purchase the cheapest cassettes available: they tend to self-destruct. For use in language labs and copying on high speed duplicating equipment, the recommended tape is the 3M AVX Studio Master cassette -- C-30, C-60- and C-90. No cassette longer than C-90 should ever be used in this equipment.

Blank video cassettes (1/2" VHS) and computer floppy diskettes (5 1/4", double sided, double density) should also be available at a quantity discount. Any of the well-established name brands should be acceptable: 3M Scotch, Sony, Maxell, Memorex, Verbatim, TDK, etc.

Audio cassettes should be stored in the standard Norelco type album box. Video cassette masters should be kept in the hinged lid vinyl storage box. Copies could be kept in the vinyl sleeve box which comes with the cassette. Floppy disks should be stored in a rigid box that can be tightly closed.

Other necessary supplies include cotton swabs and denatured alcohol for cleaning the tape recorder heads, assorted audio adapters and cables, video cables, bulk tape erasers, marking pens and labeling tape for labeling the cassettes.

Personnel: Lab, LRC, A-V Center

One of the most important positions at this facility will be that of electronics technician. There will be a substantial inventory of sophisticated electronic equipment in use every day as an integral part of the training program. This equipment will malfunction. It will get worse as it gets older. It is imperative that a full-time, experienced electronics technician be available to set up equipment, maintain it, repair it, maintain inventory of spare parts for repair, recommend replacement when necessary and help train teachers and operating technicians in the use of the equipment. This person will be based in the A-V Center.

The A-V Center manager should be experienced in the use and management of audio-visual equipment and materials. This person will act as media librarian and equipment manager for the center and will schedule use of the recording studio and portable equipment. This person should be the instructional equipment expert for the center and will conduct staff and student orientations in the use of the equipment.

The recording technician will operate the recording studio and assist the A-V manager in scheduling and inventory of materials and equipment.

The language laboratory should be open for student use as much as possible, daytime and evening hours. Exact hours will depend on the schedule of classes, etc. Ideally, two or three part-time lab monitors should be hired to help the participants and students use the lab. These lab monitors should be trained in the operation of the lab and the arrangement of the materials. These people are not expected to be electronics technicians but they should learn to recognize problems in malfuntioning equipment and report them to the electronics technician in the A-V Center manager.

The coordinator of the Learning Resources Center should have training and experience in the use of instructional equipment, expecially micro-computers and work processors, and should have a strong knowledge of, and ideally formal training in, English as a second language. This person will operate the LRC, helping participants locate material and use the equipment. Most of the help will very likely concern use of the work processor and spreadsheet programs on the microcomputers. A part-time

assistant should be available to monitor the library and video viewing room while the director helps learners with programs. The coordinator will be responsible for reporting malfunctions to the electronics technician and will consult with the A-V Center manager and teachers regarding selection and ordering of needed materials.

Orientation

All teachers and staff should be thoroughly oriented to use of the equipment before classes begin. A detailed training session should be scheduled for each individual and should be conducted by the A-V manager with assistance from the LRC coordinator and the electronics technician. Extended practice with the language lab, VCR's and the microcomputers will be necessary for competent use of the equipment.

Participants should be trained in the use of the equipment in the lab and the LRC during the first few days of each session. The computer training will require more time than the other equipment and will require considerable individual attention by the LRC coordinator.

(2) Facilities

The physical design of the training center at Sirs El Layyan seems quite suitable for the language program being proposed for it. Renovation and refurnishing will be required, but no new construction for the foreseeable future.

Classrooms are already being renovated, but will require new furniture and equipment. The laboratory is in need of only minor upgrading, but the Learning Resources Center must be created, as stated above, by completely renovating and refurnishing the present statistics section. We recommend that this be a top-priority project begun as soon as possible.

The classrooms, language laboratory and [illegible] Resources Center all have one inherent problem wh[illegible] be corrected before classes begin. The concr[illegible] walls and ceilings create a "hollow drum" ef[illegible] difficulty in understanding speech, amplif[illegible] creating a very irritating and, over a period of seve[illegible] hours, stressful environment. This is not con[illegible]ive to [illegible] sort of relaxed attention needed for classroo[illegible]ructi[illegible] or individual study. The problem can be co[illegible]d qui[illegible]

easily, however; carpeting the floors and installing either partial wall coverings of heavy fabric draperies or acoustical ceiling tiles should eliminate the poor acoustic quality of the rooms. The ceiling tiles -- usually 12" square tiles of pressed cellulose or Fiberglass, with holes for extra sound absorption -- could be attached directly to the ceiling in between the large beams with an industrial adhesive. This solution should be simple, quick and relatively inexpensive. If a more pleasing appearance is desired, a suspended ceiling using the larger Fiberglass panels could be installed.

Among non-instructional facilities, the staff housing areas, dormitory bathrooms, and kitchen should be improved, along with recreactional areas such as the TV lounge, tennis court and playing fields. Dormitories should also be refurnished.

c. Financial Resources

In addition to human and physical resources, Sirs El Layyan will require money. Operating funds have already been committed, by USAID and the Government of Egypt, sufficient for a five-year period.

An illustrative budget is proposed in Section IV to indicate how the financial resources might be allocated, but a detailed budget will have to come from the contractor(s) chosen to manage the Sirs El Layyan language training, developed in consultation with USAID and the Government of Egypt.

8. Conduct the Training Program

The last steps in the development of a training program are to conduct the training and evaluate its effectiveness.

a. Participant Selection and Preparation

Participants should be selected according to clearly stated criteria, to avoid misunderstandings. They should know the objectives of the program and the criteria for being in the learning group. Their supervisors, who may help in selection, should also fully understand these

Once a group of participants is selected, it must be verified that they actually have the needs the program was designed to address. This may be achieved through diagnostic testing, competency models or other initial assessments.

Participants should be notified of their selection well in advance of the program, since it is residential and they will need time to prepare themselves, their families, and their co-workers for their absence. Participants should receive a thorough orientation before going to Sirs El Layyan so they know what to anticipate in terms of program content, schedule, intensity, living arrangements, transportation, evaluation criteria, and so on. As much information as possible should be summarized in writing.

Finally , participants should be encouraged to make careful arrangements for themselves and their families in matters such as health, finance, and schooling. Participants ought not to be interrupted at Sirs El Layyan because of family problems except in extreme cases, such as medical emergency.

b. Readiness at Sirs El Layyan

The experiment in residential English language training at Sirs El Layyan can only succeed if designers, staff, and participants make it succeed. Taking participants away from their jobs and families and plopping them down in a remote place for months of hard work make the learning challenge difficult. So it is absolutely essential, especially for the early programs, that facilities, equipment, materials, and staff be ready. Checklists should be drawn up so that every staff member can know what he or she has to do to prepare the center for a program start-up.

C. Climate Setting

Much is said in adult education about setting an appropriate climate for learning. There should be a tone of seriousness, openness and cooperativeness from the beginning. A strong program opening can help get things off to a fast start.

Participants should arrive on time and get settled into their rooms before any official activities. They also need to be fully oriented to the center's facilities, services, and staff. But most importantly, they should have a chance to get to know each other before the formal learning

sessions begin. At the minimum, there should be a social event the day or evening before the first training day: a picnic with games, a banquet with entertainment, or -- if the staff is up to it -- something more adventuresome, like a desert camping trip with team-building activities of a less academic nature. Whatever is tried, the goal is to let participants and staff establish some group identity and rapport, and to focus on their new roles rather than their old ones as family members, job-holders, etc. If participants do not immerse themselves in their new setting and work, the purpose of residential training will be defeated.

d. Operating the Program

Everyone must know what his or her responsibility is and carry it out. If anyone, from the cook to the center director, is indifferent toward his or her duties, the whole program will suffer. Small problems are quickly magnified in a closed, residential setting, so it is much easier to prevent them than to try to fix them. Sometimes serious damage to operations or morale is almost irreparable.

Smooth, open management prevents most problems from occurring or getting out of hand. That requires clear channels of communication, which are easily achievable if the proper climate is set from the beginning, regular staff meetings are held to identify and solve problems, and participants have opportunities to vent their feelings and be heard. When participants are in their learning activities, they should not be distracted by avoidable, extraneous matters.

Although a detailed training operating schedule cannot be drawn up for any group of lessons until the curiculum has been determined, an illustrative schedule for Peace Fellow candidates is given in Appendix G. It is recommended that such a schedule be followed for roughly eight weeks for an academic preparation program. Of course, sometime will be given to orentation, placement testing, exit evaluation (and testing), conferences, etc. Actual instructional time may be about seven weeks. Six eight-week rounds could be run at Sirs El Layyan each year.

One final point needs to be made, about punctuality. An intensive program cannot tolerate tradiness. Both staff and participant groups need to be reminded of this at the outset of any program, and no one should be allowed to let

chronic tardiness disrupt learning activities. Mission candidates must be particularly diligent about promptness, since in U.S. institutions, late-comers get a very cool reception.

e. Closing the Program

If everyone has performed to the maximum of his or her ability, the end of an intensive program at Sirs El Layyan should be appropriately celebrated. Closing banquets with distinguished speakers and guests (Egyptians and foreigners), awards of merit, certificates, and entertainment are all appropriate. Before these festivities, however, participants should be individually advised of their learning progress in light of the objectives set out at the beginning of the program. Final performance measures, such as competency models, TOEFL, and task-specific evaluations should be conducted far enough before the end of the program that results can be discussed with each participant. This step is a new needs assessment, helping learners see what progress they have made toward their goals and what additional learning is still required.

f. Summative Evaluation

The participants in every English training program at Sirs El Layyan should be given an opportunity to submit an anonymous, individual evaluation before leaving the center. Standardized evaluation instruments should be developed for this purpose.

Once the participants are gone, the staff -- both instructional and administrative -- will need to discuss the participants' evaluations of the program as well as their own. By looking at objectives, learning outcomes, and operational issues, they can arrive at substantiated recommendations for the next program. Often, it is hoped, they will feel good about the learning they have facilitated and the personal growth they have made possible.

This evaluation concludes the cycle of program design outlined in the Critical Events Model.

F. Organizational Structure

1. Elements and Relationships

The establishment of English training programs at Sirs El Layyan will be facilitated by the organization already in place there. The center has been offering adult learning programs since the early 1950's, and these years of experience will be valuable to new staff preparing new programs.

The challenge facing the English staff is to assimilate their programs into the ongoing operations of the center. The challenge for the center staff is to expand and modify their operations to accommodate new waves of intensive programs after several very quiet years of operation.

To bring the old and the new together, the Center Director and Project Director must integrate administrative and instructional staff into one smoothly-functioning operation.

On the administrative side, there will need to be coordinators for food, housing, buildings,and grounds, transportation, activities (recreation, shopping opportunities, bookstore, etc.) audio-visual services and printing.

On the instructional side, there will be a Director of English Programs, who supervises teachers and the coordinator of the Learning Resources Center. Both administrative and instructional components will require additional support staff.

In the early years of the English training programs, it is recommended that the instructional staff be largely made up of Americans with recent university ESL teaching experience. This will ensure that appropriate information will be available to the participants, most of whom will be mission candidates. The Director of English Programs should also be an American, with proper training and experience. However, it will be wise to install an Egyptian Assistant Director, to be trained to eventually assume the directorship, since the English programs will one day be Egyptian-run if the five-year development plan is successful.

It is further recommended that the Contractor serve as a technical advisor to the Sirs El Layyan Director and his

permanent staff, as well as contract staff brought in for English training. The Contractor could employ English program staff directly or work through one or more subcontractors for staff hiring.

A further recommendation is that in-country organizations already experienced in English training for Egyptians be pulled together as a consortium to give assistance in the establishment of English programs at Sirs El Layyan. The American University in Cairo, the Fulbright Commission, the ESP Center at Alexandria University, and Amideast have all been involved in one or another aspect of teaching, testing and advising AID participants. The combined experience of these institutions could exert a very positive influence on English program development at Sirs El Layyan. One or more of these institutions could be sub-contractors to give teahnical assistance in curriculum development, testing, academic advising, etc.

An additional benefit to involving these organizations in the Sirs El Layyan project is improved coordination of all the service-providers of USAID participant training preparation. At present, there is little communication or joint planning among these institutions. Chances for that could increase if they were brought together in a consortium relationship, encouraged by USAID.

In addition to the entities mentioned above, who would have direct involvement in program implementation, there should be an advisory board (perhaps the Project Management Committee) to make recommendations concerning English programs at the center. This board might be comprised of the following members:

- USAID Project Officer
- MOHE Project Director
- Contractor (and Subcontractor) Representatives
- USIS English Teaching Officer
- Sirs El Layyan Director
- English Program Director

The board should meet quarterly during the first year of the project and at least semi-annually thereafter to review proposals, evaluation reports, and program management plans) and to give overall guidance to the development of English programs. Before the beginning of each fiscal year, this advisory board should review a program management plan, presented by the contractor (and subcontractors, if any), that details program plans and a proposed budget

for the upcoming year. These plans should include not only operating activities, but development ones as well, such as training for Egyptian staff.

2. Management Information

To make decision-making and daily operations easier for the English program managers, the information management system being developed under 0125 should have a component devoted to Sirs El Layyan. Participant data, curricula, test item banks, evaluation results, budgets, and inventories are among the major categories of information that should be part of the computerized data-base information system.

If the system is designed and managed properly, it will be a great help not only for daily management, but also for the preparation of formative and summative evaluations.

3. Management Style

Everything that has been said in this paper about adult learning and the way English training should be conducted at Sirs El Layyan suggests that program managers need to adopt a participatory style of management, rather than a closed, authoritarian one. Given the many players in the management process and the professional status of the participants, it is difficult to imagine any other way the programs could effectively operate.

Participatory management requires regular opportunities for people to share ideas and listen to each other. It requires thoughtful analysis of evaluation and feedback, and the implementation of changes suggested by those processes. And it requires, most of all, mutual respect and tolerance among all parties involved in the training enterprise, both staff and participants. In the Diamond Model presented earlier, structure is seen as the mechanism for connecting resources to energy and mission. Organizational structure and management should serve no other purpose than to get the job done responsibly. The managers of English training at Sirs El Layyan should constantly assess their operations to make sure that they are not self-serving, but are devoted solely to the delivery of top-quality English training in accordance with the principles of adult learning and second language acquisition that must guide this entire endeavor.

It is strongly suggested that training sessions in management and supervision be offered to appropriate Sirs El Layyan staff, stressing techniques and strategies for participatory management. The advisory board should monitor the managers to make sure that appropriate strategies are being used. These might include staff retreats, quality circles, open forums, suggestion boxes, a program newsletter, and regular social activities -- all aimed at keeping the up and down communication channels functioning. Awards might also be given for creative suggestions and noticeably productive work. In the intense, isolated work setting at Sirs El Layyan, such steps can go a long way toward ensuring that the organization remains a healthy one.

4. Staff Development

Since the five-year project to develop English training capabilities at Sirs El Layyan is a turn-key project, care must be taken from the beginning to ensure that Egyptians are given opportunities for training (formal and on-the-job) as well as experience that will prepare them to run the programs without costly foreign technical assistance once the project is finished.

Where Americans are initially in key positions, such as Director of English Programs or Coordinator of the Learning Resources Center, they should have Egyptian assistants working alongside. If these assistants have not had foreign training, they should be given this opportunity. Degree programs in educational management, adult education, and instructional systems technology should be considered.

An Egyptian should also be recruited or trained to handle educational advising and testing for mission candidates, to carry out the work that might initially be handled by Amideast. This individual could be sent for training in student services work or counseling and guidance. It is important for the person advising participants and helping with their orientation to American academic life to have had the experiences that program participants are preparing for.

Egyptians must be given more and more authority and responsibility as the project advances. In fact, it might be wise to let American staff serve more as technical advisors in the last year of the project to ensure a smooth transition. The ratio of American to Egyptian teachers

should also gradually shift in favor of Egyptians before the five-year project reaches its end, unless the MOE wishes to continue with an American staff.

Of course, development of non-instructional staff should not be overlooked either. Coordinators and staff providing administrative and operational support will likely need supervisory or technical training -- on or off the job -- to ensure quality performance.

5. Support for Training

Intensive training programs at Sirs El Layyan are likely to stretch over several months for any group of participants if substantial learning is to take place. This means that participants will be away from their jobs (and in some cases their families) for an extended period of time). For mission candidates, that period will mark only the beginning of a very long absence. Suggestions were made previously about the need for careful planning to reduce stress on family members. Now the focus will turn to support that is needed from employers.

First, let us take the case of participants not preparing for overseas study. They will be sent to Sirs El Layyan because of a need for greater English fluency on the job. Anytime employees are asked to learn something for their job, they should have the full support and involvement of upper management, managers, and supervisors at their place of work. Otherwise, the chances of the training proving useful are substantially reduced.

It is fairly easy for employers to commit themselves to the concept of training, especially when someone else is paying for it. This commitment is usually just a statement that promises support, or a signed document to release employees from their regular duties so they can undergo training. But such commitment, though essential, is not sufficient. Involvement is also required, and involvement is action. The significant improvement of English proficiency among Egypt's academicians, officials, and workers will not result from the mere good intention of people who verbally support the idea of English training at Sirs El Layyan. Positive action is necessary.

The model below shows who needs to be involved and when, to ensure that management is providing active support for training.

	Before Training	During Training	After Training
Upper Management	Upper	Management	Involvement
Managers and Supervisors	Pre-training Preparation	Job	Linkage
		Support During Training	Fellow-up

Figure 5. Model of Management Support for Training (Nadler,1982)

As an example, let us say that the Ministry of Tourism needs to upgrade the English proficiency of 20 employees. Here are some actions that <u>upper management</u> should take (from Nadler, 1982):

- Name appropriate personnel to the training design committe
- Participate in preview of training programs
- Issue statements on new performance levels expected following training
- Require attendance at training for certain employees
- Authorize released time or changed work hours to allow participation in training
- Provide for written notification of selection for training
- Approve use of confidential organizational data as resources for training design
- Participate in a training session

- Meet with appropriate Ministry staff to discuss ways to apply the trainees' new skills

- Provide for salary increase or other reward for increased employee productivity after returning to work.

Managers and supervisors of the selected participants should also take action to support English training. Here are suggested pre-training actions:

- Participate in the design of the training program

- Participate in the selection of employees for training

- Notify employees of selection for training well in advance of the program

- Arrange for trainees to attend the entire program.

During the training program, further actions should include the following:

- Check up on work coverage arrangements

- Avoid work-related interruptions of trainees

- Participate in one or more training sessions

- Award certificates upon successful completion of training.

Managers and supervisors will also need to take specific actions to help employees return successfully to their jobs and apply their learning:

- Plan for evaluation when the trainees return to the job

- Help trainees set realistic goals

- Prepare for the return of the trainees with an appropriate welcome

- Reinforce the use of new job performance by trainees

- Provide for some work assignment related to the training

- Provide for a conference among trainees, trainers, managers and supervisors.

Finally, these follow-up actions are recommended for managers and supervisors in order to support the training:

- Initiate conferences with trainees after a period back on the job
- Approve regular meetings of groups of trainees
- Inform trainees of changes in job performance attributable to training
- Provide continuing reinforcement
- Identify new learning needs.

A lack of the kinds of involvement detailed above renders a great deal of development training worthless -- at least to the organizations from whom the trainees are drawn. To reinforce the value of English training undertaken at Sirs El Layyan, the advisory board should maintain regular contacts with sponsoring agencies to encourage their active involvement.

IV. INPUTS AND FINANCIAL PLAN

A. USAID Inputs

1. Renovations

USAID should make funds available to the MOHE to complete renovation of all facilities at Sirs El Layyan which will be used by the English program. Transfer of these funds by means of Project Implementation Letters (PIL's) will avoid passing the funds through a contractor.

2. Administration and Management

The Contractor will need funds from USAID to hire project staff for Sirs El Layyan (see Section V.A.). Their costs will include salaries, benefits, travel, and shipping. Curiculum development, testing, evaluation, and research must also be funded, to be carried out by consultants or subcontractors.

The Contractor will aloso require funds for operating costs and out-of-class participant activities (both instructional and recreational) at Sirs El Layyan. In addition, approximately 40% of the Contractor's field office and home office support costs should be covered by funds earmarked for Sirs El Layyan.

3. Staff Development

USAID should support the cost of U.S.-based training programs for four Egyptians, at one to two years each. Costs will include tuition and fees, room and board or per diem, and travel. These Egyptians will be trained to assume adminstrative responsibilities -- instructional and non-instructional -- at the center.

Additional funds will be required for occasional conferences and on-site or local training programs for other instructional and non-instructional staff.

4. Commodities

The Contractor will require USAID funds for all instructiona materials and supplies, instructional and recreational equipment, and tests.

5. Vehicles

Because of the need to transport many of the 120 participant between Cairo and Sirs El Layyan each week, two buses will be required. Two vans should also be supplied for small group and staff travel. Funds will be needed for fuel and maintenance for these vehicles. PIL's should be used to provide funds to the MOHE to purchase and operate them.

6. Food

Participants and project staff will eat three meals a day, five days a week at the center (approximately 350 days a year). PIL's should be used to transfer USAID funds to the MOHE for food purchases.

B. GOE Inputs

The MOHE has expressed its intention to provide staff for general administration and operations at Sirs El Layyan, including maintenance of buildings and grounds, housing, food preparation, and medical care.

The illustrative budget which follows shows all costs that USAID will need to support at Sirs El Layyan, execpt for renovation and the Contractor's management costs. The MOHE will need to supply a detailed budget for renovations. A budget for Contractor management costs is included in the Unified Management Plan for the English sub-projects which accompanies this paper.

C. Illustrative Budget (Budget insert 55a)

V. IMPLEMENTATION PLAN

A. Administration and Management

The overall administrative responsibility for English training programs at Sirs El Layyan will be in the hands of the Project Coordinator, provided through a contractor. The Project Coordinator, with a technical and support staff, will be directly responsible, for the Sirs El Layyan sub-project, to the First Undersecretary of State, Higher Education.

Employed either by the Contractor or by subcontractors will be the Director of English Programs, the Assistant Director, teachers, the Academic Advisor/Participant Counselor, the Learning Resources Center Coordinator and Assistant Coordinator, a coordinator for the Audio-Visual Center, and a secretary. At some point a curriculum developer might be needed, but in the beginning these duties should be handled by the Director, Assistant Director, teachers and local subcontractors (AUC,ACC,etc.)

The first year of English training at Sirs El Layyan should be at half capacity: no more than 60 participants at a time. Four teachers will be required for this pilot year. In later years (2-5) the center should operate at full capacity (120) with eight teachers.

The instructional and administrative staffs at Sirs El Layyan will develop detailed implementation plans for each training program requested at the center, to be reviewed by the Advisory Board, which must approve them before further action is taken. This will help ensure an orderly and equitable development of programs to serve the several groups the center is intended to serve.

The Contractor's Home Office Coordinator will provide assistance to the Project Coordinator in recruiting professional staff from the U.S., arranging training for staff, and providing logistical support in purchasing, travel, and so on.

C. Illustrative Budget

(in US 000's)

CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTALS
Salaries & Benefits*	235	360	415	477	548	2035
Consultants	8	---	10	---	13	31
Supplies	26	25	25	25	25	125
Fuel & Vehicle Maintenance	20	20	20	20	20	100
International Travel*	28	45	37	50	52	212
Materials	50	50	50	50	50	250
Administration*	20	23	27	30	35	135
Training & Development	10	40	40	5	5	100
Activities*	40	46	53	61	70	270
SUBTOTAL (Direct)	437	609	677	718	818	3258
Indirect (35%)	153	213	237	251	286	1141
Subcontractors	50	50	50	50	50	250
Equipment	300	5	5	5	5	320
Food	200	200	200	200	200	1000
TOTALS	1140	1077	1169	1224	1359	5969

* Includes 15% inflation and contingency factor

B. Schedule of Major Events

Events/Years	Oct 87	Oct 88	Oct 89	Oct 90	Oct 91	Oct 92
1. Renovating and refurnishing*	xxxxxx					
2. Purchasing and installing equipment*	xxx					
3. Forming Advisory Board	xxx					
4. Developing Program Management Plan	xxx	xxx	xxx	xxx		
5. Hiring Staff	xxx					
6. Training Staff	xxx	xxx	xxx	xxx		
7. Developing Mgmt Info System	xxx					
8. Determining learner needs	xxx	xxx	xxx	xxx	xxx	
9. Developing curricula	xxx	xxx	xxx	xxx	xxx	
10. Conducting programs	xxx	xxx	xxx	xxx	xxx	
11. Evaluating programs	xxx	xxx	xxx	xxx	xxx	
12. Evaluating sub-project		x		x		x

*Covered under PIL's

C. Evaluation

Formative and summative evaluations will be carried out for each learning program according to implementation plans for these programs. These evaluations will be performed by the resident staff and submitted to the Project Coordinator and the rest of the Advisory Board.

For the overall Sirs El Layyan sub-project, formative evaluations will be carried out after the first and third years of operation (1988 and 1990), and a summative evaluation after the completion of the sub-project (late 1992). These evaluations will require the assistance of on outside consultant, who will report to the Project Coordinator and the Advisory Board. After each formative evaluation, the Sirs El Layyan staff (instruction and non-instructional) should have retreats to discuss the findings and plan any changes that are indicated.

