Futures GROUP
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Plan to Upgrade English Language Skills Of Afghan Technical Professionals: AFGHANISTAN TECHNICAL TRAINING PROGRAM

January 2005 – January 2006
Washington, D.C. and Kabul, Afghanistan

THIS REPORT IS PREPARED FOR SOLE USE OF THE U.S. GEOLOGICAL SURVEY (USGS) AND AFGHAN MINISTRIES AND AGENCIES
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PRODUCT 4

Plan to Upgrade English Language Skills of Afghan Technical Professionals

December 22, 2005

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Background

The requirements for Product 4, as defined in the Scope of Work, stated: "Contractor must develop innovative strategies to build English proficiency within this [the USGS Afghan counterpart] professional group, while concurrently advancing the technical knowledge and capabilities of the group in training." The proposal provided in Appendix A defines the Futures Group strategy to develop technical English language training for USGS' Afghan counterparts.

Objective

This product is focused on developing a strategy to provide technical English language training to USGS' Afghan counterparts. The goal is to make it possible for the Afghans to understand a sufficient amount of English, so that they can understand the technical information that is being communicated to them and can effectively communicate with their English-speaking USGS instructors. This program is specifically targeted to build English language information transfer capabilities, not English language proficiency. Other English language training programs sponsored by a variety of organizations are currently on offer in Kabul and should be used to acquire more basic conversational English language skills.

Process

Futures Group has studied the issue of how best to provide the required technical English language training. The assessment team has contacted more than 10 individuals and/or organizations that provide English language training programs for international participants. Based on preliminary discussions, Futures Group selected 2 training providers for more comprehensive interviews. Of this group, Dr. Thomas Nowalk (see CV in Appendix B) was recommended by the Department of English as a Second Language, George Mason University, Virginia. Dr. Nowalk provided a program that best met the requirements for training identified by both USGS and its Afghan counterpart agencies. Dr. Nowalk was asked to provide a detailed training program for additional consideration and potential implementation. That program constitutes Appendix A

Findings

Current Issues and Status of English Language Training in Kabul:
While in Kabul, the Futures Group assessment team briefly reviewed the current state of English language skills among USGS' Afghan counterparts and the degree of their access to language training programs. This review included:

- A preliminary assessment of English language speaking proficiency among Afghan counterparts;

- Determination of availability to counterparts of basic English language training opportunities sponsored by other organizations; and

- Solicitation of commentary from Ministry and Agency leadership regarding their perspectives and expectations of the English language training needs for their professional staff.

Meetings with Ministry and Agency leadership provided insight into their expectations regarding English language training for their staffers. It was repeatedly stressed that English language teaching should begin quickly, and should last only long enough to give the participants the ability to understand and communicate technical concepts with their USGS counterparts.

USGS also has expressed an urgent need to develop language skills among counterpart staff to allow efficient and successful technology transfer to occur as soon as the USGS is in-country for project activities. Anecdotal evidence suggests that English language proficiency is, at present, poorly developed among MMI staffers. For planning purposes, Futures Group has solicited input on individual's English language capabilities via the biodata forms distributed among USGS counterparts. The assessment team is awaiting the return of completed forms.

A review of on-going English language training opportunities potentially available to USGS' Afghan counterparts was provided in Product 2. Known language training in Ministry of Minerals and Industry includes the training provided by BGS to approximately 140 Ministry employees plus training being coordinated by Paikar which, according to his report, accounts for an additional 100+ individuals. Other organizations are also sponsoring English training in Kabul and a multitude of independent schools of varying quality have been established within the city.

The assessment team is of the opinion that there are adequate opportunities for basic language training currently available to USGS counterparts, though it is uncertain to what degree counterparts are participating in these programs, especially those sponsored by MMI. Given this existing availability, developing yet another basic program is wasteful of scarce resources that could be better used to meet other critical training needs.

During the course of its assessment of English language programs in Kabul, a consistent concern routinely expressed to Futures Group was the lack of follow-up and follow-on by the organizations involved in the language training. Once language training is completed, there are no structured opportunities to continue practicing English. Because of this lack of continuing support, equipment, and facilities, motivated learners do not currently have an opportunity to reinforce their language skills independently of classroom sessions.

Specialized language training such as technical language training (i.e. the teaching of technical terminology so that professionals can understand the meaning of the technical vocabulary applicable to their profession and thus communicate effectively with their English speaking peers) is not currently available in Kabul, nor has any organization advised of plans to provide such training. To the assessment team's knowledge, there is no trainer presently teaching English in Afghanistan that has the capability of designing and delivering English language training with a technical geoscience focus. Moreover, the assessment team's research into language training of the kind that will be required for this specific application indicates that it is unlikely that individuals not specifically trained to design and deliver special purpose language programs have the skills to successfully present condensed technical language training.

An Overview of Expectations and Assumptions for the Proposed Program:

The program that the assessment team sought to develop was to be characterized by the following organizing principles:

- Development of strategies to teach technical English to Afghan counterparts so that, upon completion, they can comprehend discussions of technical geologic concepts.