D. Research

The establishment of intensive, residential English training for adults at Sirs El Layyan is an experiment, testing the hypothesis that this kind of training will produce the same or better results, for the same or less money, than the results obtained at programs currently and previously used in Egypt and abroad.

In order to test this hypothesis, an appropriate research design should be developed and followed from the outset. A competent methodologist should assist the Project Coordinator and the Sirs El Layyan staff in setting up the research design, determining the data to be collected, analyzing the data, and interpreting the results.

One piece of the research project should be to compare the progress of participants at Sirs El Layyan to that of similar participants at AUC, where many AID-funded trainees have studied. Another comparison would be with participants previously trained in U.S. English programs.

The most useful research will not focus just on test score gains, but later effects of English training on participants' academic studies abroad and their jobs here in Egypt. For example, data on Peace Fellows should be collected to see (1) what additional English training might be required after they arrive and are tested by their U..S. institutions, (2) what their academic performance is in the U.S., and (3) what level of English they maintain after two years back in Egypt.

Similar data should be collected on Peace Fellows, past and future, who do not or did not go through the Sirs El Layyan program. Only by comparing the Sirs El Layyan and non-Sirs El Layyan trainees can cost/benefit analyses

be done to support or reject the hypothesis which justifies the establishment of English programs -- at least for Peace Fellow -- at Sirs El Layyan.

E. Reporting Requirements

The Mission will require the MOHE Project Director to submit the following reports :

- A detailed Progress Report to be submitted semi-annually during the life of the project
- Financial Reports on a quarterly basis
- Evaluation Reports after each of the two formative evaluations
- A Final Report describing the English language training capabilities and accomplishments of the Sirs El Layyan center.

F. Monitoring Requirements

Primary monitoring responsibility for the entire English Language Training Component will rest with the Project Manager within the HRDC/ET Division. USAID will rely heavily on the Progress Reports, quarterly Financial Reports, and Periodic Evaluation Reports submitted by the MOHE Project Director.

G. Conditions and Convenants

The Grantee agrees to cooperate fully with USAID to accomplish the purpose of this Grant. To this end, it accepts the following conditions and convenants.

1. Conditions Precedent to Disbursement

a. First Disbursement: Prior to the first disbursement under the Grant or to the issuance by AID of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to USAID in form and substance satisfactory to USAID:

(1) A statement of the name of the person holding or acting in the office of the Grantee and of any additional representatives, together with a specimen signature of each person specified in such statement;

(2) An executed Contract for technical services acceptable to USAID with contractor acceptable to USAID.

(3) Such other information as USAID may reasonably request.

b. Additional Disbursement: Prior to disbursement under the Grant, or to issuance by USAID of documentation pursuant to which disbursement will be made, for any purpose other than to finance the technical services, the Grantee will, except as the Parties may otherwise agree in writing, furnish to USAID in form and substance satisfactory to USAID:

(1) Evidence that the Grantee has taken the following steps to ensure timely and effective implementation of the project:

(a) Establishment of a Special Administrative Unit within the Ministry of Higher Education, with adequate authorites to administer the Project;

(b) Establishment of a Project Management Committee, with adequate authorities to provide executive guidance to the Special Administrative Unit.

(2) Such other information as USAID may request.

2. Special Covenants

a. Project Steering Committee: The Grantee, through the Ministry of Higher Education, will establish a Project Steeing Committee which fairly represents the various special and institutional interests to be served by the Project, with adequate authorities to provide general policy guidance to the Project Management Committee.

b. Office space and Personnel: In order to permit the U.S. Coantractor to manage the Project, the Grantee and the Ministry of Higher Education will provide adequate personnel, office space and equipment except as provided by the Contractor under the Project Agreement.

c. Execution of the Project: The Grantee shall cause the Project to be carried out in conformance with all the plans, specifications and with all the modifications therein approved by USAID pursuant to the Agreement, including the provision on a timely basis, of necessary local currency and in-kind support as specified in the Agreement and its Annexes.

The Grantee shall submit for USAID approval prior to implementation, issuance or execution, all plans, schedules, contracts, and all modifications to these documents.

3. Procurement Source

a. Foreign Exchange Costs: Disbursement pursuant to Section 4 will be used exclusively to finance the costs of goods and services required for the Project having their source and origin in the United States (Code 000 of the USAID Geographic Code Book as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as AID may otherwise agree in writing.

b. Local Currency Costs. Disbursement pursuant to Section 4 will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as USAID may otherwise agree in writing, their origin in Egypt ("Local Currency Costs").

4. Disbursement

a. Disbursement for Foreign Exchange Costs: After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of the Agreement, by such of the following methods as may be mutually agreed upon:

(1) by submitting to USAID, with necessary supporting documentation as prescribed in Project Implementation Letters, (A) requests for reimbursement for such goods or services, or, (B) requests for USAID to procure commodities or services in Grantee's behalf for the Project; or,

(2) by requesting USAID to issue Letters of Commitment for specified amounts (a) to one or more U.S. banks, satisfactory to USAID, committing USAID to reimburse such bank or banks for payments made by them to contractors or suppliers, under Letters of Credit or otherwise, for such goods or services, or (B) directly to one or more contractors or suppliers, committing USAID to pay such contractors or suppliers for such goods or services.

(3) banking charges incurred by Grantee in connection with Letters of Commitment and Letters of Credit will be financed under the Grant unless the Grantee instructs USAID to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

b. Disbursement for Local Currency Costs: After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of the Agreement, by submitjting to USAID, with necessary supporting documentation as prescribed in Project Implementation Letters, requests to finance such costs.

The local currency needed for such disbursements may be obtained by acquisition by USAID with U.S. Dollars by purchase. The U.S. Dollar equivalent of the local currency made available hereunder will be the amount of U.S. Dollars required by USAID to obtain the local currency.

c. Rate of Exchange: Except as may be more specifically provided under Section 4 if funds provided under the Grant are introduced into Egypt by USAID or any public or private agency for purposes of carrying out obligations of USAID hereunder, the Grantee will make such arrangements as may be necessary so that funds may be converted into currency of the Arab Republic of Egypt at the highest rate of exchange prevailing and declared for foreign exchange currency by the competent authorities of the Arab Republic of Egypt.

d. Other Forms of Disbursement: Disbursements of the Grant may be made through such other means as the Parties may agree to in writing.

5. Miscellaneous

a. Communications: Any notice, request, documents, or other communication submitted by USAID or the Grantee to the other under the Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following addresses:

To the Grantee: Undersecretary of State for Missions
Ministry of Higher Education
4, Ibrahim Naguib Street
Garden City

To USAID: USAID
U.S. Embassy
5, Latin America Street
Cairo

All such communications will be in English, unless the Parties otherwise agree in writing. Other addresses may be substituted for the above upon the given of notice.

b. Representatives: For all purposes relevant to the Agreement, the Grantee will be represented by the individuals holding or acting in the office of the Minister of Economy Foreign Trade and Economic Cooperation, the Minister of State for Economic Cooperation and External Finance, and the Minister of Education and USAID will be represented by the individual holding or acting in the office of the Director, USAID, Cairo, Egypt, each of whom, by written notice, may designate additional representatives. The names of the representatives of the Grantee, with specimen signatures, will be provided to USAID, which may accept as duly authorized any instrument signed by such representatives in implementation of the Agreement, until receipt of written notice of revocation of their authority.

REFERENCES

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Liskin-Gasparro, Jusith. Testing and Teaching for Oral Proficiency. Boston: Heinle & Heinle Publishers, 1987. (Produced in cooperation with Educational Testing Service).

Nadler, Leonard. Designing Training Programs: The Critical Events Model. Reading, MA: Addison-Wesley Publishing company, 1982.

APPENDIX A

LESSON PLANNING FORM

Program Title: _____

Objectives of this lesson:

Preparation:

1. Physical environment
2. Equipment and materials
3. Instructor
4. Learner

Time	*Major Topics*	*Instructor Activity*	*Learner Activity*	*Strategies*

APPENDIX B

INSTRUCTIONAL STRATEGIES
(Nadler, 1982)

Action Maze	A highly structured written variation of the case study in which the problem unfolds, one incident at a time, as a consequence of a series of decisions made (or action taken) by the learner.
Related	case study, simulation, game.
Alter Ego	Used to facilitate communications whereby one person observes the learner in a situation and provides immediate or delayed feedback to the learner on how he is communicating or behaving.
Related	coaching, counseling.
Annotated Reading List	A list of readings on a particular subject characterized by a short description, explanation, or evaluation of the entry.
Related	handout, bibliography.
Apprenticeship	A means of learning a craft or skill by which the learner (apprentice) works with an experienced worker on the job.
Related	OJT, vestibule learning, coaching, JIT.
Audience Reaction	Used with a guest speaker in order to provide for interaction with the learners. A small group of learners is selected, not more than five, who sit with the speaker and ask questions or make comments.
Related	listening team, interview.

Audio Tape	Using a machine, sound is recorded on specially prepared tape. Earlier models used reel-to-reel, but the most common today is the cassette, which comes in various sizes depending upon the playback machine. Recordings are easily made, and professional recordings are available, particularly with tapes by leading professionals or thinkers. Can also be used for providing simple routine instructions.
Related	video-tape, recordings.
Audio Visual	Refers to the whole range of instructional materials, using sight and/or sound to aid or reinforce learning.
Related	films, filmstrips, overhead projectors, opaque projector.
Bibliography	A list of books that relate to the topic of the learning experience. Can also be extended to lists of other nonprinted resources. Should indicate sufficient information so the learner can obtain a desired resource.
Related	annotated reading list, handout.
Brainstorming	Encourages the generation of ideas without any evaluation. Can also be used in conjunction with problem solving and various forms of creativity. Emphasis is on ideas, not on solutions, provided in a free-wheeling and nonjudgmental atmosphere.
Related	creative thinking, think tank, synectics.

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Buzz Group	A class is divided into small units, usually of no more than six learners, meeting simultaneously, to react to a topic or charge given to them. Emphasis is on ideas as time is usually limited to 10 minutes or less. Provision must be made for feedback.
Related	group discussion, workshop, workgroup.
Cable Television	Franchised transmission of multiple (50 or more) nonstandard channels over coaxial cable to individual homes or institutions for a fixed monthly fee.
Related	closed-circuit TV, video-tape.
Case Study	An oral or written account of an event, incident, or situation used to develop critical thinking skills and to gain new preceptions into concepts and issues.
Related	action maze, in-basket, incidert process, role play.
Chalkboard	Vertical surface which can be written on with chalk (and easily erased or modified) to be viewed by groups.
Related	magnetic board, flannel board.
Clinic	A session, or part of a session, where the learners react to some common experience they have earlier shared. Can also be used when part of the group has an experience they would like the others to react to. The instructor serves as a resource person and carefully observes to avoid losing the objective of the session.
Related	workshop, workgroup, laboratory, group discussion.

Closed Circuit TV(CCTV)	Cable TV within one or more buildings owned by the institution; used to broadcast prepared tapes or live presentations.
Related	video-tape, cable television.
Coaching	One-on-one, intensive learning through demonstration and practice, characterized by immediate feedback and correction.
Related	counseling, alter ego, interactive modeling.
Colloquy	A modification of the panel, using six to eight persons--half representing the audience, half serving as resource persons or experts.
Related	panel, audience reaction team, listening team.
Computer-Assisted Instruction (CAI)	Highly structured and self-paced, a series of learning segments is presented by a computer; the learner is asked to make a response. The computer electronically processes the response and provides immediate feedback to the learner.
Related	programmed instruction.
Conference	A group of people discussing a common problem or need. Not all conferences focus on learning objectives. Generally uses a variety of strategies during the conference.
Related	forum, symposium, workshop.

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Confrontation, Search and Cope (CSC)	A three-part experience in which the learner is faced with a problem or a need (confrontation) and is then responsible for searching for a solution (search) and applying the solution to the problem (cope).
Related	DPT, laboratory.
Contract	Written document developed by the learner and reviewed by the instructor. Contains the objectives, methods of reaching them, and evaluation. Although time-consuming, it can result in improved learning for each learner who develops a learning contract. Contracts can be renegotiated during the course of the learning.
Related	peer-mediated learning, confrontation, search/coping, home study, correspondence.
Correspondence	Self-directed learning characterized by written interaction between the learner and facilitator and implemented through the mail.
Related	home study, contract.
Creative Thinking	Generates fresh patterns, new relationships, unconventional kinds of thinking.
Related	think tank, brainstorming.
Critique	Participants analyze the strengths and weaknesses of a learning experience and make suggestions for improvements.
Related	coaching, laboratory.

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Debate	Two individuals, or teams, take opposing sides of a clearly specified issue. They can compete based on a grading system, or present the opposing views for an audience or other participants. Requires a high level of oral ability and stage presence.
Related	panel, colloquy.
Delphi Technique	A method of organizing larger groups of materials or people into smaller groups by a system of narrowing choices.
Related	small groups.
Demonstration	A presentation that shows how to perform an act or procedure. Can be done by direct presentation or through a prepared video-cassette. Should be brief, allow for interaction with the learner, and then can proceed to the next point.
Related	observation, behavior modeling, mock-up.
Diagnosis, Prescription, Treatment	Learner needs and weaknesses are uncovered by some instrument (diagnosis); a course of action or a plan of study is developed to meet the need (prescription); the learner follows the prescribed treatment in order to correct the diagnosed weakness (treatment).
Related	confrontation/search/cope, peer-mediated learning.

Dialogue	A conversation between two individuals in front of a larger group. Could be invited resource people or class members discussing an assigned topic. They need not present opposing views, but should be exploring the topic in some depth from their prior learning or experience.
Related	discussion, interviewing, dyad, debate.
Discussion	A relatively unstructured exchange of ideas among members of a group on a topic of mutual interest.
Related	dyad, dialogue, colloquy.
Drill	Repetitive, structured practice, which can be written, oral, or motor, to reinforce previous learning.
Related	exercise.
Dyad	Another name for a pair, or when two participants work together or talk together. The dyad can remain in the room, or move to another convenient place. Usually some form of feedback is required when using a dyad.
Related	peer-mediated instruction, discussion, dialogue, buzz groups.
Exercise	A structured learning experience, usually using some instrumentation or guide sheets. May be used to introduce a new topic, for skill practice, review, or evaluation.
Related	games, drill, learner-response system, workbook.

Feedback Mechanisms	A response system (mechanical or nonmechanical) that provides feedback on learning to both facilitator and learner.
Related	audience reaction team, CAI, learner-response system, programmed instruction, teaching machine.
Field Trip	A carefully arranged group visit to an object or place for on-site observation and learning. It should not be used for recreation. Field trips require careful planning, coordination, and an analysis of the learning upon return.
Related	demonstration, guided tour.
Film	Visual and audio presentation characterized by motion, can be purchased or produced in-house. Most common is 16 mm, though 8 mm (home movie type) is also available as well as 35mm (theater).
Related	video, filmstrip, audio/visual.
Filmstrip	A continuous still film that is advanced one frame at a time, can accompany a speaker or a synchronized audio tape.
Related	film, video, audio/visual.
Fishbowl	A discussion group that is divided in two--the inner circle which discusses and an outer group which observes. Member of outer group may "tap in" or exchange places with a member of inner group.
Related	discussion, laboratory.

Flannel Board	A flannel-covered board, used for presentations to groups in which materials are prepared to stick to the boards.
Related	chalkboard, newsprint, magnetic board, flipchart.
Flipcharts	Previously prepared material, usually permanent, that can be mounted on an easel; the pages are turned to disclose the material.
Related	newsprint, easel, flannel board
Forum	Another type of question and answer period. Is used after a formal presentation, when the entire group is encouraged to ask questions of the presenter(s). Interaction is between the participants and the presenter(s).
Related	discussion, panel, symposium.
Games	An activity characterized by structured competition to provide the opportunity to try out previous learning.
Related	simulation, exercise.
Handout	Printed materials distributed as part of a learning experience. They should be made available at the appropriate time before, during, or after the session. Ample copies are provided so that each participant has an individual copy.
Related	annotated reading list, bibliography.
Home Study	A learning activity that is largely self-directed; facilitatolearner interaction is accomplished by mail.
Related	correspondence course.

In-Basket	A simulated, reinforcing exercise in which the learner responds to a collection of memos, directives, and problems that force the learner to prioritize, make decisions, and handle the difficulties that might be faced on the job.
Related	case study, action maze.
Incident Process	A variation of the case study where the learner is only given some basic data and then must probe the instructor further to obtain the additional data required to complete the assignment. The instructor must have carefully prepared data sheets which are immediately available to the learner when the appropriate question is asked.
Related	case study, simulaton, game, exercise, action maze.
Interactive Modeling	A means of learning new behaviors by observing model or ideal behavior, trying new behavior, and receiving feedback; the cycle is repeated until the new behavior is learned. Sometimes called behavior modelling.
Related	role play, demonstration.
Internship	Supervised practical experience, used for advanced learners who are entering new roles (internship: white collar; apprenticeship: blue collar).
Related	apprenticeship, OJT, practicum, JIT, vestibule learning.

Interview	A strategy for using a resource person without a speech. The resource person is asked questions, while the learners listen. The questions can be spontaneous, or given to the resource person earlier to allow for preparation.
Related	audience reaction team, colloquy, dialogue, panel.
Job Instruction Training (JIT)	A form of on-the-job training, characterized by supervisory responsibility for training of new employees.
Related	coaching, apprenticeship, OJT.
Job Rotation	A change of jobs for a specified period of time, with learning as the objective.
Related	OJT, coaching.
Laboratory	An environment equipped for experimentation and testing by the learner. Can be used for a variety of objectives including cognitive, affective, and psychomotor.
Related	T-groups, sensitivity (as one kind of laboratory).
Learner Response Systems	Mechanical devices used by students to enable them to provide immediate and individual feedback to instructors on their learning.
Related	feedback mechanisms, programmed instruction, teaching machine.
Lecture	A one-way presentation in which a speaker addresses other participants. Can be supplemented with other strategies. Is much maligned as some lecturers do not know how to focus a strictly oral presentation so that it is a stimulating learning experience. Must be limited in time and content.
Related	forum, audience reaction team, interview.

Listening Groups	Participants are divided into several groups, each of which is assigned the task of listening to and observing an assigned part of a speech, demonstration, panel, and so on.
Related	audience reaction team.
Magnetic Board	A magnetic device used to display prepared materials that are magnetized. Allows for showing movement, relationships, and so on.
Related	chalkboard, flannel board, newsprint.
Mock-up	A full-sized replica built accurately to scale, but not the real object.
Related	model, simulator.
Model	Usually used to present a physical item, but in a different form than usual in order to facilitate learning. Can also be used to present ideas, and show the flow of a series of actions. Is not the real thing, but represents the real thing or idea.
Related	mock-up, diagram, flowchart.
Newsprint	Large sheets of paper mounted on easels to be written on with felt tip markers or crayons (may be called flipchart pads).
Related	chalkboard, flannel board, magnetic board.
Nonverbal Learning	A learning experience that does not use any spoken communication. Must use speech to give instructions and process the learning after completion of the nonverbal experience.
Related	exercise, laboratory.

APPENDIX C

Materials Recommended for Programs in English for Academic Purposes

High-Beginning to Low Intermediate

Interactions I*
- A Speaking Activities Book
- A Communicative Grammar
- A Reading Skills Book
- A Writing Process Book
- A Listening/Speaking Skills Book (with cassette)

Low-Intermediate

Interactions II*
- A Speaking Activities Book
- A Communicative Grammar
- A Reading Skills Book
- A Writing Process Book
- A Listening/Speaking Skills Book (with cassette)

High-Intermediate

Mosaic I*
- A Content-Based Grammar
- A Reading Skills Book
- A Content-Based Writing Book
- A Listening/Speaking Skills Book (with cassette)

High-Intermediate to Low-Advanced

Mosaic II*
- A Content-Based Grammar
- A Reading Skills Book
- A Content-Based Writing Book
- A Listening/Speaking Skills Book (with cassette)

*The textbooks in the Interactions/Mosaic series are published by Random House. Fuller information on these texts can be obtained from the American Cultural Center in Alexandria, where they are currently in use.

Cultural Orientation for EAP Programs

The American Way (Prentice-Hall) -- appropriate for high-intermediate and low-advanced groups.

TOEFL Preparation

Building Skills for the TOEFL (Nelson/Heine & Heine)

Supplementary Materials

Improving Oral Comprehension (with cassette, University of Michigan)

Monolingual English and Arabic-English dictionaries

Subscription (multiple copies) to major news and special-interest magazine.

Subscriptions (multiple copies) to USA Today

A collection of graded readers and easy-to-read paperbacks

Software

Recommendations are in Section III.E.7.b.(1) of this project paper and in Appendix F, which lists software in use in Oman's new university language center.

Video

Follow Me to San Francisco (Longmans)
ABC Weekly News (Consult American Cultural Center, Alexandria).

Note: Appendix E contains a materials bibliography compiled in 1986 for AID.

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APPENDIX D

Equipment Recommendation Summary

Classrooms

4 -- Video cassette player, 1/2" VHS, multi-standard (must play NTSC, should play PAL, SECAM), play back on NTSC monitor. Instant Replay Model 610 Image Translator Multi-Standard (General Electric transport, specify 50/60 Hz) @ $659 ..... $2636

NOTE: The VCR recommended above will play SECAM tapes in monochrome only. If this is not acceptable, this machine will have to be replaced by a more expensive multi-standard VCR and monitor (other multi-standard VCR's require a mult-standard monitor as well). The recommended combination is as follows:
JVC BR-6400TR multi-standard VCR @ $2385
Panasonci Industrial CT-2000M Tri-standard monitor @ $ 995
(to replace unit described immediately below)

4 -- 19-20" color monitor, NTSC
Panasonic Industrial CT-2010M (specify 50/60 Hz) @ $695 2780

4 -- 150-200 watt voltage regulator/transformer to permit using above equipment on 240 volt supply, @ $50 200

4 -- Locking cabinet, on wheels, to store VCR, monitor, audio cassette recorder, overhead projector, slide projector Luxor PS-762 Video Console @ $914 3656

4 -- Audio cassette recorder
Califone International Model 3670 (specify 220 v., 50 Hz model) @ $310 1240

4 -- Overhead projector with fold-away column and head for storage Da-Lite/Beseler Porta-Scribe PS-360-14-LCE (specify export model, 240 v., 50 Hz) @ $578 2312

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4 -- Slide projector
Kodak Ektagraphic B-2AR (automatically selects correct power level when plugged in) @ $578 1836

4 -- Wall mount pull-down projection screen
Da-Lite Deluxe Model B, 60" X 60" @ $119 ... 476

Power requirements: (each classroom should have an electrical service power capacity of about 1200-1500 watts.)

Language Laboratory

2 -- Cassette copier, simple operation, one-to-one copying Pentagon C-20 Portable Cassette Copier (specify 220 v., 50 Hz model) @ $489 978

3 -- Standard 3' x 6' bookcase with 6 extra shelves, @ $200 600

1 -- Bulk tape eraser, small, hand-held
Radio Shack Model 44-233 (or local equivalent) @ $30 30

1 -- 50 watt voltage regulator/transformer for using erasr with 220 v. supply 20

5 -- Auditek VST 110 language lab headsets (as spares) @ $80 400

Power requirements: lab should have an electrical services power capacity of 1500-2000 watts.

Learning Resources Center

10 - IBM PC/XT microcomputer, two 5 1/4" disk drives, 640K RAM, parallel printer port, STB Chauffeur video adapter board (or equivalent), IBM monochrome monitor, connecting cables specify 240 v., 50Hz) @ $1700 ..... $17000

10 - IBM Proprinter II dot matrix printer (specify 240 v., 50Hz) and connecting cable @ $390 ... $3900

1 - Video cassette player, 1/2" VHS, multi-standard
Instant Replay Model 610 (50/60 Hz) @ $659 ... 659

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1	- 20" color monitor Panasonic Industrial CT-2010m (50/60 hZ) @ $695	695
1	- 150-200 watt voltage regulator/transformer for using 110 v. VCR and monitor on 240 v. supply	50
1	- Luxor Model LE-40C LE video cart @ $318	318
5	- Audio cassette player with headphone jacks Califone International Model 5250 (specify export model, 240 v., 50 Hz) @ $140	700
7	- R-Columbia MC3H monaural headphone, 600 ohm, @ $37	259

Power requirements: the LRC should have an electrical service power capacity of about 6000 watts.

<u>Audio-Visual Center</u>

1 -- IBM PC/XT microcomputer, as above	$1700
1 -- IBM Proprinter II and cable	390
1 -- Video cassette player, Instant Replay as above	659
1 -- TV monitor, Panasonic Industrial CT-2010M (50/60 Hz)	695
3 -- 150-200 watt voltage regulator/transformer (240 v. to 120 v.), @ $50	150
1 -- Overhead projector, Da-Lite/Beseler Porta-Scribe (240 v.)	578
4 -- Califone International 5270 audio cassette recorder (export model, 240 v.) @ $150	600
1 -- Califone International 5250 cassette player (240 v.) ..	140
1 -- Califone International 3670 (240 v.)	310
4 -- R-Columbia MC3H monaural headphone, 600 ohm, @ $37	148

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1 -- Telex 6120 high-speed cassette duplicator, open-reel master, cassette master, 3 cassette slaves, half-track monaural, catalog number 93900-019 7300

2 -- Radio Shack Model 44-233 bulk tape erasor, @ $30 60

TV/Recording Studio

3 -- Microphone, dynamic cardioid, lo-Z, 20 ft. cable, connectors Shure 545 SD CN @ $131.25 .. 394

1 -- Open-reel master tape recorder, half-track Studer Revox B77 Mk II, 3 3/4 -7 1/2, half track stereo, 240 v., 50 Hz 2000

1 -- Audio cassette recorder, half-track monaural Califone International Model 3670 (220 v., 50 Hz) 310

1 -- Microphone mixer, Shure M68-A, dual voltage .. 205

1 -- Video cassette recorder, multi-standard, electronic editing JVC BR-6400TR, Multi-Standard, 220 v. 2385

1 -- Video cassette recorder, NTSC standard, electronic editing JVC BR-6400U, specify 220 v. international model 2385

1 -- Color monitor, multi-standard Panasonic CT-2000M tri-standard 19" color monitor 995

1 -- Color video camera and camera control unit. A camera for use in this setting must be easy to use, forgiving of mistakes like shooting into bright lights or very low light and durable. The recommended camera is expensive but should be the best for the situation. Sony DXC-300K (CCD camera head, viewfinder DXF-3000, ZOOM LENS vcl-1012BY), Camera control unit CCU-M3, AC Power adapter (specify 220 v.) CMA-8, Connecting cable CCQ-25AM 7000

Cable, connectors, stands, etc. 800

Total extimated cost of equipment ..... $[illegible],949

81

Manufacturers or Suppliers

Auditek OY
P.O. Box 694 SF-20361
Turku
Finland
921-538 600 Intnl 358-21-538600
Telex 62340 Audit SF

Local supplier:
FAEL Sherif Co.
P.O. Box 237
10, 26 July Str.,
Cairo
Attn: Mr. Mahfouz Arafa

Califone International Inc.
21300 Superior St.
Chatsworth CA 91311-4312
818-407-2414; 800-722-0500

IBM
Use local supplier

Instant Replay
2951 S. Bayshore Dr., Suite 8-E
Coconut Grove FL 33133
305-448-7088

JVC Company of America
Professional Video Communications Division
41 Slater Driver
Elmwood Park NJ 07407
201-794-1042; 800-582-5925

Luxor Corporation
2245 Delany Road
Waukegan, IL 60087
312-244-1800; 800-313-4656

Magnetic Audio/Video Products Division
3M C.,
223-55 3M Center
St. Paul MN 55144-1000

Panasonic Industrial Video Co.
One Panasonic Way
Secaucus NJ 07094
201-348-7000; 800-553-7222

Note: Panasonic equipment for the international market is sold under "National" brand name

Pentagon Industries Inc.
5115N. Sheridan Rd.
Chicago IL 60640
312-271-8300; 800-621-3867

86

Radio Shack
Division of Tandy Corporation
One Tandy Center
Fort Worth, TX 76102

R-Columbia Produ.ts Co., Inc.
2008 St. Johns Ave.
Highland Park IL 60035
617-994-4213

Shure Brothers, Inc.,
222 Hartrey Ave.
Evanston IL 60204
312-866-2200

Sony Corporation of America
Professional Video Division
1600 Queen Anne Rd.
Teaneck NJ 07666
201-833-5670

Studer Revox America, Inc.
1425 Elm Hill Pike
Hashville TN 37210
615-254-5651

Revox ELA AG, Division Export
Althardstrasse 146
CH-8105
Regensdorf-Zurich,
Switzerland

Telex Communications, Inc.
9600 Aldrich Ave. South
Minneapolis MN 55420
612-887-5531

Furniture for LRC

10 --	Computer workstations, 30" x 48" Bretford Model WS3048 @ $260	$2600
	Bretford Manufacturing Inc., 9715 Soreng Ave. Schiller Park IL 60176 312-678-2545	
10 --	Chairs @ $80	800
16 --	Cushioned, easy chairs @ $200	3200
8 --	Small tables, to hold cassette recorders, headphones, etc. @ $50	400

93

Miscellaneous small items of furniture, wiring, equip. 1000

Revised total estimated cost of equipment 77949

Operating Budget

Funds should be budgeted for ongoing costs of operation. Some of these costs are as follows:

1) Technicians' salaries
2) Spare parts for repairing equipment
3) Replacement of unrepairable equipment
4) Purchase of supplies such as bland tapes, disks

For items 2,3, and 4, $4000-5000 per year should be adequate until the equipment begins to wear out -- 5 to 8 years.

APPENDIX E

ENGLISH LANGUAGE TRAINING ASSESSMENT BIBLIOGRAPHY

Prepared by:

Joan Whitney
Brenda Bowman

October 1986

This bibliography was produced under Contract No. PDC-1406-I-00-4052-00 between the Academy for Educational Development and the Agency for International Development.

This bibliography was compiled to give people who are working with AID participants an idea of what is commercially available in the way of materials to teach them English, or ESL/EFL. (ESL/EFL, English as a Second Language/English as a Foreign Language, is the acronym commonly used to distinguish English-teaching to non-English speakers).

The materials we have listed were chosen because they deal primarily with

- Cultural orientation to an English-speaking environment
- ESP (English for Specific Purposes)
- EAP (English for Academic Purposes)
- References and teacher-training materials

All the books listed are aimed toward the intermediate to the advanced level student. Although this list is by no means conclusive, it covers those students within the 450-550 TOEFL score range.

Alemany Press
2501 Industrial Parkway West
Department R B 3
Hayard, California 94545

Delta Systems Co., Inc.
215 N. Arlington Heights Road
Arlington Heights, Illinois 60004

Longman Inc.
95 Church Street
White Plains, New York 10601

McGraw-Hill Book Company
English Language Teaching Department
1221 Avenue of the Americas
New York, New York 10020

Thomas Nelson and Sons, Ltd.
Nelson House
Mayfield Road
Walton-on-Thames
Surrey, England KT12 5PL

Newbury House Publishers, Inc.
54 Warehouse Lane
Rowley, Massachusetts 01969

Oxford University Press
200 Madison Avenue
New York, New York 10016

Prentice-Hall
Englewood Cliffs, New Jersey 07632

Regents Publishing Company, Inc.
2 Park Avenue
New York, New York 10016

United States Information Agency
English Language Programs Division
Bureau of Educational and Cultural Affairs
Washington, D.C. 20547

University of Khartoum
English Language Servicing Unit
Faculty of Arts
Khartoum, Sudan

A. CULTURAL ORIENTATION

These texts provide a clear understanding of language usage and ways of life in the United States.

Adelman, Mara B. and Deena R. Levine. Beyond Language: Intercultural Communication for English as a Second Language. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

This text augments language-oriented programs by encouraging an awareness of subtle areas of culture. It also includes a context for vocabulary development, application, conversation, and reading comprehension.

Cui and Messerchmitt. American University Encounters. Hayward, CA: Alemany Press, 1985.

Foreign students preparing to study at American colleges and universities need to know what to expect and how to cope with general procedures in their new surroundings. This text is intended to be a springboard for discussion of intercultural problems and of survival skills arising on an American campus.

Irving, Kathy J. Communicating in Context: Intercultural Communication for ESL Students. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1986

The text includes a collection of readings, exercises, and activities that give students opportunities to analyze and use English within particular cultural contexts.

Kearny, Edward N., Mary Ann Kearny, and Jo Ann Crandall. The American Way. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.

This covers values, attitudes and cultural patterns of American life while allowing students to practice in improving their study skills.

Live, Anna Harris. Yesterday and Today in the U.S.A.: Intermediate ESL Reader. Arlington Heights, IL: Delta Systems Co., 1984.

These forty-eight readings, depicting distinctive aspects of U.S. and life and background, are selections that focus on cultural and human-interest themes and are arranged in historic sequence as well as in order of linguistic complexity.

B. ENGLISH FOR ACADEMIC PURPOSES (EAP)

EAP focuses on the transition to an intense academic classroom, particularly a university in the U.S. These texts can guide this transition in that they augment study skill.

Adams, Judith-Anne and Margaret A. Dwyer. English for Academic Uses: A Writing Workbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

This text successfully prepares students to do academic work in English by developing skills of outlining, paraphrasing, and proofreading as well as the use of grammar.

Arnaudet, Martin L. and Mary Ellen Barrett. Approaches to Academic Reading and Writing. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1984.

This guides learners through the intensive, analytical reading of academic prose and provides them with the writing skills necessary to complete actual academic writing assignments. A Teacher's Manual is available.

Imhoof, Maurice and Herman Hudson. From Paragraph to Essay. London: Longman, 1975.

This text guides writers through the major organizational techniques of academic writing. It focuses on writing good paragraphs which can then be expanded into essays.

Mason, Abelle. Understanding Academic Lectures. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

This text prepares students to understand academic lectures by combining actual lectures and interviews with coordinated listening guides and exercises. Additionally, it gives students a cross-cultural overview of different university environments, types of lectures, etc. A cassette is available.

Rosenthal, Lisa and Susan Blake Rowland. Academic Reading and Study Skills for International Students. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1986.

The text helps students make the transition from ESL to regular college work by teaching reading skills as they relate to other study skills. It includes an answer key.

Rossi, Lee D. and Michael Gasser. Academic English. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

Academic English prepares the students for the academic classroom at the university level. Units focus on biological sciences, history, mathematics, physical sciences, and social sciences. A teacher's manual is available.

Yorky, Richard C. Study Skills for Students of English, Second Edition. New York, NY: McGraw-Hill book Company, 1985.

Study Skills prepares students for many practical aspects of academic study. It gives helpful guidelines for using a monolingual English dictionary, taking exams, improving reading for comprehension, and writing and note-taking capabilities, and many more.

C. ENGLISH FOR SPECIFIC PURPOSES (ESP)

The ESP texts listed below allow the student to target the English language of a particular profession.

Allen, K.P.B. and H.G. Widdowson, Editors. English in Focus Series. New York, NY: Oxford Univeristy Press, 1974.

There are eight books in the series: Physical Science, Mechanical Engineering, Workshop Practice, Basic Medical Science, Agriculture, Education, Social Studies, and Biological Science. All follow the same format which covers reading and comprehension, use of language, information transfer, guided writing, and free writing.

Bates, Martin and Tony Dudley-Evans. Nucleus Series: English for Science and Technology. White Plains, NY: Longman Inc., 1983.

There are nine titles in this series which are: General Science, Biology, Agriculture, Engineering, Geology, Mathematics, Medicine, and Nursing Science. The Nucleus Series, for which General Science is the core book, was written for students entering university with a low level of English. A teacher's manual, tapescript, and text books are available.

Dowling, B. and M. McDougal. Business Concepts for English Practice. Rowley, MA: Newbury House Publishers, Inc., 1982.

This book was intended for those students with an academic or professional interest in the English of business or accounting. The book concentrates on practice in reading comprehension, technical and business vocabulary, and activities for general language practice and the improvement of study skills.

Gieseck, William B. Business World: A Collection of Readings on Contemporary Issues. London, England: Oxford University Press, 1983.

This is a collection of articles from prominent American business magazines. The aim of the book is to improve reading comprehension, listening and oral performance.

Gordon, Ronni L. English for Banking and Finance. New York, NY: McGraw-Hill Book Company, 1983.

The text is designed to give the student an introduction to English banking and financial terminology, while at the same time reviewing some of the more important grammatical structures of the language.

Kruse, Benedict, and Bettijune Kruse. English for Business: Marketing. New York, NY: McGraw-Hill Bok Co., 1985.

For those in business or students interested in learning more English which emphasizes business terminology in the field of marketing, this practical reader is adaptable for individual use. It introduces terminology and structure most commonly used within particular job categories (i.e., credit, advertising, management, etc.).

Kruse, Benedict, and Bettijune Kruse. English for the Travel Industry. New York, NY: McGraw-Hill Book Co., 1985.

Each lesson in this text presents important vocabulary in context and exercises in the necessary English to include all aspects of airline travel, airport formalities, customs, immigraiton, government agencies, hotel administration, travel agencies, sales to tourists, and government tourist bureaus.

Knoles, Phillip L. and Ruth A. Sasaki. Fluency Squares for Business and Technology. New York, NY: Regents Publishing Co., 1981.

This excellent text was developed for those students who require English training for their work as bankers, engineers, and executives. With emphasis on active listening and speaking skills, the text covers areas of business such as job descriptions, market shares, productivity and company descriptions. A spiral-bound 18" x 23" book of visuals is available.

Mullen, Norma D. and P. Charles Brown. English for Computer Science. New York, NY: Oxford University Press, 1983.

This is one of the few books written for the field of computers in ESP. The course text includes The Computer, Computer Components, and Data Processing. The student's book is accompanied by an answer book.

Olsen, Roger E. W-B. American Business Encounters. Hayward, CA: Alemany Press, 1981.

An ideal tool for use in adult vocational programs. Students learn important aspects of business culture in the USA by examining and discussing situations that commonly arise in dealing with customers, suppliers, and employees. A good book for both culture and language of American business.

Speegle, Roger and William B. Giesecke. Business World: A Collection of Readings on Contemporary Issues. London, England: Oxford University Press, 1983.

This is a collection of articles from prominent American business magazines. The aim of the book is to improve reading comprehension, listening and oral performance.

Stillman, David M. and Ronni L. Gordon. English for Banking and Finance. New York, NY: McGraw-Hill Book Compnay, 1985.

The text is designed to give the student an introduction to English banking and financial terminology, while at the same time reviewing some of the more important grammatical structures of the language.

University of Malaya Press. Skills in Learning. Walton-on-Thames: England, 1979.

Geared to keep the attention of science students, this volume originated at the University of Malaya and was designed to teach students with little knowledge of English how to extract important information from texts and journals in English. Foundations is the first volume, followed by Reading Projects: Science, which is complemented by the other volumes, Development, Application and Progression.

Widdowson, H.G., Editor. Reading and Thinking in English. New York, NY: Oxford University Press, 1979.

This series of four books originated in Latin America at the University of the Andes, Bogota, Colombia, and was designed to "relate ESP with the teaching of more general reading competence." The four books are: Concepts in Use (near beginner), Exploring Functions (pre-intermediate), Discovering Discourse (intermediate), and Discourse in Action (advanced). A teacher's book is available which includes teaching notes and answers to the exercises.

D. REFERENCE/TEACHER TRAINING

Allen, Virginia French, David E. Eskey, et.al. Longman Dictionary of American English. Arlington Heights, IL: Delta Systems Co., 1983.

The Longman Dictionary of American English is a resource for students of easy-to-understand definitions with examples of how words are used in phrases and sentences and cross references to related words and phrases. "Definitions are always simplier than the words looked up."

Celce-Murcia, Marianne and Lois McIntosh, Editors. Teaching English as a Second or Foreign Language. Rowley, MA: Newbury House Publishers, Inc., 1979.

The book covers and discusses teaching methods, language skills (listening, speaking, reading, writing, grammar, and vocabulary), the special needs of the students, and specific resources for and challenges to teachers.

Dubin, F., Eskey, and W. Grabe. Teaching Second Language Reading for Academic Purposses. Reading, MA: Addison-Wesley Publishing Co., 1986.

Designed as a course text for ESL teachers, this is an introduction to reading theory and the reading process, especially as it applies to the second language learner.

Oller, John W., Jr. and Patricia Richard-Amato, Editor. Methods That Work. Rowley, MA: Newbury House Publishers, Inc., 1983.

Predicted on the belief that the classroom provides an ideal setting for language acquisition, this text surveys the tried and proven methods of the foremost authorities of the field, including Stevick, Curran, Terrell, Krashen, and Swain.

Mackay, Ronald and Joe Palmer, Editors. Language for Specific Purposes. Program Design and Evaluation. Rowley, MA: Newbury House Publishers, Inc., 1983.

This provides the readers with important background information to base sound planning on classroom material in an ESL/ESP classroom.

Selinker, Larry, Elaine Tarone, and Victor Hanzeli, Editors. English for Academic and Technical Purposes. Rowley, MA: Newbury House Publishers, Inc., 1984.

This is a pioneer collection of recent and original papers by leading scholars in the field of English for Science and Technology. Each paper is followed by editorial comments which draw attention to unifying themes in the volume and present discussion points for use in teacher-training courses.

Stevick., Earl W. Teaching Languages. A Way and Ways. Rowley, MA: Newbury House Publishers, Inc., 1981.

Stevick cites many authorities on the language learning process as he explores insights and ideas on the experience of learning a language.

University of Khartoum, Sudan. ESPMENA Bulletin. English Language Servicing Unit, Faculty of Arts, Khartoum, Sudan.

News about research, materials development projects, news courses, conferences, and workshops related to teaching languages for special purposes.

USIA, USIA Publications List: English as a Foreign Language. English Language Programs Division: Washington, D.C., 1986.

A list of USIA produced material that are useful adjuncts to commercially produced textbook series used in EFL programs overseas.

Sultan Qaboos University

LANGUAGE CENTRE

جامعة السلطان قابوس

مركز اللغات

Ref : الرقم :

Date : التاريخ :

الموافق :

Commercial Software in use in the Language Centre
at Sultan Qaboos University, OMAN

The following software has been examined by various members of the teaching staff at Sultan Qaboos University Language Centre, and deemed to be of suitable quality and potential benefit to our university freshmen beginning tertiary level studies in the medium of English.

Scholastic, Inc.
Box 7502, 2931 East McCarty St., Jefferson City, MO 65102, USA
Bank Street Writer, $95.00 to Educators

DesignWare, 185 Berry St., San Francisco, CA 94107, USA
Crypto Cube; $39.95
the Grammar Examiner; $44.95

Scarborough Systems, 55 South Broadway, Tarrytown, NY 10591, USA
Mastertype

Sunburst Communications
39 Washington Ave., Pleasantville, NY 10570, USA
M-ss-ng Links, English Editor
M-ss-ng Links, Microencyclopedia
NOTE: A backup is included with each software packet

Springboard Software, 7808 Creekridge Circle, Minneapolis, MN 55435, USA
The Newsroom

Scholastic Software, P.O. BOx 7502, Jefferson City, MO 65102, USA
Tales of Adventure, School Version, comprising teacher's manual, student handbook, and back-up disk; $37.50
Tales of Mystery, School Version, comprising teacher's manual, student handbook, and back-up disk; $37.50

Advanced Ideas, 2902 San Pablo Ave., Berkeley CA 94702, USA
Tic Tac Show; $39.95

Windham Classics, One Kendall Square, Cambridge, MA 02139, USA
Treasure Island

P.O.Box ; 32493 Al-Khod
Muscat, Sultanate of Oman
Telex : 5602 SQU ON Cable : Jami'ah
Telephone : 513333

صندوق البريد : ٣٢٤٩٣ الخوض
مسقط - سلطنة عُمان
تلكس : ٥٦٠٢ إس كيو يو أوإن - برقيا : جامعة
هاتف : ٥١٣٣٣٣

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بسم الله الرحمن الرحيم

Sultan Qaboos University

LANGUAGE CENTRE

جامعة السلطان قابوس

مركز اللغات

Ref :

Date :

الرقم :

التاريخ :

الموافق :

Davidson & Associates, File No. 91613, Los Angeles, CA 90074, USA
Word Attack!; $49.95

from DLM, One DLM Park, Allen, TX 75002, USA
Word Master

CBS Software, Greenwich CT 06836, USA
Murder by the Dozen

the Learning Co., 545 Middlefield Rd., Suite 170, Menlo Park, CA 94025, USA

Robot Odyssey 1 -- Lab packs at $63 for 5 additional units. To qualify, the order must be made on company letterhead; Also available: Robot Odyssey I "In-the-classroom materials"; Item # TM205

In addition, we like the following utilities for teacher use:

Broderbund, 17 Paul Dr., San Rafael, CA 94903-2101
Print Shop; $59.95

Micro Power & Light
Readability Calculations

Mindscape, Inc., 3444 Dundee Rd., Northbrook, IL 60062
Crossword Magic

For further information, contact:

Vance Stevens, Instructional Developer
Language Centre, Sultan Qaboos University
Box 32493, Al-Khod, Sultanate of OMAN

P.O.Box : 32493 Al-Khod
Muscat, Sultanate of Oman
Telex : 5602 SQU ON Cable : Jami'ah
Telephone : 513333

صندوق البريد : ٣٢٤٩٣ الخوض
مسقط - سلطنة عُمان
تلكس : ٥٦٠٢ إس كيو يو أوإن - برقيا : جامعة
هاتف : ٥١٣٣٣٣

APPENDIX G

ILLUSTRATIVE DAILY SCHEDULE
for Programs in English for Academic Purposes

	Group 1	Group 2	Group 3
8:00	Listening& Speaking	Self-Directed Learning(SDL)	Listening+ Speaking
9:00	SDL	Listening+ Speaking	SDL
10:00	Non-Traditional Courses -- Cultural Orientation --		
11:00		Guest Speakers	
12:00	LUNCH	LUNCH	LUNCH
1:00	Writing+ Grammar	SDL	Reading
2:00	Reading	Reading	Writing+ Grammar
3:00	SDL	Writing+ Grammar	SDL
4:00	FREE	FREE	FREE
5:00	FREE	FREE	FREE
6:00	DINNER	DINNER	DINNER

Evening (SDL - Homework - Group Activities - Free)

STRENGTHENING MINISTRY OF EDUCATION
ENGLISH LANGUAGE TRAINING THROUGH DECENTRALIZATION
SUB-PROJECT NO. 0125.3a
DEVELOPMENT TRAINING PROJECT 263-0125

This paper was prepared under
IQC Contract No. PDC-1406-I-37-4052-00
Work Order No. 38/Egypt
July 1987

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ANNEX

STRENGTHENING MINISTRY OF EDUCATION
ENGLISH LANGUAGE TRAINING THROUGH DECENTRALIZATION
SUB-PROJECT NO. 0125.3a
DEVELOPMENT TRAINING PROJECT 263-0125

INTRODUCTION

As part of Development Training Project 263-0125, English language training and the upgrading of English Language teaching are made a specific and integral part of the USAID training effort. Approximately 20 percent of project funds have been earmarked for English language training, used in a broad sense to mean education, training, and professional development.

The role of English in Egyptian education in strong. More than 90 percent of Egyptian students study English as their first foreign language, required study in grades 7 - 12. The growing importance of English language skills in other development activities is also clear. But there is a consensus that the expanding school system cannot ensure quality English language teachers in all classrooms at the basic education and secondary levels. Educators agree that English skills are deteriorating. This affects as well the higher education system as poorly equipped users of English move into the universities. Within the departments which train English teachers, the situation is most critical and necessitates expanded in-service programs to compensate for under-qualified teachers entering the educational system. If allowed to continue, this cycle of underqualified teachers preparing students poorly will further weaken the English language programs in schools and universities.

This project will assist the MOE in stopping this downward spiral and leave in place a system for continuing to upgrade English language teaching in Egypt.

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I. SUMMARY AND RECOMMENDATIONS

A. Recommendations

USAID Egypt recommends the authorization of a sub-project of the English Language Training component to support the efforts of the Ministry of Education (MOE) to strengthen its in-service training of English language teachers and to pilot test selected alternatives to conventional in-service training. Such efforts, making use of the various existing resources for education, training, and professional development, would maximize the use of these resources to reach greater numbers of critically under-qualified English teachers and allow for the exploration of non-conventional approaches to training and education that might later be implemented into MOE efforts. The total cost of AID-funded activities in this sub-project will be $7,472,722. The grant will be incrementally funded subject to availability of funds as follows: $1,658,934 in FY 88; $1,927,188 in FY 89; $1,592,888 in FY 90; $1,111,138 in FY 91; and $1,182,575 in FY 92.

B. Background

Resources devoted to in-service training are severely limited. Those devoted solely to English language training are, of course, even more limited and are often administrated at the local level. Most urgent training needs identified at the local level often push aside any programs for English training. This is probably as it shoule be, but the result is that there is no consistent national scheme for training English teachers to maintain uniform quality. Programs are developed as resources are available, and decisions at the zone level only permit training to occur as it seems appropriation to local priorities. Training sessions, even well-designed programs, do not necessarily fit into a systematic program for the general upgrading of teachers who need it the most. Inequities, as well as a general decline in teacher qualifications, are occurring.

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C. Problem

The problem is to implement a training system that builds on existing provisions and facilities, produces significant upgrading of English language skills and teaching skills during the life of the project, and leaves in place a manageable system that is both effective and affordable. The system should include the flexibility to continue to test new ideas and approaches for continued improvement in the teacher corps and in the English language proficiency of students. Obviously a single project cannot raise the quality of education to the point where it will serve all of Egypt's changing needs nor totally meet the expectations of the public. The on-going assessment of teachers and the design of new, ever-more effective education, training, and professional development activities is a long-term activity.

D. Project Description

The project will provide the resources necessary to put into place an in-service training system, develop the capabilities of trainers within the system, and train large numbers of teacher trainers and teachers of English. It will also explore other options for the improvement of English language teaching through distance learning, improved learner materials, and greater use of educational media. It will leave in place a system of intrinsic and extrinsic incentives for both teachers and trainers.