- Provision of guidance regarding potential limiting factors that may affect the success of training delivery; and

- Identification of innovative strategies to provide long-term support for language learning.

Futures Group sought a language professional with experience developing and delivering training programs in technical English. The capabilities required of this professional include:

- Proven skills in designing and presenting focused English courses to non-native speakers. Futures Group expected an individual having an English language teaching background with a demonstrated capability to successfully deliver specialized training in international environments.

- Proven skill communicating with technical professionals from outside of the trainer's technical language specialty. The selected individual is expected to work with USGS scientists to instruct them how to effectively reinforce classroom instruction during their professional interactions with the Afghan language trainees.

- Experience in delivering training in international environments where venues may have intrinsic limitations and where an ability to understand and work within existing social and cultural frameworks determines the success or failure of training initiatives.

Training design must provide for the follow-up to the training experience that the Afghan leadership considered lacking in other programs. This follow-up should incorporate a menu of additional opportunities that make it possible for students to maintain and even upgrade their language skills.

The design of the training must incorporate the interactive approach characteristic of the US teaching/learning experience. Using this approach is considered essential to reinforce communication and network building skills among the geoscience professionals in MMI and AGCHO that will be stressed subsequently during training interactions between USGS and Afghan counterparts.

Venues:

There are a variety of training venues that could be made available for teaching technical English. The assessment team's preference is utilizing the facilities at the Ministry of Mines and Industry. There are several training rooms already set up for classroom instruction and they include computers. We were told these rooms could be used for the technical English classes and were also advised that the Ministry would provide a room and a supervisor for a language lab. It is therefore, very desirable to utilize the Ministry's facilities as they are very suitable to accommodate 15 to 20 students at a time. In addition, having the language lab on site reinforces the training provided in the classroom work.

Program Sustainability:

This training program is designed to accommodate a maximum class size of 20 students. Thus, only a small percentage of the potential student population can be reached when this course is taught. Even though course duration is designed to be very short, spanning a time frame of slightly less than one month, repeated training sessions by international specialists will be costly. Therefore, to provide for long-term sustainability, Futures Group requires that the technical training incorporate a "training-the-trainer" strategy to develop technical English teaching capabilities among a selected group of Afghan teachers/training participants. Approximately 5 such individuals will participate in the first language course. They will be given special coaching on a daily basis after the instruction session concludes in order to prepare them to repeat presentation of this course material in the future. In addition, the proposed scope of work provides for the instructor/course developer to remain available as needed to provide professional guidance to the trained trainers. The program also includes a follow-up visit as well as availability via e-mail to support and encourage the newly trained technical English instructors. Continued involvement by the designer of the course will reinforce the quality of teaching and also provide continued professional input to assure the secondary instruction remains consistent and comparable in quality to the initial presentation.

The "train the trainers" component provides the opportunity for Afghans to develop the capacity to teach such courses and thereby conduct continuing technical English training in the Ministry. Enabling a cadre of Afghan language teachers to teach the technical geo-

science English course also enables them to present other English technical courses, with either more focused geoscience vocabularies or as modified technical courses for legal, environmental, health, agriculture, etc., sciences. The method and course design parameters established here can be applied to developing and teaching technical English in many other specialized fields.

Additional Programmatic Activities to Support Sustained Language Learning:
In Product 2 and in this training plan, several strategies for sustaining the technical English training were recommended:

1. *Establish a language lab at MMI to support and maintain training currency.* There should be the option to create satellite facilities in other Ministries and Agencies in Kabul and in provincial offices, if appropriate.

2. *Develop a technical English CD to support technical English training.* The CD would reinforce what has been taught in the classroom sessions, and would be conveniently available for training review in the proposed language lab.

3. *Provide certification.* Providing incentives for trainees to maintain their technical language abilities and encouraging them to continue building upon the networking and communication skills learned in the classroom is one of the priorities that must be instilled into the students and incorporated into the training routine. The assessment team proposes that documenting a trainee's performance at various stages of training would substantially enhance their experience and motivate them to continue maintaining their competency. A series of certificates recognizing increasing levels of accomplishment, have been found to be effective incentives in the past and will be used for this training as well.

4. *Establish and English language movie discussion club.* The club would meet on a weekly basis to view an English language movie and then discuss the movie in English. This routine could evolve into a social occasion that facilitates other types of professional interactions in the office and could potentially evolve into an inter-agency networking opportunity for all Afghan geo and environmental science professionals.

5. *Establish an English language book club* as a means to encourage further conversation, communication, and networking among MMI professionals. It is recognized that an entirely new writing system must be learned and is beyond the scope of the currently proposed training, but the organization of such an activity is a logical extension of the proposed opportunities to practice language learning.

Proposal Notes

The training proposal prepared by Dr. Thomas Nowalk is presented in Appendix A. Futures Group believes this proposal best meets the needs of the Afghan counterparts to learn effective basic technical English communication skills.