E. Summary Financial Plan

A.I.D. contribution to the project will include expenditures summarized by year below. MOE contributions will include regular salaries of trainees and trainers, released time from regular duties during training progams as required, and provision of training facilities. The figures below are exclusive of contractor administration and management costs of approximately 40% of the total project budget. (See Unified Management Plan.)

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Year 1	Year 2	Year 3	Year 4	Year 5	Totals
1,658,934	1,927,188	1,592,888	1,111,138	1,182,575	7,472,722

F. Conditions

This project has been developed in close coordination with the MOE over the past year. The primary issues relating to implementation have been substantially resolved. Hence there are no major obstacles to signature of the Grant Agreement and subsequently, disbursement of funds. Covenants and conditions primarily relate to those essential plans which must be developed and administrative structures which must be in place to carry out the Project.

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II. PROJECT BACKGROUND

INTRODUCTION

The improvement of English language teaching can be accomplished in a number of ways. Given adequate resources, it is better to attack the educational problems from a variety of directions at the same time. Basically, we need to

- Improve schools and facilites
- Provide adequate teaching materials in the form of textbooks, teacher's manuals, and print, audio, and visual support materials
- Select the best teachers
- Teach the students most likely to benefit from instruction
- Test achievement and proficiency rigorously and fairly.

The burgeoning school population has put a strain on all the above avenues to improving education, but some remedial steps are already being taken. The AID-funded Basic Education Project is providing greater access to schooling through a school-building program. A new English textbook series is being developed and implemented in both the preparatory and secondary stages. A teacher in-service training program within the MOE has been in place for many years. Limited resources, however, prevent the full implementation of programs that would ensure improvement in the quality of English language teaching in the classrooms, where there appears to be a marked decline in the proportion of qualified teachers. This project focuses largely on upgrading the quality of teaching through in-service teacher training.

In order to better understand the context of the project, a brief description of the current situation will cover the growing use of under-qualified teachers, the current training programs, and the limitations of the current system.

A. Under-qualified Teachers

There is a growing trend in the schools to use under-qualified teachers. The rapid increase in population and in the demand for education has forced the MOE to employ thousands of teachers who do not have some or any of the qualifications necessary for specialist teachers of English.

The MOE defines a qualified specialist teacher of English as one of the following:

- B.A. in English and Eduaction from a Faculty of Education or the Women's College, Ain Shams University.

- B.A. in English from a Faculty of Arts plus a degree (usually a diploma) in Education.

Under-qualified does not mean uneducated, however. By MOE definition, non-specialists include the following:

- B.A. in English from a Faculty of Arts plus a degree in Education.

- B.A., B. Com., etc., from Faculties of Education, Arts, Commerce, and so on, in specializations other than English.

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- Intermediate qualifications, such as holders of Diplomas from Special Teacher Training Institutes.

The assignment of non-specialists teachers provides the majority of English teachers in some educational zones.

The same pressures that bring about the use of non-specialist teachers also means that qualified teachers are increasingly less-well qualified. The rapid expansion of the Faculties of Education, for example, has resulted in some programs that only minimally provide certification to teachers but do not ensure a quality education. The limitation of English language skills is particularly noted by educators.

The decline in the proficiency of English can, of course, be traced to the secondary schools. It is generally agreed that the cycle of poor English language on the part of teachers produces weaker secondary graduates who then go into teaching, producing still weaker users of the English language. Generally speaking then, the quality of English language teaching has not kept pace with the rapid expansion of the educational system. This has created greater and greater need for expanded and more innovative in-service teacher training programs for English teachers. These too have not kept pace with the needs, largely due to limited in-service training resources in the MOE and in the educational zones.

B. Current Training Programs

There is a system for in-service training in place. Some understanding of the system will be useful in understanding the proposal which follows in Part III.

There are two levels for planning and carrying out in-service programs in Egypt: central and local.

At the central level, programs are carried out by the General In-Service Department and the six training centers affiliated with it. These include Cairo, Alexandria, Port Said, Tanta, Zagazig, and Assiut. The general purpose of these centers is to provide programs to prepare both supervisors (inspectors) and senior teachers for leadership roles in their respective zones and schools. Other programs of specific purpose are also conducted at the central level, e.g., experimental programs, or programs requiring experts who are not available in the localities. English language testing might be such a program requiring expertise.

A review of programs of the past five years shows the following types:

- The Refresher Course for Supervisors and Senior Teachers in both Preparatory and General Secondary Stages. Aims at acquainting the participants with modern trends in English language instruction, and at training them in teaching prescribed textbooks. This program is held for both stages of education, preparatory and secondary, in the six Regional Centers. The number of participants amounts to about 100 for each center, and the program is six hours a day for six days.

- The Summer Refresher Course for Senior Supervisors and Supervisors General. Acquaints the participants with modern trends in English language instruction, and with the bases for designing and developing curricula and the new series of textbooks and ways of handling them. The authors of the new textbooks and some foreign experts particpate in this training. This summer program is conducted in the Alexandria Center for 6 days and is attended by an average of 120 participants annually. The same program is also conducted in the other Regional Centers.

- The Orientation Program for New English Language Supervisors in the Prep. Stage. Acquaints new supervisors with technical supervising methods as well as with methods of training non-specialist teachers. The program was conducted this year at the central level in Alexandria for 12 days, and was attended by 44 participants, one from each eduactional administration.

- The Summer Orientation Program for Senior Inspectors in Educational Administration. Aimed at familiarizing the participants with the specifications of developed examinations in English language and with ways of working out training plans at the local level. The program was conducted at the central level.

- A Refresher Course for Teachers of English in Industrial Secondary Schools (The 5-year system). Aimed at familiarizing the participants with the prescribed textbooks and with methods of teaching them. The program was conducted at the central level in Cairo. It lasted for 6 days and was attended by 100 participants.

- A Refresher Course for English Language Supervisors in Technical Education. Aimed at familiarizing the participants with up-to-date evaluation techniques. It was held at the central level in Cairo and was attended by about 90 participants.

- A Refresher Course for Teachers in Commercial Education. Aimed at familiarizing participants with the use of the prescribed books. The course was given in Cairo and lasted for 9 days. The participants were 44 senior teachers from all educational administrations.

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- A Professional Technical Qualifying Program for Specialists. Aims at qualifying English sepecialists from among supervisors and senior teachers to obtain the Professional Diploma in Teaching English. The program accommodates about 20 participants annually, and is conducted in Cairo by cooperative efforts between the MOE and the Center for Developing English Language Teaching (CDELT). The program covers one academic year, and is conducted at Ain Shams University. It is the only program in which participants are full-time students. They receive their salaries throughout the program.

At the local level programs are implemented by the Educational Administrations and Regional Centers. These programs inlcude the following:

- A Training Program for English Language Non-Specialists. Aimed at training the participants in teaching the language. It was conducted in the year 1985/86 at the six Regional Centers. It lasted for two weeks and was attended by 60 teachers in the Cairo Center and 30 teachers in each of the other centers.

- A Training Program for Teachers of English in Industrial and Agricultural Education. Held in 1985/86 at the Zagazig and Tanta Centers for 5 days and was attended by about 30 participants at each center.

- A Training Program for Teachers of English at Teacher Training Institutes. Orienting in new trends of teaching the language. This program was conducted in 1985/86 at the Zagazig, Tanta and Assiut centers for 5 days. The program was attended by about 30 participants in each center.

At the educational administration level, training programs were organized for non-specialist English language teachers. Their duration ranged form one week to twelve weeks, at the rate of one day per week.

Other programs were organized for teachers of technical in certain administrations. The duration of these programs ranged from four days to a week.

C. Limitation of current system

The major limitation in the in-service training of English teachers is the lack of fininacial resources. In order to use resources effectively, however, we must ensure that problems within the system are addressed before the system is simply expanded, flaws and all. The problems of most in-service training programs fall into three categories: planning, program quality, and implementation and follow-up.

1. Planning

The responsibility for training is divided among a number of bodies. Faculties of Education are responsibile for pre-service education and diploma programs, for example. Training within the MOE is the responsibility of both the Department of Training and the Inspectorate of English. There appears to be no general coordinating body at present which is or has produced a national unified plan for education, professional development, and training. Guidance form the central authorities to the governorates and zones does not result in unform training programs at the local level. Rather, training programs seem to occur on an ad hoc basis. A review of the programs in the previous section shows diverse focus and under-utilization of facilities.

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2. Program Quality

Training programs have not yet focused on the improvement of English language skills of teachers. This is of urgent priority all English language specialists agree.

Training of trainers, particularly those who show interest and aptitude, needs to be expanded. Although supervisory personnel are assigned training tasks, only limited numbers receive any training in how to train.

As yet, there is no evalution of training programs which relates the effectiveness of training to the teachers' classroom performance. The real question in English language teacher training should be "what effect does the training have on student achievement of proficiency in the English classrooms?"

Incentives for participating in training programs are lacking. Inspectors and teachers alike do not see the rewards for active and serious participation in training programs. The system of incentives needs to be reviewed along with program content in order to achieve good results. Expanding the professional opportunities for superior trainers and trainees could lead of overall English language teaching improvement.

3. Implementation and Follow-up

What happens to the trained teacher when he or she returns to the classroom is as important as the training itself. There is little information available about the effect of training on teacher performance. This evaluation affects the qualilty of the training program but also builds postive attitudes to training.

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It is important for participants of training programs to feel that what they have learned is useful and that someone cares about their performance. Follow-up communication and support from the training staff of the Regional Centers is important for this development of professionalism. Supervisors at all levels should have as part of their regular activities some systematic follow-up.

Implementation is, of course, hampered by inadequate resources. All of the Regional Centers need to have facilities improved, and more importantly, adequately equipped with useful training aids and materials. Where the Regional Centers are inadequate to serve the populations identified for major training efforts, alternative sites should be chosen and utilized.

Follow-up should also track the trainees performance after attending in-service programs. Records should be kept for guidance in case of the trainee's promotion or secondment to Arab countries. Superior participants should be rewarded with more responsibility in the whole process of English teaching improvement and the reward of further training in programs in Egypt and abroad.

In-service training alone cannot solve all of the needs for improving English language teaching in Egypt. In fact, some of the solutions to other problems, (e.g., over-crowded classrooms and shortages of teachers) have created new problems (e.g., the use of under-qualified teachers). In-service training should not be the sole strategy but should be combined with other innovative proposals such as:

- ongoing textbook evaluation and revision
- improved curricula for specific categories of schools
- improved curricula and materials for preservice education
- innovative direct teaching of student through other media, such as television, cassettes, and/radio.
- revised examinations

Whatever the system for improving teaching, it must involve teachers. The major attention in this project, therefore, is on improving the teachers' performance in the classrooms.

D. USAID Response

USAID Egypt's experience in working with over 6,500 academic and technical participant trainees is one of the motivations for project activities to improve the teaching of English in Egypt. Under Project 263-0125, A.I.D. is already assiting English language training efforts. Under the Peace Fellowship Program, participants have received English language training (ELT) largely in the U.S. Both academic and technical participants under other projects have received ELT carried out by contract with the American University in Cairo. Through the Fulbright Program, the American Culture Center in Alexandria has also provided ELT for some participants. ELT for teachers of English has largely come under the English Teacher Training Project, administered by Fulbright, which has to date largely served pre-service English language education in conjunction with the Center for the Development of English Language Teaching (CDELT). This effort has had modest impact on in-service ELT for teachers in the schools.

A.I.D. funded ELT has, for the most part, addressed the immediate problems of preparing candidates for training abroad.

E. Definition of the Problem

The teacher's vital role in the educational process is clearly recognized in the MOE system for supervision (sometimes called "inspection") and for in-service training. This system has not, however, been able to grow and develop at the pace or in the depth necessary to meet the problems teachers face in the rapidly expanding school system. Quality has suffered as large numbers of under-qualified

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English teachers enter the teacher corps since these teachers are receiving insufficient orientation to their jobs in the beginning. Subsequently, they get only sporadic in-service training, largely due to limited funding at either the central or local administrative levels. The practice of assigning new teachers--the least qualified--to the preparatory level (grades 7 - 9) where the study of English begins compounds the problem.

At present, English language education and training suffer from limited resources, a system which no longer serves the purposes of quality in-service training, and conventional thinking about alternative solutions to the problems of English language teaching.

F. Project Rationale and Strategy

The project propose to build on the best of the present in-service training system in order to bring immediate results in training larger numbers of trainers and teachers. It will, among other strategies, extend the use of the decentralized system of training through the six regional centers. These will be upgraded, but in addition will deliver more extensive training programs serving trainers and teachers in the regions. More of the training will be brought closer to the teachers, with less disruption of instruction in the schools.

Training will be accompanied by long-term educational programs for trainers as well. Trainers who lack the educational background in the more modern approaches to teaching English will engage in programs that will go beyond the specific training objectives to the more general educational principles that inform English language education and enable trainers to keep pace with proven methods, materials, and tests.

More than ever before, ELT focus on the teachers' own English language proficiency. With the extensive use of non-specialist teachers, the teachers' own language skills have become a critical factor in the quality of instruction for students.

G. Relationship to USAID's Development Assistance Strategy

The recongnition of the need for ELT in direct support of A.I.D.'s development efforts is demonstrated by large financial commitment to ELT in preparing participants for effective academic or technical training. These efforts are of long standing. This ELT effort consumes valuable training resources and may delay the implementation of development projects, however.

The broader concern for English language teaching in the schools and universities, therefore, stems from a recognition that the problems of insufficient English for research and development begin at the preparatory stage of education where English is first introduced into the educational process. The English Teacher Training Project, through its work in developing more suitable and effective materials for pre-service education of English teachers, is the major effort at present in the goal to influence the quality of English language teaching.

H. Relationship to Other Donor Activities

The English Teacher Training Project colaborates with the British Council efforts at CDELT. American and British English language experts share responsibilities in developing materials and in trying them out in Faculties of Education.

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III. DETAILED PROJECT DESCRIPTION

A. PROJECT GOAL AND PURPOSE

The project goal is to strengthen MOE English training, upgrading the capacity and quality at all points in the training system and maximizing the decentralized use of existing training provisions and facilities. The broader purpose of the project is to improve the teaching of English so that English language skills become more effective educational and economic development tools.

More specifically the project will

- Indentify and train or retrain a pool of trainers within the existing staff structures of the Department of In-service Training, the English Language Inspectorate, and the Directorates of Education.
- Modify, minimally and where feasible, the existing system in order to strengthen in-service training from the administrative and procedural standpoints.
- Design and initiate training programs for designated categories of English teachers and in-service training.
- Create and leave in place a system of intrinsic and extrinsic incentives for both teacher and trainer training.
- Introduce a stronger focus on training for the "Technical Sector" (Commercial, Industrial, Agricultural Institutes).

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- Instigate and facilitate high-level MOE/MOHE thinking on administrative, financial and material streamlining to provide a continuing integrated system of pre-service education, in-service training, and professional development for all English teachers and trainers.

B. END-OF-PROJECT STATUS

By the end of the project the MOE will have in place the following:

- A revised training system assimilated in MOE structures, with appropriate administrative, staffing, and budgetary measures to ensure continuity of program.

- An established and recognized pool of trainers at various levels, with agreed percentages of time devoted to training programs.

- A piloted, revised and viable set of training programs and materials, addressing the needs of each category of teacher and each educational sector.

- Training materials, aids, equipment and ancillary facilities, to ensure continuity of programs.

- 722 trained or re-trained trainers or trainer-trainers.

- 6,000 trained specialist English teachers and 9,375 trained professionaly under-qualified English teachers.

C. PROJECT ACTIVITIES

1. Background

a. Students

A little over 3,400,000 pupils (1984/85 figures) are enrolled in the Preparatory Stage of Basic Education and in Secondary Education. At least 90 percent of all students take English as the first foreign language through the 6 years of preparatory and secondary education. A unified curriculum is followed in the 3 years of the Preparatory Stage, but there is considerable diversity in English courses at the Secondary Stage--according to type of vocational institution in the Technical Sector and to specialization (Humanities or Sciences) in the General Secondary Sector. Students selected for General Secondary education are generally higher achievers and a fair percentage proceed to higher studies.

Table 1 provides an analysis of student population in relation to English teaching. It is based for comparative purposes on figures for 1984-5 and does not account for increases in student enrollment since then or during project lifetime.

Table 1: Student enrollments : Distribution and trends.

Stage/Sector	1 Enrollment	2 % Distrib.	3 Engl 90%	4 T-P Ratio 1:	5 Policy Declar %	6 Projected Enrollment	7 Revised % Distrib.
Prep.	2,000,000	--	1,800,000	190	--	--	--
G. Sec.	586,620	41,65	527,958	130	30	422,533	30
Ind.	270,436	19,20	243,392	332	47	463,378	33
Comm.	455,700	32,35	410,130	174	40	394,365	28
Ag.	95,683	6,80	86,120	314	13	128,169	9
Total Tech.	821,825	58,35	739,642		70	985,912	
Total Sec.	1,408,445		1,267,600			--	
Total Enrol.	3,408,445		3,067,600			--	

Table 1 may be read as follows:

Column 1: 1984-5 enrollments, by stage and by sector. The Technical Sector is split into Industrial, Commercial and Agricultural Institutes (3-year and 5-year Institutes are taken together: 5-year Institutes account for only 7 percent of Industrial, 0.74 percent of Commercial and 1.57 percent of Agricultural enrollments).

Column 2: gives the percentage distribution of students in the various sectors of secondary education. Technical Sector enrollments clearly outstrip General Secondary enrollments.

Column 3: provides a conservative estimate of students opting for English as first foreign language. There are some who maintain the figure is well in excess of 90 percent.

Column 4: provides an estimate of English teacher-to-pupil ratios, based on teacher supply reported in the same year (1984-5). The best ration is 1:130 in General Secondary Schools, the worst is 1:332 in the Industrial Institutes.

Column 5: reflects a policy declaration by the Minister of Education of May 10, 1987. The declared intention is to bring the balance of Secondary enrollments to 30 percent in the General Secondary Sector and 70 percent in the Technical Sector over the next 5 years. Within technical education, the split is to be 47 percent in Industrial, 40 percent in Commercial and 13 percent in Agricultural Institues.

Column 6: translates this policy decision into raw enrollment figures at 1984-5 levels, to provide a comparison with Column 1. Actual enrollments would have to be adjusted for increases in student population over the period 1985-91.

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Column 7: shows the overall percentage distribution that the policy implies.

There are serious implications for training which must be added to considerations arising from present teacher performance and qualifications. Student enrollment in Industrial Institutes will increase by 71 percent, it will fall by 28 percent in General Secondary and by 13½ percent in Commercial institutions. Though still a small sector, Agricultural Institute enrollment would increase by 34 persent. By any measure, a substantial increase in English teachers will be required for the industrial Institutes (which already have the poorest teacher-pupil ratio) and Agricultural Institutes. Teachers will either have to be specially recruited, or redeployed from General Secondary and Commercial institutions. Clearly, no training program should go into effect unless it takes the swing to technical/industrial education into account.

b. Teachers

Figures for 1984-85 suggest there are some 16,860 English teachers. They may be categorized into full specialists ("Pedagogically Qualified" = PQ) or non-specialists (NSP); the latter may have degrees but no formal training in TEFL methodology (Pedagogically Unqualified = PUQ) while others still hold only Intermediate Institute certificates (INT). The percentage of each category of teacher in each sector is presented in Table 2.

Table 2: 1986-87 Teacher Supply Figures

Preparatory Stage

	% Distrib	PQ	PUQ	INT	NSP	Total
PQ	45.5	5,017				
PUQ	41.2		4,541			
INT	13.3			1,467		
NSP	54.5				6,008	11,025

General Secondary Sector

PQ	66.9	2,843				
PUQ	30.5		1,296			
INT	2.6			190		
NSP	33.1				1,405	4,248

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Technical Education Sector

Industrial					
PQ	56.8	523			
PUQ	40.6		373		
INT	2.6			24	
NSP	43.2				379	920
Commercial					
PQ	61.1	1,659			
PUQ	37.3		1,012		
INT	1.6			42	
NSP	38.9				1,054	2,712
Agricultural					
PQ	60.2	206			
PUQ	37.1		127		
INT	2.7			9	
NSP	39.8				136	1,342
Tech.Ed Totals		2,388	1,512	75	1,569	3,957
% Distrib		(60.1)	(38.0)	(1.9)	(29.9)	
Grand Totals		10,248	7,349	1,651	8,982	19,230
% Distrib		(53.2)	(38.2)	(8.6)	(46.8)	
		PQ	PUQ	INP	NSP	Total

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It will be seen that 57 percent of all English teachers in state education are engaged in Preparatory Stage teaching and that a preponderance of these (over 54 percent) are non-specialists. Within Secondary education, however, they still represent 36 percent of all teachers of English, and while they constitute 33 percent of General Secondary teachers, they are a full 39 percent of all Technical education teachers.

Totals in Table 2 evidently include under "professionally qualified," English degree holders from Arts Faculties having no grounding in TEEL methodology or in education. They are designated as "PUQ (A)" in Tables 6, 7, 8. Those tables suggest that 36.2 percent of Preparatory and 26.6 percent of Secondary teachers in Table 2 would fall into this category. In this case, our final estimate is that 69 percent of all Preparatory Stage, and 53 percent of all Secondary Stage English teachers are under qualified.

These figures support the Ministry's intention to retrain and upgrade non-specialist teachers. Some caution is needed, however, to avoid the assumption that this of itself defines the training problem. Informal discussion with supervisors, training experts, and the teachers themselves, indicate that:

- Some non-specialists (relatively few) have both a good command of English, and survival instincts to make up for lack of qualifications.
- Many specialists are weak both in language (poor inappropirate curriculum in the Education Faculties) and in methodology (extremely limited opportunities for practice teaching and little supervision during training).

While concern is expressed at the command of English of many teachers, and personal linguistic competence must be a major training goal, due consideration must also be given to pedagogical skills. True, familiarity with teaching techniques is pointless without sufficient English to teach the course in question; but language competence unaccompanied by pedagogical skill is equally damaging.

c. Resources

(1) Teacher Training System

The MOE Department of In-service Training is centrally funded, and maintains 6 regional centers: Cairo, Alexandria, Port Said, Tanta, Zagazig, Assiut. The standard and size of premises varies (Assiut has only 4 rooms for all training activities); supply of instructional equipment is steadily improving, e.g., supply of TV cameras and video recorders. Staffing is, however, conspicuously weak for all subject areas, and centers have only one English specialist, or at best two. Local inspectors and senior inspectors are called in to assist with training courses, but the In-service Centers have no jurisdiction over them, and they work on a grace-and-favour basis.

The In-service Centers confine their training activities almost exclusively to senior teachers and inspectors (the supervisory personnel) and do not deal with the classroom teachers on any scale. Their training is handled by the local Directorates of Education (one for each governorate). These are funded and administered by the Governorate, which in turn administer some 52 local educational zones. There are on average 4-5 English Inspectors in each zone, though actual figures vary considerably. They are answerable for their activities to the Director of Education, and though centrally the Counsellor of the English Inspectorate is responsible for their professional duties, it is the Director of Education who decides whether and how much training there will be in a zone and how it will be financed. The amount and type of English teacher in-service training therefore varies widely according to the perceived needs of the Directorate. Under the Inspector there is the lowest but not the least level of supervision and training in the form of the Senior Teacher. The senior teacher is responsible for English teaching in his school but also regularly takes part in local training.

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There are reportedly 1,960 in Preparatory Schools and 1,860 in Secondary Schools. Though senior teachers are in part selected for their skills as teachers and administrators, they may also be appointed on the basis of length of service alone. Because of this, some 23 percent of all senior teachers in General Secondary Schools, and over 60 percent of senior teachers in Preparatory Schools are in fact non-specialist teachers. We do not imply that this category is unfit to supervise, but it can be assumed that far fewer of them will make adequate supervisors or trainers than their specialist colleagues.

The MOE Department of In-service Training, has far too few specialists per subject area to run sustained and effective programs. So far as we can ascertain, the distribution of English teaching specialists is: Administration; Cairo 1; Alexandria 2; Port Said 1; Tanta 0; Zagazig 2; Assyut 0. To run any training program whatsoever, the Centers are beholden to the local Directorates to loan them English inspectors as and when available. Activities are, as we noted, necessarily restricted almost entirely to trainer training, i.e., training of inspectors and some of the senior teachers, while direct training of teachers is handled almost exclusively through the Directorates of Education and is separately staffed and funded. Unquestionably, then, there is a need both for administrative strengthening of the training system and for trainer training and reorientation. The means must be found of (a) co-ordinating the efforts of the In-service Training Department, the English Inspectorate and the Directorates of Education, without expecting radical changes in structure; and (b) approaching the delicate task of identifying and making fullest use of those with genuine talents for training, while enhancing the abilities of many who feel they must be competent to train by sole virtue of their appointment.

In parallel with the MOE training system, there lies the teacher education system of the Faculties of Education. We would wish to exploit their staff and facilities at several levels:

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- At the lowest level, to use premises and facilities as an extension of the MOE training program, in areas where Regional Training Centers are inaccessible and local Directorate premises under-equipped or samll.

- For certification, where upgrading of non-specialists in linguistic and pedagogical skills is to be accompanied by formal upgrading and qualification as specialists through diploma or credit programs.

- As centers for group or seminar work in any distance-training program which might emerge from the overall training enterprise.

- For professional upgrading of senior teachers and inspectors in TEFL methodology, supervisory skills, and training technique.

A note of warning must be sounded however. First, the newer and more remote Faculties are dangerously understaffed in the English Departments and ELT methodology sections of the Curriculum Departments, relying on untrained junior staff and peripatetic lecturers from other Education Faculties. Secondly, English Sections do not exist in some of the Faculties of Education which might otherwise provide useful support (e.g., Aswan, Sohag, Port Said). In these cases, it may be necessary to think in terms of a traveling team running courses in short intensive bursts in several different Faculties. Any opportunity to develop these Faculties as an adjunct to the overall training program should of course be taken.

2. Action Plan

The following factors must be taken into account in drawing up a general training plan and ensuring that it will operate as a training system once implemented:

- Categories and numbers of trainees
- Categories of training
- Incentives for training
- Course specifications
- Staffing, premises, and logistical support
- Internal MOE administrative measures

a. Categories of trainees

(1) Trainers

The composition of the English Inspectorate, beyond the office of the Counsellor in Ministry Headquarters, is reportedly:

Inspectors General	11
Senior Inspectors	48
Inspectors	314
	373

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The Inspectors General have an administrative rather than a directly supervisory role. The Senior Inspectors, however, are responsible for the organization of zonal training and would have to be directly and closely involved in any nationwide training scheme, principally as organizers, or as local directors of training. For the purpose of this project we would regard them as "training managers."

The 314 English Inspectors would on first sight appear to offer a large pool of trainers. We are, however, cognizant of the fact that they have not necessarily reached that position on the basis of a talent for training. At the same time, under normal arrangements, the time available for training is severely limited by other duties--inspection visits, teacher supervision, teaching practice for students, examination responsibilities, and administration. Our recommendation is that, to meet the exceptional needs of a large-scale training program, the MOE should attempt to identify those with a preference or natural ability for training and make them available, for at least 80 percent of their work-load, for training activities, leaving the majority to cover all the other inspectorate functions. This sub-group would be "principal trainers."

Our analysis of the geographical location of teachers in Tables 8 and 9 below, and a rule-of-thumb as to the number of "principal trainers" required, would suggest a pool of around 125 (ratio of between 1:200 and 1:300).

Table 3: Location of Principal Trainers

Directorates by size of English teaching cadre Size	No.	Approx No. of principal trainers required	Totals
Under 300	7	1	7
300 - 800	8	4	32
800 - 1500	6	6	36
Over 1500	5	10	50
(Max 3.000)			125

Principal trainers should, of course, be selected as far as possible from within the Directorates to which they are appointed. Obviously, this is a departure from normal MOE practice, but requires little or no structural change, only a redistribution of duties. Provided work-loads and professional advancement remain about equal, there should be no fundamental obstacles. The scheme should be presented by way of an experiment, which might be retained after the 5-year program, especially if other subject area inspectorates wish to develop a training pool on similar lines.

At the next level senior teachers would, as is normal practice, assist in the running of training program. But here again, in view of the large number of non-specialists, and of specialists promoted for length of service, we recommend that the MOE identify a relatively small number to work for at least 75 percent of their time as "Trainers" on local training programs.

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Senior teachers are reported to number:

Preparatory:	Specialists	541
	Non-specialists	970
	Not known	456
		1967

General Secondary:	Specialists	1193
	Non-specialists	365
	Not known	305
		1863

The known percentage of non-specialists is 64.2 percent and 23.43 percent respectively. Projecting this percentage on the total body of senior teachers, we would predict the following approximate split

Preparatory:	Specialists	700	
	Non-specialists	1267	
		1967	1967

General Secondary:	Specialists	1425	
	Non-specialists	438	
		1863	1863
		Total:	3830

Our scheme would involve assigning some 525 (26 percent) of all senior teachers for training activities on local programs, releasing the bulk of senior teachers for in-school duties, teaching practice supervision and examination work, on the same principles as suggested for inspectors. Working on a trainer-trainee ratio of 1:50 or better, and adding in inspectors from the table above, we anticipate the following figures:

Table 4: Location of Program Trainers

Directorates by size of English teaching cadre Size	No.	Principal Trainers Assigned	Additional Trainers required*	Total No. of Trainers required
Under 300	7	1	5	35
300 - 800	8	4	12	96
800 - 1500	6	6	24	144
Over 1500	5	10	50	250
(Max 3.000)				525

(* to provide a ratio of 1:50 at the upper figure for size groupings)

It should be noted that this arrangement excludes training as an aspect of in-school teacher supervision, which is the responsibility of the remaining 3,300 or so "Resident Senior Teachers/Supervisors." This is important aspect of the training effort and they should be trained to perform this function adequately.

The Training pool thus would consist of

Senior Inspectors	(training managers)	48
Inspectors	(principal trainers)	125
Senior Teachers	(trainers)	525
		698

(2) Teachers

The main category of trainee is of course the classroom teacher of English. We have already identified a residual 3,305 (3,830 minus 525) Senior teachers of which some 1,700 are non-specialists, who undoubtedly require upgrading as the "resident supervisors" in the schools. However, they are not separately listed in the tables that follow.

Tables 6, 7 and 8 set out the categories and geographical distribution of English teachers by Directorate of Education. Though the totals differ in several respects from those in Table 2, and the figures are less recent, they represent an invaluable analysis of the training problem. First, there are implications to be drawn from the distribution of teachers (summarized in Table 9); a highly centralized training program would involve a large scale and disruptive movement of personnel. It would be wiser to think in terms of a plurality of regional and local training centers, carrying the program to the teacher.

Tables 6, 7 and 8 may be read with the following definitions in mind:

Column 1./PQ: (Proessionally Qualified)	Totals of specialist English teachers, i.e., holders of BA Education and English from an Education Faculty.
Column 2/PUQ/A: (Professionally Underqualified/ Arts)	Totals of teachers with BA English from an Arts Faculty: Qualified linguistically but not pedagogically.

Column 3/PUQ/O: (Professionally Underqualified/ Other)	Totals of teachers with degrees (almost entirely from Education Faculties) in subjects other than English: Not qualified linguistically or pedagogically but mostly having some grounding in the principles of education.
Column 4/INT: (Professionally Underqualified/ Intermediate	Holders of teaching certificates from the now defunct Intermediate Teacher Training Institutes.
Column 5/T.NSP: (Total Non-Specialists)	Total numbers of teachers in the system who are neither linguistically nor pedagogically qualified.
Column 6/T-P : (Total Underqualified)	Total numbers of English teachers who need professional upgrading through formal qualifications (in language or pedagogy or both).
Column 6/T (and bottom line)	Totals of teachers by Directorate and by educational background. It is assumed that <u>all</u> teachers, including specialists, should benefit from training.

It will be seen that:

- 8,949 <u>specialist English teachers</u> could potentially benefit from professional updating and personal improvement through training.
- 2,819 <u>teachers holding BA English from Arts Faculties</u> will need pedagogical upgrading and qualification.

- 7,580 non-English degree holders require both linguistic and pedagogical upgrading, with appropriate qualifications to convert them from non-specialist status.

- 10,399 Under-qualified teachers (the above two categories taken together) need transformation to full specialist English-teacher status.

- A total of 20,568 English teachers are eligible for training at one level or another, in addition to some 3,000 resident Senior Teachers.

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Table 6: Distribution of English Teachers, 1985

Preparatory Stage

Directorate	PQ	PUQ/A	PUQ/Q	INT	INT	T
Cairo	225	475	620	308	-	1,618
Giza	250	83	694	48	4	1,079
Alexandria	153	200	521	105	-	979
Beheirah	150	49	653	16	9	877
Gharbeiah	280	41	855	50	10	1,236
Kafr Sheikh	100	20	259	30	4	413
Menoufeiah	330	104	235	4	1	674
Kaloubeiah	220	110	361	-	3	694
Dakhaleiah	472	52	549	105	4	1,182
Damietta	100	14	119	16	2	251
Sharkeiah	300	136	731	50	11	1,228
Port Said	66	24	111	26	4	231
Ismailiya	100	16	161	9	-	286
Suez	80	25	76	6	4	191
Fayoum	90	18	90	25	5	228
Beni Suef	90	25	96	38	-	249
Minya	310	15	54	50	9	438
Assiut	200	110	6	55	4	375
Sohag	264	90	29	76	1	460
Qena	350	17	36	53	5	461
Aswan	200	-	23	15	-	238
Matrouh	16	-	37	-	-	53
New Valley	34	-	60	-	-	94
Red Sea	[illegible]	-	-	-	-	40
North Sinai	60	-	-	-	-	60
South Sinai	11	-	-	-	-	11
Totals	4491	1624	6376	1085	80	13,646

Table 7: Distribution of English Teachers, 1985

Secondary Stage

Directorate	PQ	PUQ/A	PUQ/Q	INT	T
Cairo	687	257	356	-	1,300
Giza	162	50	42	5	259
Alexandria	312	94	116	-	522
Beheirah	75	23	37	-	135
Gharbeiah	252	106	115	-	473
Kafr Sheikh	90	22	59	-	171
Menoufeiah	281	92	37	6	416
Kaloubeiah	131	31	31	7	200
Dakhaleiah	376	122	92	16	606
Damietta	50	12	31	4	97
Sharkeiah	525	137	95	15	772
Port Said	31	6	10	-	47
Ismailiya	37	11	11	-	59
Suez	15	4	9	1	29
Fayoum	81	19	29	3	132
Beni Suef	112	16	4	-	132
Minya	362	49	26	-	437
Assiut	225	25	12	3	265
Sohag	187	46	25	1	259
Qena	312	37	25	1	375
Aswan	81	19	9	3	112
Matrouh	11	3	12	-	26
New Valley	10	4	1	-	15
Red Sea	11	5	6	-	22
North Sinai	35	5	14	-	54
South Sinai	7	-	-	-	7
Totals	4,485	1,195	1,204	65	6,922

Table 8: Distribution of English Teachers, 1985

Consolidated figures for Preparatory and Secondary Stages

Directorate	PQ	PUQ/A	PUQ/O	INT	T.NSP	TT	T
Cairo	912	732	976	308	1,284	2,016	2,928
Giza	412	133	736	57	793	926	1,338
Alexandria	465	294	637	105	742	1,036	1,501
Beheirah	225	72	690	25	715	787	1,012
Gharbeiah	532	147	970	60	1,030	1,177	1,709
Kafr Sheikh	190	42	318	34	352	394	584
Menoufeiah	611	196	272	11	283	479	1,090
Kaloubeiah	351	141	392	10	402	543	894
Dakhaleiah	848	174	641	125	766	940	1,788
Damietta	150	26	150	22	172	198	348
Sharkeiah	825	273	826	76	902	1,175	2,000
Port Said	97	30	121	30	151	181	278
Ismailiya	137	27	172	9	181	208	345
Suez	95	29	85	11	96	125	220
Fayoum	171	37	119	33	152	189	360
Beni Suef	202	41	100	38	138	179	381
Minya	672	64	80	59	139	203	875
Assiut	425	135	18	62	80	215	640
Sohag	451	136	54	78	132	268	719
Qena	662	54	61	59	120	174	836
Aswan	281	19	32	18	50	69	350
Matrouh	27	3	49	-	49	52	79
New Valley	44	4	61	-	61	65	109
Red Sea	51	5	6	-	6	11	62

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Directorate	PQ	PUQ/A	PUQ/O	INT	T.NSP	TT	T
North Sinai	95	5	14	-	14	19	114
South Sinai	18	-	-	-	-	-	18
Totals	8,949	2,819	7,580	1,250	8,830	11,649	20,568

Table 9: Directorates of Eduction graded by numbers of English teaching staff, 1985

No of English Teachers	No of Dir's	Directorates
0 - 300	7	Port Said/Suez/Matrouh/New Valley/ Red Sea/N.Sinai/S.Sinai
300 - 800	8	Kafr Sheikh/Damietta/Ismailiya/ Fayoum/Beni Suef/Assiut/Aswan/Sohag
800 - 1,500	6	Giza/Beheirah/Menoufeiah/Kaloubeiah /Minya/Qena
1,500 - 3,000	5	Cairo/Alexandria/Gharbeiah/ Dakhaleiah/Sharkeiah

b. Categories of Training

In our concept of training, every category of trainee should be matched by a category of training which corresponds to the professional needs of that category alone. We have identified four categories of trainer and four categories of trainee in previous sections. Each has its own training requirements, including the trainers.

For most categories we need to provide two levels of training--either in sequence or in parallel.

- Performance enhancement, i.e., improvement in the actual classroom (or training session) performance, in terms of practical methodology and management, or of linguistic ability.

- Professional upgrading through study and training, leading to formal qualifications or certification.

We may also think in terms of two levels of training output.

- Specific skills may be acquired, ranging from use of particular teaching techniques to familiarity with the approach and content of a particular textbook. Inventories of such skills are derivable from close job specifications.

- Generic skills can also be developed, which in the case of the teacher provide the means to further self-improvement and a wider understanding of foreign language teaching, and in the case of the trainer develop his abilities as a supervisor, counsellor and course organizer.

Although there is and obvious link between performance enhancement and specific skills and a relationship between professional upgrading and generic skills, there is no absolute connection, and elements of both types of skill may be derived from either form of training.

In drawing up specifications for performance enhancement, one may also draw on the concept of "minimal skills;" there is a level of performance below which no teacher or trainer can be considered to be operating satisfactorily, in terms of a particular task. For instance, in the case of a non-specialist teacher taking a first-year preparatory stage class, a minimum linguistic specification would be knowledge of the structures and lexis of the class text; adequate performance of the communication skills it embodies, and command of the instructions and elicitations necessary for classroom conduct. A minimum pedagogical specification would consist of all and only the technique required to teach that particular book and to manage a class of that particular age and educational level. Training which does not bring the trainee to at least that minimum specification may be considered a failure.

(1) Training for Senior Inspectors (Training Managers)

Professional upgrading may not be appropriate for personnel already at a senior level; a new, enlarged and accelerated training program, however, operating at several levels, would be a direct outcome of this project and we have already identified Senior Inspectors as "training mangers." Performance enhancement would therefore be appropriate, strictly in the sense of providing the specific skills required to run or help co-ordinate the programs envisaged.

Training would consist of a general orientation to the project; detailed familiarization with the program and management functions required; development of any particular skills (particularly managerial) required for successful handling of the program. The training program might well be contracted to a management training group outside the MOE. This experience may of itself develop generic skills in the areas of management and supervision.

We envisage a full-tiem two-week orientation course (total 70 hours) for 2 groups of 24 Senior Inspectors.

(2) Training for Inspectors (Principal Trainers)

Performance enhancement would consist, at a minimum, of total familiarity with the training programs to be used, and in particular complete confidence in the training techniques to be employed. This last is most important, given the inclination of inspectors to treat training sessions as "lecturing about" rather than "doing" training. The ability and confidence to give demonstrations, initiate and sustain peer teaching sessions, and manage interpersonal relationships must be carefully built up. Also the courage to drop the authoritarian approach to trainees and to encourage them to work with the trainer on equal terms must be encourage. To this should be added background information on the rationale and purpose of the scheme, explicit training in the organization and running of in-service training programs.

Inspectors receive only nominal training at present, on first appointment, in supervisory duties. To become competent trainers and future Ministry specialists, a far deeper understanding is required, of methodological principles, TEFL techniques, design and development of courses and materials, techniques of teacher training and supervision.

For this in-depth professional upgrading, we recommend a full-time 1-year program of study at a Faculty of Education. The professional diploma co-ordinated by the Centre for Developing English Language Teaching (CDELT), Ain Shams University provides an excellent model.

Our training strategy would be as follows:

- In year 1, the MOE would identify 175 potential trainers within the inspectorate, 50 more than the eventual program requirement. 125 would undertake a 1-month full-time course providing performance enhancement, and then directly launch the training program. The other 50 would embark on a 1-year full-time Diploma course for professional upgrading.

- In year 2, the 50 Diploma holders would undergo the performance enhancement course and join the pool of trainers. Of the remaining 125, 50 would in turn embark on the Diploma, the remaining 75 attending a 10-day review and planning workshop and then continuing the training program.

- This cycle would be repeated until by the end of year 4, 150 should have completed the Diploma course, undrgone the performance enhancement course, and attended the annual (from year 2) review workshops.

- At the end of year 3, however, there will be a surplus of 25 trainers to program requirements, rising to 50 at the end of year 4. This surplus will serve several purposes: it will provide a reserve of trainers to offset promotion, missions, and retirements, will allow some diversion of personnel to other specialist tasks, e.g., testing or materials development, and will feed highly trained inspectors into the inspectorate system as a whole, to the extent that surplus trainers are absorbed into other inspectorate duties.

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(3) Training for Senior Teachers (Program Trainers)

As with the inspectors, the minimum specification for performance enhancement would be a complete understanding of the training programs and confidence in acting as trainers on the basis of the training materials. The ability to conduct training sessions in an interactive style, involving each trainee personally, will need to be built up.

There may also be a case for personal language improvement and individual needs would have to be gauged during the orientation courses. Given the sensitivities of personnel already in senior positions, this would have to be presented in a non-authoritarian, non-didactic setting. Much of it could be presented under the guise of familiarization with the actual training materials (e.g., small-group sessions in which the materials are intensively acted out so as to build fluency in presentation). Still more could be done on a self-access, self-instruction basis, particularly where tape and video facilities are available.

A strong element of generic skills building is implied in this orientation course, as senior teachers generally receive very superficial guidance (if any) in acting as supervisor-trainers.

For professional upgrading the same arguments apply to senior teachers (acting as trainers) as do to inspectors in their roles as principal trainers, and the same type of 1-year full-time study is recommended, leading to a Professional Diploma. In the case of inspectors we see this as a short-term retrospective measure to compensate for lack of earlier in-depth job preparation. In the case of senior teachers, we strongly recommend that this period of training be instituted in the MOE's overall training plans as a permanent feature, that all senior teachers, on first appointment, receive a year's training. It would be for the MOE to decide whether all senior teachers receive the same training, or whether options should be built into develop training skills for some, and different skills (e.g., testing, school administration) for others.

For the purpose of this project, however, we propose the following strategy:

- In year 1 the Ministry would identify 630 senior teachers to be potential trainers - 105 more than eventual program requirements. 525 would undergo a 1-month full-time course for performance enhancement, and then engage in the running of training sessions. 105 would embark on full-time education for 1 year to acquire a Professional Diploma.

- In year 2 only, those completing the Diploma year would undergo the performance enhancement course and join the pool of trainers. 105 would in turn be released for Diploma studies. The remainder would attend an (annual) 1-week review and reorientation course.

- In year 3 and on, the cycle of release for Diploma studies would continue. By year 5 there would be a pool of 525 senior teachers fully prepared for a career as trainer-supervisors. However, we would hope the scheme would continue, concentrating particularly on newly-appointed senior teachers. This would seem to be the appropriate moment, in terms of age, teaching experience, receptiveness to training, prospective length of service, for in-depth training to be both a good investment for the Ministry and a professional tool for the senior teacher (who may well become an inspector in due course).

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Senior Teachers (Resident Supervisors)

This category presents a problem in terms of program design because it is not separately identified in the tables available to us, which present totals and distribution of all teachers regardless of seniority. Our solution is to treat resident supervisors as a special group within existing categories. Their numbers (3,300 approx.) are already absorded into figures for specialist and non-specialist teachers, depending on their background. Specialists Senior Teachers will train within the provisions for specialist teachers. Non-specialist Senior Teachers will train within the provisions for non-specialist teachers. In this way, all will receive 1 month of personal language improvement, plus, non-specialists will benefit from the opportunities for professional upgrading and certification made available to their teacher colleagues (i.e., they will have the chance to become Specialist Senior Teachers).

The only difference we envisage is that under the performance enhancement arrangements, they would be treated as separate groups for training purposes: while their teacher colleagues receive advice and training on TEFL techniques and classroom management, they will concentrate on supervisory and training techniques and on a deeper understanding of the design and approach of current textbooks and materials.

(4) Trainer Training Provisions

This completes our provisions for the enhancement/up-grading of trainers. Some 700 would be available at any time as a training pool, but through a planned initial over-recruitment, 155 trainers per year (falling to about 100 by year 5) would acquire in-depth full-time professional upgrading, with qualifications to match.

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Before considering the teacher training program, which would in very large measure be conducted by the training pool, we should pause to consider how the training of the trainers themselves would be managed.

Performance Enhancement

In year 1, 48 senior inspectors, 125 inspectors and 525 senior teachers will require intensive orientation courses of two weeks to 1 month's duration. In year 2, 1-month courses will be required for 50 inspectors and 105 senior teachers. The orientation courses will then cease. However, in year 2, 75 inspectors and 420 senior teachers will undertake 1-week review/reorientation sessions, rising to the full complement of 125 inspectors and 525 senior teachers in year 3 and onwards. We believe that the Regional In-service Training Centers provide the appropriate mechanism for this work, but it is evident that staff strengthening will have to be provided in two forms:

- Short-term Strengthening. In order to spread the training load and provide a good trainer-trainee ratio, we propose dividing the total pool into 24 groups of approximately 25 trainees and providing training for 4 groups in each of the 6 Regional Centers over a 3-month period. Thus orientation courses would run in 2 centers simultaneously, covering 8 groups; then in the next two centers in month 2, and the last two centers in month 3. A team of course instructors would move round the centers in rotation. At any given time, a work-load of some 240 hrs per week has to be covered: we envisage a team of 20 instructors for this purpose, of which 8 would be drawn from existing Center staff and 12 provided on contracts from the U.S. On completion of the 3-month orientation period, 6 of the contractees would be attached to the Regional Centers, to assist in co-ordination/administration of the teacher training programs for that region. The remaining 6 would regroup to form the nucleus of an English Language Training Unit (see section 2 A) to run language enhancement courses under the project for the remaining 9 months. From years 2 through 5. the team of 20 would reassemble each year to run the 1-week review/reorientation sessions (and the reduced orientation courses of year 2), remaining available for co-ordination duties and language instruction for approximately 10 months per year.

- Long-term Strengthening. The Ministry would be encouraged to raise the staff strength of each center to 4 English specialists over the first two years of the project. Both existing and new specialist staff would under the project budget receive a 1-year scholarship to study TEFL and teacher training techniques in USA--12 in year 1 and 12 in year 2. The full staff strength would receive practical on-job experience of training, course design, course conduct and co-ordination by working with their contractee colleagues in years 4 and 5.

Professional Upgrading

We would rely on selected Faculties of Education to provide this full-time release training. The inspectors/senior teachers would form 6 groups of approximately 25 graduate students. Each group would require some 500 hours' instruction per year in language and language theory, TEFL methodology and education subjects. This would involve a part-time commitment of no more than 5 hrs. per week from 5 lecturers, per group. We strongly recommend, however, that an element of native-speaker lecturing be supplied for at least 5 hours per week per group. This might he covered by, say, two guest lecturers working full-time and visiting the campuses involved on either a weekly or a periodic basis. This will provide valuable exposure to native-speaker English within the academic program. We also strongly recommend the Diploma specifications developed at the Center for Developing English Language Teaching, Ain Shams University, since they were designed specifically to meet the needs of senior teachers and inspectors of English, and include a practicum in supervisory and training skills.

(5) Training for Specialist English Teachers

The intention of this project design is to create and set in place a permanent, enhanced and unified training system, and at the same time to concentrate on improving and upgrading under-qualified teachers.

Specialist English teachers are therefore our lowest short-term priority, and there is no possibility of cycling all 8,000 of them through training within the project period. Such training as can be provided should concentrate on performance enhancement.

Performance Enhancement could be divided into two aspects: updating on current teaching methods and familiarization with the techniques and language content of the prescribed school textbooks on the one hand, and language improvement on the other. We propose that they be dealt with quite separately and on the following pattern:

- Each year, full-time 3-week (75-hr.) courses will be provided for a total of 1,200 specialist teachers, concentrating on textbook familiarization but including some work on current TEFL methods in general. This will be done at the Directorate level, using the training force and resources of the region. Twenty-four such courses, each for 50 teachers, will be required, distributed nationally according to the size of Directorate. Each course will be subdivided into two groups of 25. In order to ensure that most teachers eventually receive training, one group will be selected from the 20-34 age bracket and the other from the 35-49 age bracket.

  Language improvement training, as an investment for future standards, will be offered to the lower age-bracket groups. This will involve 600 (24x25) younger teachers attending an intensive 1-month course each year, run by the proposed English Language Training Unit.

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(6) Training for Teachers with BA English (Arts Faculty) (PUQ/A)

These teachers will have at least as good a level of English as Specialist Teachers, possibly a little better, but there will be room for improvement, especially in the area of spoken interaction and aural comprehension. They will not have had formal training in teaching methods or a grounding in education. For this category we envisage two performance enhancement courses and one upgrading course.

For performance enhancement, practical teaching techniques and classroom management would be covered in two 3-week sessions, each 72 hrs. (24 hours per week) full-time; approximately 500 teachers, arranged in 20 groups of 25 around the country, would be released for the two 3-week periods each year. We recommend that the training be based on existing, extensively-researched materials, available in the modular training program "Learning To Teach." The 20 Core modules and 16 language modules of the program would be used as course content, 4 hours being spent on each module. The same contingent of 500 would, in the same year, attend a 1-month full-time language improvement course, run by the proposed English Language Training Unit.

In year two, the same contingent of 500 would move on to professional upgrading, a part-time course in TEFL methodology and Education, of approximately 120 hours over 1 academic year, organized at local Faculties of Education. We envisage 11 sites, each taking around 45 trainees per year.

(7) Training for Teachers with Degree in Subjects Other than English (PUQ/O)

This category of teacher, non-specialist in every respect, will require the largest training effort. No assumptions can be made as to language proficiency or pedagogical ability, even of it is acknowledged that a samll proportion are no worse than their specialist colleagues.

Practical teaching technique and classroom management would be covered in 8 one-week sessions, each of 24 hours full-time. Fifty-five groups of approximately 25 non-specialists (total 1,369 per year) would be released in relays each year for training on a zonal basis. We recommend that this training be based on the complete set of 52 modules, "Learning To Teach," of which 48 require formal training and instruction. The same groups would, in the same year, attend a 1-month full-time language improvement courses, run by the proposed English Language Training Unit.

Subject to satisfactory performance on the modular training course, the same groups would proceed in year two to specially arranged courses for professional upgrading in language, literature, methodology and education organized at regional Faculties of Education. Attendance for some 200 hours over an academic session is anticipated. The methodology and education courses would be attended along with the BA English (Arts) holders as out-lined above.

c. Task-specific Training

The proposed training strategies for categories of trainees outlined in the previous sections fill broad education and training gaps that have developed in the system. The intent is to reach as may Enlish educators as possible and to provide common experiences that will lead to overall improvement in English language teaching.

This approach may, of course, still leave more specialized ELT tasks without the expertise necessary to meet immediate demands. One such area is testing.

We propose that testing courses be organized for Inspectors and Senior Teachers with specific focus on new testing methods necessary for use with the new textbooks. The course would have two main aims: first, to train people involved in producing tests in writing better test items; and second, to identify and train future trainers in assessment. The primary goal is the development of skills in writing test items that are varied, appropriate and suitable in content and level.

Workshops would be held for 4 days in each of the 6 in-service centers for 60-70 preparatory and secondary Inspectors and Senior Teachers. Workshops could be expanded in year 2 to other regions, e.g., Matruh, Red Sea, Wadi Gedid, Aswan. Technical assistance from CDELT or another qualified group could be sub-contracted for this task-specific training.

Over the 5-year life of the project, still other areas may require task-specific training. Priorities may need to be re-ordered in order to meet urgent needs for ELT. The training program should be systematic but have the flexibility to be modified if agreed upon new target groups are identified and resources made available.

d. Expanding Resources

(1) University faculties

Under the project, various Faculties of Education would offer a professional Diploma to MOE personnel. This would require an expanded role for most faculties in the training of English teachers.

To indicate the lecturing resources (full lecturer, i.e., PhD holder) of the various Faculties we give a very approximate rating in Table 5. (The situation is constantly shifting due to promotions, transfers, and missions abroad). The rating symbols are as follows:

+ Has a full-time professorial staff: could probably carry a part-time extension program.

- Has few if any professorial staff: probably relies already on peripatetic lecturers. Would need staff support.

0 Has no English specialist staff/no department. Would perhaps host a visiting team.

Table 5: University Faculty Resources

	English (Education)	English (Arts)	Curriculum (ELT Methodologists)
Aswan	0	0	0
Qena	0	-	-
Assiut	-	0	+
Sohag	0	+	0
Minya	0	+	+
Beni Suef	0	0	0
Fayoum	+	0	+
Helwan	+	0	+
Cairo	0	+	0
Al Azhar	+	+	+
Ain Shams	+	+	+
Zagazig	-	+	-
Benha	-	-	-
Mansoura	+	+	+
Tanta	+	+	+
Shebin el Kom	-	0	-
Damietta	-	0	-
Kafr el Sheikh	-	0	-
Damanhour	-	-	-
Alexandria	+	+	+
Suez	-	0	-
Ismailiya	0	0	0
Port Said	0	0	0
El Arish	-	0	-

On this showing, 3 Faculties (rating 3 zeros) could only act as hosts to a visiting program. Eight Faculties could possibly carry their own program (a "+" in Curriculum and a "+" in either Education or Arts for English). Ten Faculties would need staff support to run an adequate program (two or three "-" ratings). Two Faculties (scoring two zeros) could run one part of a program, but would need a visiting team to provide the other part.

The conclusion to be drawn is that any national program of certification of under-qualified English teachers will require substantial staff support to the majority of Faculties of Education.

- To carry an upgrading program for underqualified teachers, we anticipate 4 part-time lecturers (in language, literature, methodology and education) being co-opted at each of the eight compuses, and 3 teams of part-time lecturers to cover the remaining 16 campuses on a rotating basis. A total professional staff of 44 (4x8 + 4x3) part-timers would thus be involved.

- To carry an upgrading program for inspectors and senior teachers, up to six campuses will be required to field a group of lecturers for a total of some 500 hours per academic session in the same four general subject areas.

- In either case, exact details will have to be negotiated with the Universities: the first program involves an agreement to offer condensed courses covering missed undergraduate credits in one academic year; the other adheres to established graduate-study statutes but has not hitherto been taught outside of Ain Shams University.

(2) English Language Training Unit

We believe hat the bulk of perfromance enhancement and upgrading can be handled within the MOE and Faculty training base we have specific. Genuine improvement of personal linguistic ability, however, would best the accomplished by sustained intensive contract with native speakers, and we propose and English Language Training Unit to fulfill this function. Trainers in this unit would offer 1-month full-time courses at the Regional Centers on a rotating basis. The annual training load we have built up in preceding sections amounts to:

Specialist Teachers	600
AB English (Arts) Holders	506
Non-English Degree Holders	1,364
	2,470 (say, 2,500)

Assuming that courses run for 10 months per year (to allow for orientation program commitments described above) trainee turn-over would be at the rate of 250-300 per month. This suggests a teaching load of some 12 groups of 25 trainees, taking 24 hour's instruction per week, i.e., 288 instructor-hours per week. This load could be carried by the 6 contracted USA staff identified above, supplemented by 6 locally-hired (possibly hourly paid) native-speaker instructors, and 6 Egyptian teachers, one from each center, with individual contact hours of 16 hours per week.

In years 3 and 4, the proportion would be 3 from the U.S., 6 local hire, and 9 Egyptians. In years 5, 15 Egyptians and 3 local hire. We would like to stress at this point that the intake is of mature adult trainees who are also English teachers in their own right (whether qualified or not). We see it as axiomatic that language instruction is presented as (a) non-authoritarian and (b) pedagogically oriented in the sense that it serves classroom performance.

General English taught on a straight "language program" basis will not be acceptable. The approach should be through group discussion, group work (problem-solving, mini-projects) and low-profile teaching. As much flexibility (and tact) as possible should be built in, to allow for variation in individual abilities. "Optional" classes, and an element of self-study would be two possible lines of approach.

(3) Upgrading Instructional Equipment at Training Centers

For ELT at the Regional Centers, upgrading the instructional equipment is important, particularly as these centers will serve both language improvement and teacher training activities. Each center need not be outfitted exactly the same, but what is described below represents minimal equipment that would greatly enhance the ELT programs carried out at the centers.

Language Laboratory. Most labs are misused or underutilized. The following points should be kept in mind about labs:

- The language lab makes a poor classroom. Attempts to conduct a class in the lab, using the equipment occasionally for group exercises, usually lead to frustration and boredom. The booths get in the way, preventing easy communication and students generally do not like to be lead in group or unison drills. It is preferable to conduct a class in a classroom, using a tape recorder for playing a passage when appropriate.

- The lab is an excellent tool for individual practice, making the most efficient use of available time. In any given 30 minute class session, the student will, on average, be able to actively participate--speak, respond, practice--for only 1-2 minutes (not counting group repetition).

In a 30 minutes lab session, the student can actively participate for the entire 30 minutes and choose which area he wishes to work on and proceed at the pace best suited to his learning style.

- The lab can provide a variety of native speakers and a variety of cultural material which the student can listen to and work with at his leisure.

- The lab is very useful for testing, either individually or in groups. This lab in particular has an excellent console permitting instructor control of student recorders, relieving students of the responsibility for starting and stopping the recorders during testing. This permits the instructor to start the recorders only when a response is expected, greatly reducing the amount of irrelevant materials the instructor must listen to during evaluation.

- By being permitted free access to the lab and tapes, the students can select the material appropriate to their needs and progress at the rate most suitable to their individual learning styles and abilities.

Labs that are already in place should be to made completely operable. Three additional labs should be purchased to augment the number already in place and distributed according to needs identified in the Detailed Implementation Plan. One should be reserved for development of a Training Center in Upper Egypt.

Classroom equipment. The purpose of audio-visual equipment in the language classroom is to bring authentic language, in interesting and lively situations, into the classroom.

Similarly, audio and visual media may be used to present a wide variety of classroom teaching techniques clearly demonstrated by example.

Each Training Center should be equipped with two equipment cabinets each containing a VCR, monitor, audio cassette recorder, slide projector, and overhead projector. A projection screen should be mounted on the wall in each calssroom.

In the trainers' preparation area or in an office there should be a small cassette copier to make multiple copies of lab tapes.

Funds should be available for purchase of supplies such as blank audio tapes, video cassettes, and so on. Most importantly, regular maintenance and repair of equipment must be budgeted. Training in the proper use of the equipment for trainers and trainees alike is very important and should be scheduled at the beginning of each training session.

(An equipment list is appended.)

e. Incentive for Training

We believe that neither trainers nor trainees will engage in a large scale in-service training program unless there are clear incentives to do so. Some are built into the program we have outlined, some will have to be made available through administrative decisions in MOE. Incentives fall broadly into two categories. Intrinsic incentives include:

- Meeting professional standards
- Interest in subject or activity
- Contact with like-minded colleagues
- Sense of professional association

Extrinsic incentives include:

- Certification
- Promotion
- Career advancement
- Benefits and privileges
- Additional earnings

In Table 10, we summarize the incentives which might appeal to particular categories of trainer and trainee, and the comments which follow should be read in conjunction with the Table. We realize that potentially all the incentives might apply to all the categories in some degree, but we have checked off only those which we feel represent a very strong incentive.

Table 10 : Summary of Incentives for Training

Summary of Incentives and appeal to particular categories of trainer/trainee	Professional Standards	Interest in Subject/Activity	Contact with Colleagues	Sense of Professional Association	Certification	Promotion	Career Advancement	Benefits/ Privileges	Additional Earnings
Senior Inspectors (Training Managers)	✓		✓	✓					
Inspectors (Principal Trainers)	✓	✓	✓	✓			✓		
Senior Teachers (Trainers)	✓	✓	✓	✓	✓	✓	✓		
Senior Teachers (Resident Supervisors)			✓	✓	✓	✓	✓		
Specialist Teachers		✓		✓			✓		✓
Underqualified Teachers (PUQ/A)			✓		✓	✓	✓	✓	✓
Underqualified Teachers (PUQ/O)			✓		✓	✓	✓	✓	✓
Inservice Training Specialists	✓	✓					✓	✓	

This is, of course, especially true of the "Additional Earnings" column, where doubtless all categories would welcome the chance of extra pay in return for engagement in training; but it is particularly applicable to three categories.

Senior Inspectors (Training Managers): likely to be pleased at association with program which raises professional standards, and at sense of belonging to a special group (Training Managers) formed for this purpose.

Inspectors (Principal Trainers): as for Senior Inspectors. Could well have interest in the design and content of the training material and associated courses. May also derive feeling of career advancement from a serious commitment to the program.

Senior Teachers (Trainers): all elements of intrinsic incentive likely to apply, especially to younger members of cadre. Certification in the form of a Professional Diploma a good extrinsic incentive, promising direct prospects of promotion, and career advancement generally.

Senior Teachers (Resident Supervisors): may be more drawn by the professional contact the program would afford, though promotion and career advancement might provide some impetus.

Specialist Teachers: may discover an inherent interest in the subject, or may find the professional contacts interesting. Career advancement could also be a factor. Younger teachers are more likely to be drawn by these incentives than their older colleagues. On balance, however, this is a category where some financial incentive might prove a conclusive factor.

Underqualified Teachers: will probably have little intrinsic motivation, but there could be heavy extrinsic incentives. Certification would lift a bar on promotion and on transfer to more challenging posts. A major potential benefit would be eligibility to apply for a "mission" abroad; but a cash incentive could be invaluable to offset the somewhat defeatist attitude that prevails among many of them.

Inservice Training Specialists: this small group will have been chosen in part on the basic of their interest in the training process and their commitment to professional standards. They will be interested in the longer term in career advancement. The prospect of training in the U.S. would be seen as a valued privilege.

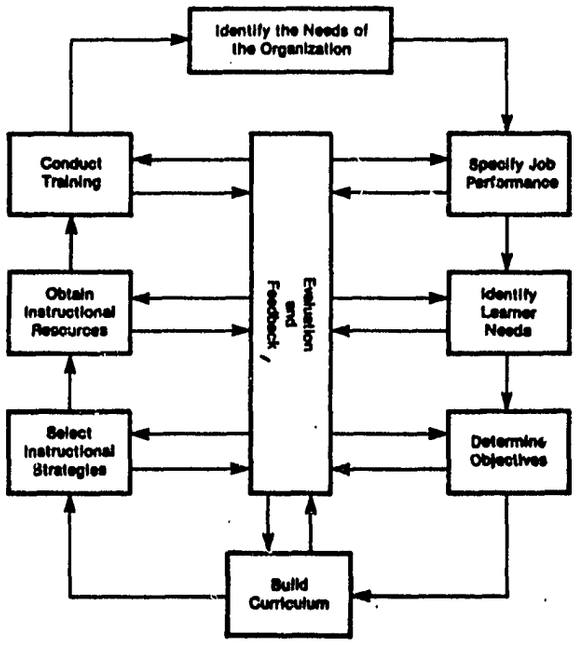
f. Conceptual Framework: Critical Events Model

The previous sections outline specifically the groups targeted for training and suggest, in some cases, training materials to be used with those groups. Training is, however, much more than fitting a number of trainees into available classrooms on a given date and having them work their way through a set of materials.

A training system that is able to respond to new issues and circumstances and to improve itself is greatly to be desired. At the same time it is cost effective to make use of those parts of the system that are already in place, e.g., personnel, materials, facilities, and so on.

Developing a model of the training system enables us to look at the process and to make sure the system is as strong as it can be. An effective model for incorporating such diverse training activities as this project is the Critical Events Model developed by Leonard Nadler (Designing Training Programs: The Critical Events Model. Addison-Wesly Publishing Co., Reading, Mass., 1982)

THE CRITICAL EVENTS MODEL



From Leonard Nadler, Designing Training Programs: The Critical Events Model.

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Training programs developed using such a model, emphasizing as it does "feedback and evaluation" at every step of the process, ensures that training is practical. Previously developed training materials can be incorporated into the process quickly, evaluated systematically, and modified accordingly. But where no pilot-tested materials exist, the framework for their development is clearly laid out. The whole training effort is then systematized rather than efforts that approach training from fragmented points of view and intent.

In short, the use of a systematic training process--represented by the Critical Events Model--can give structure and substance to the training. Rather than dealing only with categories of trainees and numbers within those categories, it forces planners to identify the particular needs along the way. Training can then build on the skills of the trainees so that each round of training can improve the performance of teachers in the classroom. Training that does not improve the teachers' performance, and hence the students' is not really training and should be abandoned in favor of more direct interventions affecting student performance.

3. Options

The effect of in-service training of teacher on the quality of English language teaching is at best long-range and often uncertain. Research evidence linking in-service training to improved student performance is not very strong. One of the reasons is that what passes for training is often not really training but more general development. The activities described in the action plan above try to differentiate between training and other education or development activities so that the effect of each can be measured.

Another approach to improving the teaching of English is to concentrate on the student and alternate or supplementary ways of delivering instruction besides the teacher.

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Improved textbooks is one such approach. In the case of English, A.I.D. has already tested another approach, the use of radio for teaching English with results clearly superior to normal classroom instruction and equal in some instances to computer-assisted instruction.

This method of instruction--called Interactive Radio Instruction--has been used to teach children mathematics, English, reading in Spanish, and is now being tested for teaching elementary science.

Radio has many advantages as a delivery system, largely because of the instructional designing and planning that go into the development of radio instruction. The model could be adapted for instruction by audio cassettes although this is a less effective option partially due to the much higher costs.

A radio option does not do away with the classroom teachers but provides the support to teachers with weak language and pedagogical skills that have made radio instruction popular with teachers. A.I.D. strongly recommends pilot testing the feasibility of using radio-based English language instruction at the beginning stage. An already existing contract called the Radio Learning Project, under the direction of the Education Development Center, Inc., can provide technical assistance to plan radio instruction based on the MOE's needs and to prepare cost estimates based on the radio infrastructure in Egypt.

(A book describing the AID--funded English teaching project in Kenya is included in the ANNEX.)

4. Constraints

a. Management

The strongest constraint would seem to be the relation--sometimes conflict--between centralized and local training. This has been discussed in previous sections. Project status can temporarily mask these issues of managing training, but during the life of the project an effective system for delivering high quality and equitable training must be implemented. The roles for centralized and local activities must be sorted out.

b. Limited Options

There is perhaps a too-narrow view of training and too-high expectation of what training can accomplish. First, the conventional view of training as providing a watered-down version of pre-service education seems rather commonly held. Trainers tend to lecture on academic topics about language or language teaching rather that foster interaction between teachers that would lead to developing new skills. Second, there seem to be a view that simply having more in-service training will cure the many ills of English teaching in particular and education in general.

These views limit the thinking about in-service training and will, no doubt, make it difficult to implement innovative training.

5. Inputs

The following general categories of assistance will be required

a. Technical assistance and local support staff:

U.S.	Person Months
English Teachers	252
Consultants	2
Local	
English Teachers	2448
Consultants	15
Training Coodinator	60
Adminstrative Assistant	60
Secretary	60
Trainers/Lecturers on an hourly basis	1946

b. U.S. training for 50 trainees at approximately one year each.

c. International travel for consultants and trainees.

d. Stipends for trainees during training program carried out in Egypt.

e. Institutional equipment for upgrading Regional Centers.

f. Support for the radio instruction pilot test.

IV. COST ESTIMATES AND FINANCIAL PLAN

	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Salaries and Benefits						
Train. Coordinator*	14,000	16,100	18,515	21,293	24,486	94,393
Admin. Assistant*	11,200	12,880	14,732	16,942	19,483	75,237
Secretary*	5,000	5,750	6,613	7,605	8,746	33,714
English Language Teachers	194,400	194,400	142,800	142,800	54,600	729,000
Trainers 90,000 hours x 5	90,000	90,000	90,000	90,000	90,000	450,000
Lectures - Fac. of Education 54,600 hours x 10	109,200	109,200	109,200	109,200	109,200	546,000
Consultants						
15 Local x $100 x 30 days	9,000	9,000	9,000	9,000	9,000	45,000
2 U.S. x $230 x 30 days	2,760	2,760	2,760	2,760	2,760	13,800
Local Travel Per Diem	150,000	150,000	150,000	150,000	150,000	750,000
Other Direct Costs						
Xeroxing / printing	21,450	21,450	21,450	21,450	21,450	107,250
Supplies	6,000	6,000	6,000	6,000	6,000	30,000
Telephone / telex	3,600	3,600	3,600	3,600	3,600	18,000
Postage / delivery	2,000	2,000	2,000	2,000	2,000	10,000
International Travel						
4 Washington/Cairo return @ 2300		4,600		4,600		9,200
Cairo per diem @ 98x60		2,940		2,940		5,880
SUB-TOTAL	618,610	630,680	576,670	590,189	501,325	2,917,474
Indirect Costs @ 35%	216,514	220,738	201,835	206,566	175,464	1,021,116

	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
U.S. Training						
50 x 1 x 20,000	200,000	200,000	200,000	200,000	200,000	1,000,000
Egypt Training Stipends						
Language Improvement						
$25 x 2,500	12,500	12,500	12,500	12,500	12,500	62,500
In-Service Training						
$50 x 15,375	153,750	153,750	153,570	153,750	153,750	768,750
Instructional Equipment						
3 Language Labs	82,632					82,632
12 Classroom A-v units	45,408					45,408
Radio Pilot Test (Subcontract)	120,000	500,000	500,000			1,120,000
TOTALS	1,449,414	1,717,668	1,644,755	1,163,005	1,043,039	7,017,880

*Includes inflation and contingency factor of 15%.

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V. IMPLEMENTATION PLAN

A. Administration and Management

Given the common goal of improving the teaching of English in Egypt, the three sub-components of the English language training component of the Development Training Project should be administered by a single Contractor. (See Unified Management Plan for details). The Contractor will provide a field Project Coordinator who will have overall responsibility for administering the sub-projects on behalf of the MOE, the MOHE, and USAID.

The Contractor, with a technical and support staff, will be directly responsible for this sub-project to the MOE Project Director, The First Undersecretary of State, Services, Dr. Mohamed Abul-Ela or someone designated on his behalf.

It is clear that with the heavy responsibilities of the Project Director that the daily coordination of project activities and the liaison with consortium members or sub-contractors providing services to the project will have to be primarily carried out through the Project Coordinator and his staff. Both short-term and long-term technical assistance will also be the responsibility of the Contractor, with MOE approval of proposed candidates.

The project Coordinator will spend approximately 40 percent of his or her time on activities for this sub-project. Responsibilities will include liasion with MOE training personnel, the Project Management Committee, USAID, and technical personnel involved in all the sub-projects under the English language component; direction of technical and support staff on a day-to-day basis through the appropriate supervisory personnel; selection of Sub-contractors and supervision of these activities.

The Constractor's Home Office Coordinator will provide assistance to the Project Coordinator in recruiting short- and long-term professional staff from the U.S., arranging training programs, and providing logistical support in purchasing commodities, travel, and so on.

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B. Schedule of Major Events

It is expected that a detailed implementation plan will be developed during the first 6 months of the project. The following schedule is illustrative.

Major Events	Year 1	Year 2	Year 3	Year 4	Year 5
. Implementation Plan	xxxxx				
. Orientation Sessions	x	x	x	x	x
. Diploma Programs	x	x	x	x	x
. Trainers Training	x	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxx
. In-service Training	x	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxx
. English Language	x	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxx
. U.S. Training		xxxxxx xxx	xxxx xxxx	xxx xxxx	xxxx
. Evaluation			x		

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C. Conditions And Covenants

The Grantee agrees to cooperate fully with AID to accomplish the purpose of this Grant. To this end, it accepts the following conditions and covenants.

1. Conditions Precedent to Disbursement

a. First Disbursement: Prior to the first disbursement under the Grant or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. :

(1) A statement of the name of the person holding or acting in the office of the Grantee and of any additional representatives, together with a specimen signature of each person specified in such statement;

(2) An executed Contract for technical services acceptable to A.I.D. with contractor acceptable to A.I.D.

(3) Such other information as AID may reasonably request.

b. Additional Disbursement: Prior to disbursement under the Grant, or to issuance by A.I.D. of documentation pursuant to which disbursement will be made, for any purpose other than to finance the technical services, the Grantee will, except as the parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(1) Evidence that the Grantee has taken the following steps to ensure timely and effective implementation of the project:

(a) Establishment of a special Administrative Unit within the Ministry of Education, with adequate authorities to administer the project;

(b) Establishment of a Project Management Committee, with adequate authorities to provide executive guidance to the Special Administrative Unit.

(2) Such other information as A.I.D. any request.

2. Special Covenants

(a) Project Steering Committee: The Grantee, through the Ministry of Education, will establish a Project Steering Committee which fairly represents the various special and institutional interests to be served by the project, with adequate authorities to provide general policy guidance to the Project Management Committee.

(b) Office Space and Personnel: In order to permit the U.S. Contractor to manage the Project, the Grantee and the Ministry of Education will provide adequate personnel, office space and equipment except as provided by the Contractor under the Project Agreement.

(c) Execution of the Project: The Grantee shall cause the Project to be carried out in conformance with all the plans, specifications and with all the modifications therein approved by A.I.D. pursuant to the Agreement, including the provision, on a timely basis, of necessary local currenty and in-kind support as specified in the Agreement and its Annexes.

The Grantee shall submit for A.I.D. approval prior to implementation, issuance or execution, all plans, schedules, contracts, and all modifications to these documents.

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3. Procurement Source

a. Foreign Exchange Costs: Disbursement pursuant to Section 4 will be used exclusively to finance the costs of goods and services required for the project having their source and origin in the United States (Code 000 of the AID Geographic Code Book as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. otherwise agree in writing, and except as provided in the Project Grant Standard Provisions Annex.

b. Local Currency Costs: Disbursement pursuant to Section 4 will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in Egypt ("Local Currency Costs").

4. Disbursement

a. Disbursement for Foreign Exchange Costs: After satisfaction of conditions precedent, the Grantee may obtain disbursement of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of this Agreement, by such of the following methods as may be mutually agreed upon:

(1) by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, (A) requests for reimbursement for such goods or services, or, (B) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project; or,

(2) by requesting A.I.D. to issue Letters of Commitment for specified amounts (A) to one or more U.S. banks, satisfactory to A.I.D., committing A.I.D. to reimburse such bank or banks for payments made by them to contractors or suppliers, under Letters of Credit or otherwise, for such goods or services, or (B) directly to one or more contractors or suppliers, committing A.I.D. to pay such contractors or suppliers for such goods or services.

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(b) Banking charges incurred by Grantee in connection with Letters of Commitment and Letters of Credit will be financed under the Grant unless the Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

b. Disbursement for Local Currency Costs: After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of this Agreement, by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, requests fo finance such costs.

The local currency needed for such disbursements may be obtained by acquisition by A.I.D. with U.S. Dollars by purchase. The U.S. Dollar equivalent of the local currency made available hereunder will be the amount of U.S. Dollers required by A.I.D. to obtain the local currency.

c. Rate of Exchange: Except as may be more specifically provided under Section 4 if funds provided under the Grant are introduced into Egypt by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make such arrangements as may be necessary so that funds may be converted into currency of the Arab Republic of Egypt at the highest rate of exchange prevailing and declared for foreign exchange currency by the competent authorities of the Arab Republic of Egypt.

d. Other Forms of Disbursement: Disbursements of the Grant may be made through such other means as the Parties may agree to in writing.

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5. Miscellaneous

a. Communications: Any notice, request, document, or other communication submitted by A.I.D. or the Grantee to the other under the Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following addresses:

To the Grantee : Undersecretary of State for Missions
Ministry of Higher Education
4, Ibrahim Naguib Street
Garden City.

TO A.I.D. : A.I.D.
U.S. Embassy
5, Latin America Street
Cairo

All such communications will be in English, unless the Parties otherwise agree in writing. Other addresses may be substituted for the above upon the giving of notice.

b. Representatives: For all purposes relevant to this Agreement, the Grantee will be represented by the individuals holding or acting in the office of the Minister of Economy, Foreign Trade and Economic Cooperation, the Minister of State for Economic Cooperation and External Finance, and the Minister of Education and A.I.D. will be represented by the individual holding or acting in the office of the Director, USAID, Cairo, Egypt, each of whom, by written notice, may designate additional representatives. The names of the representatives of the Grantee, with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of the Agreement, until receipt of written notice of revocation of their authority.

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D. Evaluation Plan

Under the Critical Events Model for designing training, feedback and evaluation are a continous process. Each targeted group and the training designed for that group, will regularly be evaluated by MOE and project staff, inlouding any training sub-contracted to other groups.

A mid-term evaluation of the Action Plan and the Detailed Implementation Plan and their effectiveness in meeting project goals will be conducted by outside consultants and A.I.D. This in-depth evaluation should consist of at minimum the following analyses:

- End-of-training assessments of targeted trainees.
- The project's ability to reach projected numbers of trainees and appropriate geographical distribution of training.
- The effectiveness of language improvement strategies.
- U.S. training effectiveness.
- Capabilities of MOE training personnel to continue training functions after the project terminates.
- Utilization of appropriate local training resources and institutions.

An evaluation plan for the interactive radio instruction component will be designed as a part of the sub-contractor's activity.

E. Reporting Requirements

The Mission will require the MOE Project Director and/or the Contractor's Project Coordinator to submit the following reports:

- A detailed Progress Report to be submitted semi-annually during the life of the project.

- Final Reports on a quarterly basis.

- Status Report as requested by the A.I.D. Project Manager.

- A final Report describing the in-service training system in place, the effectiveness in meeting project goals, indicating future in-service needs and activities. An outline for the Final Report will be discussed with and approved by A.I.D. 90 days before project termination. A draft report will be due 30 days before project termination.

F. Monitoring Requirements

Primary monitoring responsibility for the English language training component and its sub-projects will rest with the Project Manager within the HRDC/ET Division. A.I.D. will rely heavily on the Progress Reports, quarterly Financial Reports, and periodic status reports submitted by MOE Project Director and the Contractor's Project Coordinator.

ANNEX
INSTRUCTIONAL EQUIPMENT
FOR REGIONAL CENTERS

Language Lab

The Sony language laboratory using the LLC-4500 console and the ER-5030 learners recorders is a good combination of felxibility, durability and simplicity. It permits individual use of the recorders as well as instructor control during testing and group activity. It uses sealed switches so dust is less of a problem. However, dust and heat should be controlled as well as possible and air-conditioning is highly recommended. A typical 20 position language lab of this type is specified below:

1	-- Sony LLC-4500 console ----------	4370
20	-- Sony ER 5030 student recorders @ $600 ----	12000
25	-- Sony HS-95 headset @ $88 ----------	2200
1	-- Sony ER 4041 master recorder ----------	845
1	-- LD-4500 Console desk ----------	1155
1	-- PTU-5 power supply (220 v.) ----------	2750
20	-- Carrels, Advance Products ALC5 (4 x $681)	2724
	Chairs, wiring, shelving, etc. ----------	1500

Total estimated cost for one language laboratory $27544

This lab requires less than 1000 watts of power of operation.

U.S. supplier:

Sony AV Products
Educational Electronics Corp
213 North Cedar Ave.
Inglewood CA 90301
213-677-8167; 213-671-2636

Advance Products Co.
P.O. Box 2178
Wichita KS 67201
316-263-4231

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Calssroom

One rolling equipment cabinet containing a VCR, monitor, audio cassette recorder, slide projector and overhead projector should serve the classroom needs of each center. A projection screen should be mounted on the wall in each classroom.

1 -- Video cassette player, 1/7" VHS, multi-standard (must play NTSC, should play PAL, SECAM), play back on NTSC monitor.
Instant Replay Model 610 Image Translator Multi-Standard (General Electric transport, specify 50/60 Hz) @ $659 ---------- $ 659

NOTE: The VCR recommended above will play SECAM tapes in monochrome only. If this is not acceptable, this machine will have to be replaced by a more expensive multi-standard VCR and monitor (other multi-standard VCR's require a multi-standard monitor as well). The recommended combination is as follows:
JVC BR-6400TR multi-standard VCR @ $2385
Panasonic Industrial CT-2000M Tri-standard Monitor @ $995 (to replace unit described immediately below)

1 -- 19-20" color monitor, NTSC
Panasonic Industrial CT-2010M (specific 50/60 Hz) @ $695 ---------- 695

1 -- 150-200 watt voltage regulator/transformer to permit using above equipment on 240 volt supply, @ $50 -- 50

1 -- Locking cabinet, on wheels, to store VCR, monitor, audio cassette recorder, overhead projector, slide projector Luxor PS-762 Video Console @ $914 ------ 914

1 -- Audio cassette recorder
Califone International Model 3670 (specify 220 v., 50 Hz model) @ $310 ---------- 310

1 -- Overhead projector with fold-away column and head for storage Da-Lite/Beseler Porta-Scribe PS-360-14-LCP (specify export model, 240 v.,, 50 Hz) @ $578 ---- 578

1 -- Slide projector
Kodak Ektagraphic B-2AR (automatically selects correct power level when plugged in) @ 459 ---------- 459

1 -- Wall mount pull-down projection screen
Da-Lite Deluxe Model B, 60" X 60" @ $119 --------- 119

Power requirements: each classroom should have an electrical service power capacity of about 1200 watts.

Total estimated cost for one completely equipped classroom equipment cabinet ---------- $3784

It would be desirable to have and extra cassette recorder and a video cassette player and monitor available in a preparation are so that instructors may preview and prepare material for class to save class time. If security is considered to be a problem, then a locking cabinet should also be considered.

One small cassette copier should be included in the preparation area (or an office) to make multiple copies of lab tapes. This could be the same unit speficied for the language lab at Sirs el Layyan:

1 -- Pentagon C-20 Portable cassette copier (220 v.) -- 489

Funds shoule be budgeted for purchase of supplies--blank audio and video cassettes, etc. This should amount to about $1000 per year.

Personnel

The essential extra personnel requirement for these centers is an electronics technician. One technician could serve several centers in the same geographical area. Without dependable, regular maintenance and repair, this equipment will malfunction and become useless to the instructors. This must be considered a continuing budget item, along with repair parts and occasional replacement.

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ANNEX

IN-SERVICE TRAINING SYLLABUS FOR NON-SPECIALIST TEACHERS

LEVEL	COMMON CORE MODULES	LANGUAGE MODULES	OPTIONAL MODULES
ONE NOVICE	1 Presenting Vocabulary 2 Repetition Drills 3 Using the Blackboard 4 Asking Questions 5 Presenting Structures 6 Using Dialoges 7 Practicing Structures 8 Planning a Lesson	9 The Present Tenses 10 Talking About The Future 11 Sounds and Spellings 12 People, Places and Things	None
TWO ELEMENTARY	13 Exploiting a Text: Listening 14 Meaningful Practice 15 Making and Using Visual Aids 16 Exploiting a Text: Reading	17 The Past Tenses 18 Pronunciation: Consonants 19 Pronunciation: Simple Vowels 20 Pronunciation: Dipthongs	21 Homework 22 Classroom Games 23 Teaching Handwriting 24 Introducing Reading 25 Using English in Calss 26 Reviewing
THREE PROFICIENT	27 Eliciting 28 Pairwork 29 Teaching Grammar 30 Correcting Errors	31 Modal Verbs 32 The Present Perfect Tenses 33 Stress, Rhythm and Intonation 34 The Conditionals	35 Songs and Rhymes 36 Listening Activities 37 Writing Activities 38 Communicative Activities 39 Classroom Displays 40 Teaching Pronunciation
FOUR ADVANCED	41 Involving the Whole Calss 42 Self-Evaluation 43 Planning a Week's Teaching 44 Study Skills	45 Role Play 46 Making and Using Workcards 47 Functions of Language 48 Classroom Testing	SELF - IMPROVEMENT (Self-acceptance) 49 Listening and Speaking 50 Written English 51 Classroom Practices 52 Principles and Practices

INFORMATION MANAGEMENT

FOR ENGLISH LANGUAGE EDUCATION/TRAINING

SUB-PROJECT NO. 0125.3b

DEVELOPMENT TRAINING PROJECT 263-0125

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INFORMATION MANAGEMENT
FOR ENGLISH LANGUAGE EDUCATION/TRAINING
SUB-PROJECT NO. 0125. 3b
DEVELOPMENT TRAINING PROJECT 263-0125

INTRODUCTION

As part of the Development Training Project 263-0125, English language training is made a specific and integral part of the USAID training effort, with approximately 20 percent of project funds earmarked for various English language training activities.

One serious handicap to developing education training strategies is the lack of information. The objective of the English language training component is to continue to provide training in Egypt to serve the needs of the Government of Egypt and USAID but at the same time to collect the information necessary in making responsible decisions about the most effective use of resuorces to improve the quality of education and training. (Note that throughout the remainder of this paper, ELT will be used to mean a range of English education and training activities, not just short-term skills training.)

Originally, the ELT sub-project called for conducting a survey to identify institutions which are or should be involved in ELT in Egypt and to determine the need for English language skills in a variety of development sectors, including education.

Other ELT was to partially depend on findings from the survey. This strategy met with considerable resistance so that no design was presented that could satisfy all parties. As a result, some activities viewed as dependent on the survey results were delayed as well, although neither their urgency nor the importance of adequate information for decision-making was seriously questioned.

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This paper proposes an alternative strategy for collecting and managing information about ELT that can occur simultaneously with equally urgent training activities in the Ministry of Education.

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I. SUMMARY AND RECOMMENDATIONS

A. Recommendations

USAID Egypt recommends the authorization of a sub-project of the English Language Training component to support the efforts of the Ministry of Education (MOE) to develop an on going information management system for ELT. Such a system, based on needs identified through a series of seminars on English language education and training, would provide data necessary in developing educational policy, revising programs, and setting priorities in the changing context of Egyptian society. The total cost of activities in this sub-project will be $438,080 and LE 35,341 of which A.I.D. will provide $438,080 as a grant to the MOE. The grant will be incrementally funded subject to availability of funds as follows: $134,445 in FY 88; $142,954 in FY 89; $60,714 in FY 90; $54,544 in FY 91; and $43,373 in FY 92.

B. Background

Given the lack of resources available specifically for ELT sponsored by the MOE, it will be necessary to build gradually a consensus about the usefulness of an information management system and to demonstrate the practicality and cost-effectiveness of the system in planning.

The timing to initiate such an action plan seems good. There is a general outcry, perhaps seasonal in response to the yearly trauma of the school-leaving examination (Thanawiyya Amma), for revisions of the educational system. English language teaching will certainly be affected by the introduction of new textbooks in the preparatory and secondary levels now underway. MOE responsiveness, through effective analysis and planning, will be important in meeting public concerns over the quality of English language education in general.

C. Problem

The problem is to both sensitize MOE personnel to the needs for expanded and systematized data collection and at the same time to implement a system for information management. Information needs based on analyses of the educational and development requirements - including the private

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sector requirements - for ELT must be established. Relevant data on ELT and resources for education and training that are already in the MOE must be systematized and made available for effective planning.

D. Project Description

The project will provide the resources necessary to put into place an information management system for ELT within the MOE. The first stage of the project will consist of a series of seminar-workshops from which the data needs for ELT policy and programming are established. The second stage will begin data collection, develop the information management system, and try it out.

E. Summary Financial Plan

A.I.D. will provide $438,080 in grant funds. The GOE contribution of LE 35,341 will provide basic salary support of three staff members on assignment from the MOE.

	Year 1		Year 2		Year 3		Year 4		Year 5		Totals	
	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E
TOTALS	134,445	5,242	142,954	6,028	60,714	6,932	54,544	7,972	43,373	9,167	438,080	35,341

F. Conditions

This project has been developed in close coordination with the MOE over the past year. The primary issues relating to implementation have been substantially resolved. Hence there are no major obstacles to signature of the Grant Agreement and subsequently, disbursement of funds. Covenants and conditions primarily relate to those essential plans which must be developed and administrative structures which must be in place to carry out the project.

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II. PROJECT BACKGROUND

A. Role of English in Egypt

The role of English in the Egyptian education system is long established. Increasingly, demands for additional English for professional development and in training for the specific purposes of economic and social development are receiving the attention of planners and policy makers.

In order to analyze the potential and limitations of institutions to provide English language training, it is useful to distinguish between three activities and the role of English in each: education, professional development, and training. Each has its own history, status, and needs; each must, therefore, have its own system for managing information for planning.

1. Education

English has been the first foreign language taught in schools since the British occupation of 1822. After the 1952 Revolution, and the subsequent efforts to provide equal access to schooling for all childern, the amount of English taught was reduced. It continued to be taught, however, at the preparatory (7-9) and secondary (10-12) levels, as it is at present.

English plays a more limited role in higher education. A number of sciences are taught in English at the universities, and English references are the main source of information in science, technology, and some other subjects. Only a few faculties use English extensively for teaching, however.

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2. Professional Development

English education in the schools and universities does not provide for all the specific and advanced English language needs of an expanding economy and the changing educational and social agendas of Egypt. For a significant segment of the population in Egypt, English is a required alternate medium of education and communication. International communication in science and technology is through English, whatever the origins of the technology.

Maintenance of professional knowledge and skills, and continued development and growth, require extensive reading in professional journals and books, research and writing, conference presentations and discussions, and all the interaction and communication between peers that revilatize the individual and the profession. In many professions there is a need for lifelong education.

At present there is little systematic attention being paid to the use of English as a tool in professional development. The need is recognized and programs are being carried out, but without sufficient coordination and common knowledge among those involved in such activities.

3. Training

Training is more focused than professional development. It concentrates on a particular skill and achieves limited objectives within a shorter time-frame. Both public and private sector activities require specific ELT to meet growing demands. Developing, upgrading, or expanding skills is necessary to implement new activities. The opening of the new Intercontinental Hotel reportedly will require training of 1,000 staff members, for example. Some proportion will no doubt require additional ELT.

This training is outside the normal sphere of the formal school system. For specific technical or commercial projects, the skill of English achieved in school is not sufficient for the tasks to be accomplished.

But the formal education system also has many ELT needs. Greater use of non-specialist teachers demands special training for those teachers. The rapid proliferation of Faculties of Education may mean new graduates need specific training as they begin their teaching careers. The expansion of the education system, coupled with restricted resources, suggests that a large segment of the teaching corps is not specifically trained or is poorly trained for the assignments being carried out.

Obviously, English has a major role in training English teachers or in training others to use English for specific tasks. It is not known at present what all these tasks will be in the future or what kind or level of English will be required.

B. Constraints

A number of constraints limit the effectiveness of training in both the formal education system and the non-formal activities. Chief among these are limited and uneven distribution of resources, lack of long-range, integrated planning, and lack of data and data management.

1. Resources

In formal education, there are very limited resources for education, development, and training. Priority needs are of course for pre-service education, but where education fails to meet demands (as exemplified by the use of non-specialist teachers) there are additional needs for development and training.

Low English abilities of school and university graduates (generally agreed to anecdotally even if there is no hard data to substantiate this) also means that a disproportionate amount of money is being spent on training for personnel slated to go abroad for higher education or training. Admissions officials in U.S. universities require high proficiency in English, and achieving this, either in Egypt or in the U.S., requires expenditures that could be used in other training and development activities.

Other disparities in the system also exist. There are regional differences in expenditures for training in the formal system. Limited training funds sometimes require local decisions to omit in-service training for English teachers in favor of other training needs.

Perhaps more significantly, the formal system appears to emphasize English for academic purposes at the expense of vocational and technical purposes.

Inequities and disparities have developed in the ELT system. Priorities which are set in response to clearly established needs, thus reducing the inequities, can only be identified through on adequate information management system.

2. Planning

There appears to be no national scheme for in-service training and development of English teachers that has full endorsement. Some educational zones carry out more programs for English teachers than others; some regional training centers have better facilities and programs; the American University in Cairo and the Center for the Development of English Language Teaching have operated diploma programs as funds were available but these were not fully integrated into Ministry efforts. This piecemeal approach makes it difficult to establish realistic priorities and schedules for education, professional development, and training.

Clearly, English language ability, and hence training, is viewed as an economic development tool. But as yet, neither data on needs and resources nor long-range plans for either the public or private sectors have been developed. No organization is systematically looking at development demands requiring English language training and looking at the supply of this training. Manpower development needs and the role of English have not been carefully studied. Neither has there been coordination between the formal and non-formal education sectors in meeting the demands for English.

3. Data

Data is gathered and managed on an ad hoc basis by independent ministries, universities, agencies, and businesses. There is no information management system which could provide quickly the relevant data on needs, client groups, training priorities, and relationships between variables and resources in English language training.

This constraint is perhaps the most critical with respect to planning appropriate training and allocating resources to training in a systematic and effective manner.

C. Need for English Language Information

The need for English language training is urgent - but how much training, and for whom? Priorities need to be established and long-range plans developed. In order to do this effectively, a system for collecting and managing data related to English language training must be in place. This system should not be developed independently of other education information management, but this paper discusses the requirements for English language training information only. Data are needed relative to the following areas: proficiency, teaching, and teacher preparation.

1. Proficiency

Who needs English? How much? For what purposes? English language proficiency needs for the nation have not been determined. No clear picture of the relation between levels of English language skills and social, economic, cultural, or commercial activities and needs is available. Data are not readily available to indicate, for example, how many typists, waiters, tour guides, managers, pilots, technicians, scientists, doctors, and teachers need English nor what level of proficiency they need.

The schools have decided on the place of English in education, but proficiency levels for school leaving have not been established. There is general feeling, as reflected in current newspaper editorials among other sources, that the proficiency attained by secondary school graduates is not sufficient for university study nor for specific jobs in the workplace. However, what proficiency level should be attained at any level of schooling has never been described.

In higher education, the same situation prevails. English is viewed as necessary as part of the educational process, but specific proficiency goals have not been set for admission, graduation, or job certification.

The first step in surveying English language training needs is to determine current and projected numbers of English students in all categories in the formal education system. Data are available on numbers of students and contact hours in English for each category of school. This information will be useful when proficiency levels for each category are established.

2. Teaching

Who teaches English? Where do they teach? What do they teach? Again, little centralized information is available. Apart from schools and universities, the teachers and institutions of English language training are not easily identified, especially those programs organized by ministries, institutes, agencies, and companies for their own employees. Except for a few well-know programs, data on participation, program content, and achievement for many non-formal English language programs have not been collected. Information about evening programs for individuals, group programs for company employees, or other English language training is only randomly available.

Data on the teaching of English - the teachers, the programs, the institutions - need to be centralized so that resources can be matched with demands for English language training.

3. Teacher Preparation

How are English teachers prepared? Who is prepared? Data on English teacher preparation for the formal education system are available, but the pressures on the system for expansion requires constant updating and planning for new education and training programs.

More than 40 percent of English teachers in the schools are non-specialized (i.e., they do not have bachelors degrees in English education). In addition, during any one year thousands of experienced teachers work in other countries.

Many teachers with English education degrees are young and inexperienced. Much of the teaching force, therefore, needs additional training and professional development.

Teacher preparation for those teaching English in the non-formal education sector is largely undocumented. Data should be collected from all known English language training programs.

The major information task related to teacher preparation is to match teacher preparation levels with specific teaching needs, Where mis-matches occur, or where there are gaps, training programs could then be developed. These might include expanded pre-service education, focused in-service training, specialized certificate and diploma programs, or simply workshops, seminars, and conferences. No effective program can be initiated without adequate data on numbers to be prepared, what they are being prepared for, and who is to prepare them.

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Talking with individual client groups for English language training, e.g., university administrators, businesses, or the MOE, indicates no lack of information on the needs for English langauge training. There is no effective information system in place, however, that matches needs and the suppliers of English language training. Only a few suppliers are well know; few alternatives can be identified, or developed if needed, unless more adequate data are shared widely by all parties interested in English language training.

D. USAID Response

There is a general consensus that the educational system no longer provides all graduates with sufficient English to further their education in subjects requiring English or to enter the workforce in fields where a knowledge of English is required. USAID Egypt experience shows that many participants indentified for academic and technical training need further ELT before they can take full advantage of other training.

A.I.D. is assisting ELT in a number of ways. Incountry participant ELT has been carried out by contract with AUC. Under the Peace Fellowship Program, participants have received ELT largely in the U.S. The English Teacher Training Program, administered by the Fulbright Commission, has to date largely served pre-service English language education and ELT through the American Culture Center in Alexandria. All of these projects have funded training activities based on priorities established by the MOE, including Higher Education, and others concerned with improving the quality of English langauge teaching and training.

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There has been no A.I.D. project activity which fully established the needs for ELT in important development sectors. Earlier attempts to design and carry out a needs assessment survey under project 263-0125 have not been successful.

E. Definition of the Problem

Although major priorities for English langauge education within the formal education system are well-known (e.g., classroom facilities, teacher shortages, insufficient training), emerging needs for additional ELT are creating new demands in both formal and non-formal sectors. More advanced English langauge skills are required in both the public and private development activities. Some of these needs are not being met. Others are being met by training programs organized by non-traditional means, with little information about the scope or effectiveness of these programs. Since there is no centralized system for collecting information about programs outside the MOE or coordinating ELT activities between agencies or institutions, it is likely that resources are unevenly distributed or wasted. Where good but unknown programs do exist, there is little impact from these programs beyond the small number of participants in those programs.

ELT suffers from a lack of information about national needs for English and the establishment of priorities to meet these growing demands.

F. Project Rationale and Strategy

The project proposes to create an awareness of the information needs regarding ELT and to establised interministerial cooperation in collecting and analyzing data on needs and resources for ELT.

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It will create a supportive climate for collecting and managing information within the MOE and establish an information management system to serve English language planning. It will develop the system over the life of the project as data is collected to answer critical language education and training questions and issues. It will parallel implementation of urgent in-service English teacher training programs and development of an ELT center at Sirs El Layyan and make use of those activities for additional data gathering.

G. Relationship to USAID's Development Assistance Strategy

Under Development Training Project 263-0125 English language skills are viewed as a development tool. Participant training activities have included substantial budgets for ELT. The Peace Fellowship Program as well recognized the importance of English to the success of particpants gaining admission to quality institutions and succeeding in their studies or training. The broader concern for English language teaching in the schools and universities recognizes the need for English to the whole society but also the disproportionate amounts of limited training money on ELT in the U.S., thus depriving other participants of places in the programs.

The HRDC/ET office has also provided major funding for Basic Education in Egypt. In addition to providing greater access to schools, the project is helping to move elementary education in a more practical direction. Vocational eduaction related to manpower needs will also require reorientation of teachers including English teachers to these goals.

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The recognition of the need to base ELT activities on solid evidence of supply and demand was built into the original project design of Project 263-0125. To date the only information management work has taken place under the Basic Education Project, Work Order Number 5. The Educational Planning Model development under this Work Order has not been fully implemented. Information management training is currently planned under the BRIDGES Project and a Resident Advisor to this project has recently arrived. The information management activities in ELT should, of course, be integrated into the broader system being developed by BRIDGES.

III. DETAILED PROJECT DESCRIPTION

A. Project Goal and Purpose

The goal of this project is to establish within the Ministry of Education an information management system to collect data and survey needs and resources on ELT on an on-going basis.

The purpose of the project is to sensitize MOE personnel and other ELT users to the importance of accurate data for planning purposes. The strategies employed and the system developed in this project may serve as a model for other sectors of the MOE.

B. End of Project Status

At the end of the project, consensus on the need for an English information management system will be established. Specific data needs on a series of policy and implementation issues will be determined.

A set of tentative survey instruments will be revised and administered to develop the initial data base. An information management system will be in place.

C. Project Activities

1. Background and Rationale

a. Managing Information

Information is useful to the extent that it can help solve problems cost-effectively. In other words, information must be put to work rather than reposing in books, ledgers, computers, or in someone's head. In order

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for information to be useful it must be accurate, up-to-date, and complete. It must also be expandable, that is, it can be added to in quantity and in detail. It must be accessible to all those who need the information. And it must be capable of being manipulated, that is, one thing can be compared to another, or we can demonstrate the consequences if we take this action or that.

b. Collecting and Using ELT Data

Before data are collected there should be a clear idea of what the data are to be used for. If you are distributing a handbook to every non-specialist English teacher, you only need to know how many there are at each location. If you are preparing a training program, you also need to know the teachers education, experience, age, English proficiency, and so on.

The project will exemplify this process through a study of selected ELT issues and the data necessary to solve the problems or to set policy. It will start with the major questions or issues then determine what data are useful for answering the questions. This strategy will be used in order to demonstrate how an information management system would be useful to the MOE.

The compilation of education statistics is not new to the MOE. The numbers of English language students and teachers are available. The distribution of teachers and their qualifications is also known. The project provides the MOE the opportunity to use this and other information to help plan, solve problems, reshape policy, or in other ways improve the teaching of English.

c. Building a Consensus Based on Information

It is difficult for even well-meaning professionals to agree on solutions to problems if they have independent (perhaps contrary) information or if they lack vital information. For example, we know the numbers of non-specialist teachers. We know that some of these teachers have inadequate English. We do not know how many have inadequate English - partly because "adequate - inadequate" has not been determined but also because teachers have not been tested. We cannot, therefore, develop a consensus on what kind of training program would alleviate the problems of non-specialist teachers until we have full information on their proficiency levels and the numbers at each level.

2. Framework for Developing the Plan

By the end of the project, MOE personnel, particularly middle-level supervisory and training staff, will be familiar with the need for data collection and recognize the importance of an information management system. They will be able to observe the process by which data requirements are identified, how data are collected, and how information is managed within a very basic system capable of expansion as needs develop.

The project will include activities that will overlap but be repeated in cycles throughout the project:

- establishing the needs
- developing the system
- collecting the information
- evaluating the information
- disseminating the information.

a. Establishing the needs

The first project activity recommended is a series of five seminars to be held in retreat form Cairo and the on-going daily responsibilities of the participants. The objective is to sensitize MOE personnel to information management and establish the need for information to solve educational problems.

Approximately 12 persons will spend five days on each retreat discussing a major English language education and training problem and concommitant issues. Participants will be carefully selected for their possible contributions to the discussions and include representatives from various ranks within the MOE and, as appropriate, representatives from other public and private sector agencies.

The retreats will be working sessions, with questions formulated in advance, study materials distributed beforehand, and a full, carefully organized agenda for each seminar.

One internationally recognized expert from abroad will participate, not to provide all of the answers but to stimulate the groups with a different perspective and to take part in formulating solutions or further action. Recommendations for policy or implementation changes will go to the appropriate authorities.

The major focus of seminars, however, will be on identifying the kinds of data necessary to make informed decisions. At the conclusion of each seminar, the project staff will then begin to collect relevant data to be integrated into the system so that responsive and effective education, professional development, and training programs can be established.

An example seminar topic might be "English Teacher Certification." Issues would include: incentives and rewards; pre-service education requirements; English language proficiency; rewarding the superior teacher; certifying the non-specialist teacher; etc. Some of the data requirements are obvious, but others will emerge from the seminars themselves. Data on costs for incentives for all teachers could be calculated. The time and cost for revising pre-service eduaction could be assessed. And so on.

Other topics might include:

- English Proficiency, Private Tutoring, and the Examination System
- English in Technical School: How much? For whom?
- English in Basic Education
- English in Language Schools: Teaching Young Children
- Teaching English by Radio/Television
- English Language Requirements for University Education
- English Needs in Private Sector Development
- Distance Education for Teachers
- Training Expatriate Egyptain Teachers

Topics and priorities should be set by the Project Steering Committee and Project Staff and an appropriate schedule made to maximize seminar participation.

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b. Developing the System

The system will primarily serve the MOE. All English language needs in effect influence the formal education system. It therefore seems appropriate for the MOE to take the initiative in addressing the needs for English for the entire nation and in preparing effective education and training programs.

Although education helps shape the society, it must also provide the experiences and skills that are relevant to the society. These important skills can be identified through serious data collection and assessment.

The system will manage information on needs and resources from various sectors. Given current English language policy and the scope of the ELT tasks, the following priorities for information are appropriate.

INFORMATION MANAGEMENT SYSTEM - MOE

Basic and Secondary Education

Higher Education

Public Sector

Private Sector

This goes well beyond any information system and data now collected by the MOE, however, largely because the MOE does not assume any responsibility for ELT beyond the formal education system. It may wish to do so in the future, especially if the pattern established at the Sirs El Layyan Center can effectively provide ELT to a wide range of clients.

The system will consolidate and verify information already available about basic and secondary education. There is little systematized information about professional development and training needs within the universities. There is even less information about public and private sector agencies that need, and in some cases are providing, ELT. The project will develop the data collection instruments and methods necessary for consolidating information from all these sectors.

Information about the current status and future requirements for ELT and the current providers of ELT will be of immediate use to planners in the various sectors. Equally important, access to the information on national English language requirements will enable the MOE to examine its policies, educational programs, and standards and to adjust the educational process to emerging needs.

The English language information management system should be developed in collaboration with other information management efforts at the MOE. There should be close cooperation between this project and the information management activities under the BRIDGES Project. Hardware and software should of course be compatible. There should be no unnecessary duplication of equipment, personnel, or training.

c. The Information

Much of the information about the ELT now carried out by the MOE is already available from the Statistics, In-service Training, and Supervision departments, the Central Agency for Public Mobilization and Statistics, and other sources. An information management system would build on information already available. The following suggestions for the types of information and surveys are therefore only suggestions for the range and type of preliminary information that would be usefully incorporated into the system.

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Major Information Gathering Tasks (Surveys)

- Who needs English?

This would enumerate potential users in the educational system and in public and private sectors. It would indicate necessary proficiency levels, by categories of users.

- Who teaches English?

To establish ELT needs for teachers, this would enumerate teachers at various levels of the eduactional system and in other ELT institutions. It would identify teachers by degree attained, experience, and proficiency level.

- What institutions provide ELT?

This would indicate numbers of students in various institutions, levels taught, potential for expansion, success rates, client groups, costs.

- Who prepares teachers?

For both the formal school and university systems, and the other ELT institutions, the numbers prepared by each type of institution and preparation levels are useful.

- What professional resources are available?

In this case numbers are not as important as specific titles of books, theses, journals, A-V materials, computer assisted instruction software. The location of such materials would make limited numbers more accessible and duplication unnecessary. The database created would essentially be a computer catalogue of ELT materials.

- How do people use English after they leave school or university?

This would establish in what situations people use English: what communication tasks, what modes, and at what required proficiency levels.

Each data collection task, or survey, is a group of related questions with quantifiable answers reported in form of a grid. Each has many associated questions for which answers are less easily quantifiable. With experience in developing survey instruments and in collecting data, increasingly complex sets of variables affecting ELT could be analyzed.

3. Constraints

English language, as a skill, has a special place in the educational process. For a minority of students, in Language Schools and at universities, it is also a medium of education, along with Arabic. English is, however, only one feature of education and training. It cannot receive a disproportionate share of resources without causing resentment from other educational sectors.

Information management projects in the MOE so far are tied to the Basic Education Project. The information requirements for ELT cross the normal boundaries between preparatory, secondary, and higher education. They also cross ministerial boundaries. This will require an untested system for collaboration and for sharing information and resources.

4. Inputs

a. Staff and Administrative Costs

The project will provide salaries to local staff for project participation beyond the usual GOE work week. Administrative costs of this sub-project will be borne by the project, but administrative staff may be shared between all of the sub-projects as appropriate and feasible.

b. Seminar Expenses

The project will support costs of the seminars including travel and per diem for the participants and support staff as well as any administrative costs, including communications and documentation.

c. Technical Assistance

Short-term technical assistance to participate in seminars; consultation on computer programs and commercial software; evaluation; and staff training will be supported by the project. Technical assistance required will be approximately 13 person months.

d. Commodities

Two microcomputers should be available full-time to this sub-project. Also software for information management, word processing, and so on.

e. Project Management

Project management, if shared with other sub-projects, could be part-time, approximately 5 to 20 percent at different periods in the project.

IV. COST ESTIMATES AND FINANCIAL PLAN

	Year 1		Year 2		Year 3		Year 4		Year 5		Totals	
Salaries*	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E
1. Info. Manage. Director	1,636	1,800	1,882	2,070	2,165	2,381	2,489	2,738	2,862	3,149	11,034	12,138
2. Asst. Data	1,309	1,440	1,505	1,656	1,730	1,904	2,715	2,190	2,289	2,518	9,548	9,708
3. Asst. Data & Adm	1.309	1,440	1,505	1,656	1,730	1,904	2,715	2,190	2,289	2,518	9,548	9,708
4. Secretary	5,000		5,750		6,613		7,605		8,746		33,714	
Benefits 12%	1,110	562	1,270	646	1,469	734	1,863	654	1,942	982	7,654	3,787
Consultants												
1 Information Specialist 312 days X 220	34,320		34,320								68,640	
5 Education Specialists 7 days X 300	4,200		4,200		2,100						10,500	
International Travel*												
12 Cairo/Washington & return @ 2300	9,200		13,225		6,084		3,498				32,007	
Consultant Specialists Trainees (staff) 395 Per diem/Cairo Consultant Specialists	19,012		21,864		907						41,783	
90 Per diem/Washington Trainees			3,360		3,864		4.444				11,668	
Training			1,500		1,500		1,500				4,500	
Local Travel	1,500		1,500		4,000		4,000		4,000		15,000	
Outside Clerical (Data collectors)	3,000		3,000		5,000		5,000		5,000		21,000	

	Year 1		Year 2		Year 3		Year 4		Year 5		Totals	
	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E
Seminars												
5 20 persons X $100	4,000		4,000		2,000						10,000	
5 12 persons X $100 fee	2,4000		2,400		1,200						6,000	
Other Direct Costs												
Telephone/telex	1,200		1,200		1,200		1,200		1,200		6,000	
Xeroxing/printing	1.200		1,200		1,200		1,200		1,200		6,000	
Postage	600		600		600		600		600		3,000	
Supplies	2,000		2,000		2,000		2,000		2,000		10,000	
Subtotal	92,994	5,242	104,781	6,028	43,862	6,932	39,329	7,972	32,128	9,167	313,096	35,341
Indirect Costs 35%	32,549		36,673		15,352		13,765		11,245		109,584	
Equipment												
2 IBM PC/XT Compatibles	4,800										4,800	
Printer	1,600										1,600	
Software	3,500										3,500	
Installation	1,000										1,000	
	Year 1		Year 2		Year 3		Year 4		Year 5		Totals	
	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E	AID $	MOE E
TOTALS	134,445	5,242	142,954	6,028	60,714	6,932	54,544	7,972	43,373	9,167	438,080	35,341

* Includes 15% Inflation and Contingency Factor.

V. IMPLEMENTATION PLAN

A. Administration and Management

Given the disparate nature of the three sub-projects of the English language training component of the Development Training Project, the three sub-projects will be administered through a Contractor. (See Unified Management Plan for details). The Contractor will provide a Project Coordinator who will have overall responsibility for administering the sub-projects on behalf of the MOE and USAID.

The Project Coordinator, with a technical and support staff, will be directly responsible for each sub-project to the MOE Project Directors: 1) The First Undersecretary of State, Higher Education, Mr. Fawzi Abdel Zaher, for the Sirs El Layyan Center, and 2) The First Undersecretary of State, Services, Dr. Mohamed Abul-Ela, for Strengthening MOE English Teacher Training through Decentralization and the Information Management for English Language Eduaction/Training.

It is clear that with the heavy responsibilities of the Project Directors will require that the day-to-day coordination of project activities and the liaison with consortium members or sub-contractors providing services to the project will have to be primarily carried out through the Project Coordinator. It is necessary that the Project Coordinator, therefore, have the technical qualifications and personal abilities to interact effectively with the various personnel from each sub-project.

The Project Coordinator will spend approximately 5 to 20 percent of his or her time on activities for this subproject, although it may require heavy commitment only in the first year. Technical and support staff will include an Information Management Director, an Assistant for data, an Assistant for Data administration, and a Secretary. Considerable part-time help will be needed to carry out surveys at the appropriate time. The technical staff will assist in the development of an implementation plan and time-phased schedules for carrying out activities. They will oversee the execution of the functions of their respective areas of expertise and collaborate with other technical staff of the English language training effort as a whole.

The Contractor's Home Office Coordinator, will provide assistance to the Project Coordinator in recruiting short and long-term professional staff from the U.S., arranging short-term training for staff, and providing logistical support in purchasing, travel, and so on.

B. Schedule of Major Events

	April 1988	April 1989	April 1990	April 1991	April 1992	April 1993
.On-site training	xx	xx	xx	xx		
. Seminar planning		xx xx	xx xx	xx		
. Seminars		x x	x x	x		
. Reports		x x	x x	x		
. Data * gathering	xxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxx	xxxxxxxxxxx
. Piloting system			xx xx	xx xx	xx xx xx	
. Evalua-tion		xx	xx	xx		
. System in place						xxxxxxxxxxxx

* Data gathering, a alysis, and reporting would be on-going but focused on seminar reports.

C. Conditions and Covenants

The Grantee agrees to cooperate fully with A.I.D to accomplish the purpose of this Grant. To this end, it accepts the following conditions and covenants.

1. Conditions Precedent to Disbursement

a. First Disbursement: Prior to the first disbursement under the Grant or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. :

(1) A statement of the name of the person holding or acting in the office of the Grantee and of any additional representatives, together with a specimen signature of each person specified in such statement;

(2) An executed Contract for technical services acceptable to A.I.D. with contractor acceptable to A.I.D.

(3) Such other information as A.I.D. may reasonably request.

b. Additional Disbursement: Prior to disbursement under the Grant, or to issuance by A.I.D. of documentation pursuant to which disbursement will be made, for any purpose other than to finance the technical services, the Grantee will, except as the parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(1) Evidence that the Grantee has taken the following steps to ensure timely and effective implementation of the project:

(a) Establishment of a special Administrative Unit within the Ministry of (Higher) Education, with adequate authorities to administer the project;

(b) Establishment of a Project Management Committee, with adequate authorities to provide executive guidance to the Special Administrative Unit.

(2) Such other information as A.I.D. may request.

2. Special Covenants

(a) Project Steering Committee: The Grantee, through the Ministry of Higher Education, will establish a project Steering Committee which fairly represents the various special and institutional interests to be served by the project, with adequate authorities to provide general policy guidance to the Project Management Committee.

(b) Office Space and Personnel: In order to permit the U.S. Contractor to manage the Project, the Grantee and the Ministry of Higher Education will provide adequate personnel, office space and equipment except as provided by the Contractor under the Project Agreement.

(c) Execution of the Project: The Grantee shall cause the Project to be carried out in conformance with all the plans, specifications and with all the modifications therein approved by A.I.D. pursuant to the Agreement, including the provision, on a timely basis, of necessary local currenty and in-kind support as specified in the Agreement and its Annexes.

The Grantee shall submit for A.I.D. approval prior to implementation, issuance or execution, all plans, schedules, contracts, and all modifications to these documents.

3. Procurement Source

a. Foreign Exchange Costs: Disbursement pursuant to Section 4 will be used exclusively to finance the costs of goods and services required for the project having their source and origin in the United States (Code 000 of the AID Geographic Code Book as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. otherwise agree in writing.

b. Local Currency Costs: Disbursement pursuant to Section 4 will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in Egypt ("Local Currency Costs").

4. Disbursement

a. Disbursement for Foreign Exchange Costs: After satisfaction of conditions precedent, the Grantee may obtain disbursement of funds under the Grant for the Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of the Agreement, by such of the following methods as may be mutually agreed upon:

(1) by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, (A) requests for reimbursement for such goods or services, or, (B) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project; or,

(2) by requesting A.I.D. to issue Letters of Commitment for specified amounts (A) to one or more U.S. banks, satisfactory to A.I.D., committing A.I.D. to reimburse such bank or banks for payments made by them to contractors or suppliers, under Letters of Credit or otherwise, for such goods or services, or (B) directly to one or more contractors or suppliers, committing A.I.D. to pay such contractors or suppliers for such goods or services.

(b) Banking charges incurred by Grantee in connection with Letters of Commitment and Letters of Credit will be financed under the Grant unless the Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

b. Disbursement for Local Currency Costs: After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Porject in accordance with the terms of the Agreement, by submitting to A.I.D., with necessary supporting documentation as prescribed in Project Implementation Letters, requests to finance such costs.

The local currency needed for such disbursements may be obtained by acquisition by A.I.D. with U.S. Dollars by purchase. The U.S. Dollar equivalent of the local currency made available hereunder will be the amount of U.S. Dollers required by A.I.D. to obtain the local currency.

c. Rate of Exchange: Except as may be more specifically provided under Section 4 if funds provided under the Grant are introduced into Egypt by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make such arrangements as may be necessary so that funds may be converted into currency of the Arab Republic of Egypt at the highest rate of exchange prevailing and declared for foreign exchange currency by the competent authorities of the Arab Republic of Egypt.

d. Other Forms of Disbursement: Disbursements of the Grant may be made through such other means as the Parties may agree to in writing.

5. Miscellaneous

a. Communications: Any notice, request, document, or other communication submitted by A.I.D. or the Grantee to the other under the Agreement will be in writing or by telegram or cable, and will be deemed duly given or sent when delivered to such party at the following addresses:

To the Grantee : Undersecretary of State for Missions
Ministry of Higher Education
4, Ibrahim Naguib Street
Garden City

TO A.I.D. : A.I.D.
U.S. Embassy
5, Latin America Street
Cairo

All such communications will be in English, unless the Parties otherwise agree in writing. Other addresses may be substituted for the above upon the giving of notice.

b. Representatives: For all purposes relevant to the Agreement, the Grantee will be represented by the individuals holding or acting in the office of the Minister of Economy, Foreign Trade and Economic Cooperation, the Minister of State for Economic Cooperation and External Finance, and the Minister of Education and A.I.D. will be represented by the individual holding or acting in the office of the Director, USAID, Cairo, Egypt, each of whom, by written notice, may designate additional representatives. The names of the representatives of the Grantee, with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of the Agreement, until receipt of written notice of revocation of their authority.

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D. Evaluation Plan

Evaluation of the Information Management Sub-project will be carried out by an external consultant or consultants. The first, at approximately the end of the first year of the project, will evluate on-site training, seminar plans, and the first seminar. Subsequent external evaluation will focus on 1) the effectiveness of the seminars as a means of stimulating data collection and analysis, and 2) the implementation of an information management system.

Evaluation will be scheduled to allow for midcourse corrections in any aspect of the strategy for establishing the need for information or in the system designed to manage information.

E. Reporting Requirements

The Mission will require the MOE Project Director to submit the following reports :

- A detailed Progress Report to be submitted semiannually during the life of the project.
- Financial Reports on a quarterly basis.
- A Final Report describing the Information Management System implemented for English language education and training.

F. Monitoring Requirements

Primary monitoring responsibility for the English Language Training component will rest with the Project Manager within the HRDC/ET Division. A.I.D. will rely heavily on the Progress Reports, quarterly Financial Reports, and periodic Evaluation Reports submitted by the MOE Project Director.

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ANNEX A

Sample Survey Instruments

SURVEY 1: WHO NEEDS ENGLISH?

The objective of this survey is to collect data about persons who need English language skills either because they are in school or because of their jobs.

EDUCATION SECTOR

	How many? 1988		1993		1998		How much?		
	M	F	M	F	M	F	1	2	3
Students									
Private language schools									
Government language schools									
Prep. stage, grade 7									
Prep. stage, grade 8									
Prep. stage, grade 9									
Sec. stage, general, grade 10									
Sec. stage, general, grade 11									
Sec. stage, general, grade 12									
Sec. stage, Ag., grade 10									
Sec. stage, Ag., grade 11									
Sec. stage, Ag., grade 12									
Sec. stage, Comm., grade 10									
Sec. stage, Comm., grade 11									
Sec. stage, Comm., grade 12									
Sec. stage, Ind., grade 10									
Sec. stage, Ind., grade 11									
Sec. stage, Ind., grade 12									

Special schools (list as appropriate, e.g., handicapped)										
University Students										
Undergraduate (list by discipline where requirements vary)										
Graduate (list by discipline where requirements vary)										
OTHER SECTORS										
Public										
Foreign Affairs										
Defense										
Health										
Aviation										
Banking										
Communications										
Petrochemicals										
Import-Export										
Tourism										
Medicine										
Law										
Private										
Hotels										
Tourism										
Banking										
Consulting										
Services										
Engineering										
Construction										
Etc.										

Notes:

1. It may be important to have male-female ratios to answer English language questions but also other educational-social questions.

2. "How much?" can be answered in a number of ways: weeks, months, or years of study; hours per course; levels or textbooks completed; and so on. A more meaningful measure is proficiency. This must be established by valid and reliable tests not widely used at present.

3. Other data relevant to who needs English can be added. For example, it may be useful to have figures on how many students by region, governorate, or zone.

4. Public and private non-education sectors may be limited first to those which actually require English skills for job placement. Additional information might ask which offer ELT to staff.

SURVEY 2: WHO TEACHES ENGLISH?

The objective of this survey is to collect data about teachers at each level of the formal school system and the numbers and qualifications of English teachers in non-formal training institutions.

	Numbers		Preparation		Experience			
	Male	Female	Specialist	Non-spec.	1-3	4-6	7-9	10+
FORMAL EDUCATION								
Private language schools								
Government language schools								
Prep. stage, grade 7								
Prep. stage, grade 8								
Prep. stage, grade 9								
Sec. stage, general, grade 10								
Sec. stage, general, grade 11								
Sec. stage, general, grade 12								
Sec. stage, Ag., grade 10								
Sec. stage, Ag., grade 11								
Sec. stage, Ag., grade 12								
Sec. stage, Comm., grade 10								
Sec. stage, Comm., grade 11								
Sec. stage, Comm., grade 12								
Sec. stage, Ind., grade 10								
Sec. stage, Ind., grade 11								
Sec. stage, Ind., grade 12								
Other								

NON-FORMAL EDUCATION (list all known ELT programs, e.g.:)								
ESP Center, Alexandria University								
American Cultural Center								
British Council								
International Language Inst.								
American University in Cairo DPS CIT								
Divisions of Public Service (Language schools and universities)								

Note:

To indicate numbers of teachers at a particular proficiency level requires a measure of proficiency. One system might be a scale based on standardized ratings from 1 (beginning level) to 5 (near native-speaker level).

SURVEY 3: WHAT INSTITUTIONS PROVIDE ELT?

The objective of this survey is to collect information about the capacity and quality of ELT institutions and programs.

	Number of students per year	Cost per hour of instruction	Potential expansion	
			YES	NO
NON-FORMAL INSTITUTIONS (list all known ELT programs, e.g.:)				
ESP Center, Alexandria University				
American Cultural Center				
British Council				
International Language Institute				
American University in Cairo DPS CIT				
Divisions of Public Service (Language schools and universities)				
Others, e.g., ELT programs in public or private companies				

Notes:

This survey should also include qualitative information of the following type to the extent useful for planning purposes.

- What are the objectives of the instructional programs?
- How is success measured? Standardized tests; completion of the course; attendance; other?
- How rapidly do students progress through the course?

SURVEY 4: WHO PREPARES TEACHERS?

The objective of this survey is to collect information about the capacity and capabilities of institutuions that prepare English teachers.

	Number of Students	Proficiency required	Faculty Qualifications		
			1	2	3
FOR SCHOOLS (list all known programs in:)					
Education faculties, English depts.					
English departments Arts faculties					
Other					
FOR UNIVERSITIES (list all known programs in:)					
English departments, Arts faculties					
Other					
OTHER ELT INSTITUTIONS (list all known programs as above, plus:)					
Short-term teacher training courses					
Other					

Notes:

1. Criteria to estimate faculty qualifications would need to be carefully specified. A simple rating scale, based on the criteria, could then be used: 1 (poorly qualified) to 3 (fully qualified).

2. This survey, and others, will have many associated questions for which answers are not easily quantifiable, e.g., socio-linguisitc questions about who communicates with whom, how, and for what purposes.