APPENDIX A

PROPOSAL FOR SUPPORTING TECHNOLOGY TRANSFER
WITH GEOSCIENCE TECHNICAL ENGLISH

Submitted November 2005

To the United States Geological Survey

Prepared By

Thomas Nowalk, Ph.D.

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GLOSSARY OF TERMS USED

1. Aims- often called terminal goals or outcomes; aims are broad objectives that specify what learners will be able to do or perform at the end of a course of instruction.

2. Best Practices- a term referring to the current understanding- theoretical and applied- of language learning and teaching. Refers to teaching methods and techniques grounded in that understanding, usually through research in the field of language teaching.

3. Courseware- any materials or equipment designed to support instruction.

4. Enabling Objectives- series of objectives that lead toward the final aims listed.

5. Formative Evaluation- determines how effective a teaching program is working while in session.

6. Instructional Design- scientific process for establishing instructional goals, materials, and methods for a specified training need(s).

7. Media- any means of recording and presenting speech: audiotapes and CD's; or written text, such as with readings and notes.

8. Multimedia- any application of technology for supporting instructional goals.

9. Oral English- the use of English for spoken communication, including these speech features: pronunciation, sentences, and vocabulary usage.

10. Pilot Course- first training session of a new instructional course; the pilot serves as a test run for future sessions of the course.

11. Proficiency- ability to use speech for communication; proficiency is described according to levels of ability, ranging from low to mid to high.

12. Summative Evaluation- determines how effective a teaching is working after completion of the program.

13. Trainers- the Afghan instructors who will train the geoscientists after the first session.

14. Vocabulary- single word or multiword expressions conveying meaning.

EXECUTIVE SUMMARY

Afghans empowered to take charge of technology transfer ranks as the ultimate goal of this project. This proposal aims to contribute to that transfer with a course in geoscience English, including the development of classroom training combined with instructional support systems that will ensure the impact of the training. The specific goal of the training is to prepare Afghan geoscientists for technical training with the United States Geological Survey (USGS), as part of the program under development by the Futures Group: Afghan Training Program. This document outlines the specifications of the project, with a description of its goals and development steps. The focus falls on teaching 350 technical, geoscience words to the Afghan scientists in a three-week period. The words are critical for comprehension of terminology to be used in classroom and field exercises with USGS trainers. This proposal's author will serve as instructor for the first session, but in close conjunction with Afghan staff members to be selected as future instructors for the course. The first instructional support system, then, will include a parallel train-the-trainers course that will occur the same time as the initial session. A second system will offer additional support through a media lab, which will offer recorded speech samples of the geoscience words. Course participants will be provided audiotapes and three-ring binders as the material for the course; the binders will include classroom tasks and exercises in vocabulary building while the course stays in session. However, additional tasks and exercises will be added for activities to be completed with USGS specialists well after the actual classroom training is completed. Toward successful handover of the course, the binder will include follow up activities with USGS and Afghan trainers- and the media lab. To ensure an instructional impact well after the three-week session, this proposal advocates two certificates for successful participants: a certificate of completion awarded upon the close of the three-week classroom session and a certificate of demonstration awarded three months after the closing. All project components aspire to Afghan ownership, and may be replicated with other technical vocabulary such as medicine or agriculture. How the project will work its way toward ownership is outlined next.

INTRODUCTION

This document proposes a course in geoscience technical English (GTE) to meet the communication needs identified by Afghan ministers and officials, and the United States Geological Survey (USGS). Both groups have identified an immediate need for Afghan geoscientists to learn the technical vocabulary needed for technology transfer. But to learn the oral use of the vocabulary: show comprehension of words heard through reaction to a visual or by performing a simple task. Successful Afghan participation in that technology transfer will depend on effective communication between USGS staff and their Afghan counterparts.

The project aims to develop ownership of the course and its contents for the Afghans as quickly as possible, through starting the course with a combined GTE and train-the-trainers program. The author recognizes the urgency for beginning the course soon, as other courses in the geoscience training will depend on the acquisition of the GTE contents. How the course will be set up is the topic of the following sections.

PROBLEM STATEMENT

In previously conducted assessments, the Futures Group identified needs for English training from meetings and interviews with officials and ranking ministers in the Afghan government. Those officers prioritized training in technical English to facilitate communication with USGS specialists. The ministers also pointed to the need for a language lab and multimedia materials, where Afghan staff could pursue their English study independently. USGS specialists recognized the same needs, along with IT training, as crucial for success of the Futures Group program.

Given the need to facilitate technology transfer as soon as possible, through the program now under development by the Futures Group, the urgency to start technical English training cannot be understated. With geoscience training courses set to begin mid or late spring, 2006, at least some Afghan staff members should have training prior to that time. Considering the added time required to develop full literacy skills in English, the plan focuses on technical English for oral skills, primarily vocabulary, with possible literary skills in English added later. Afghan officers emphasized that a complete program with reading and writing was not possible at the moment, given the urgency of starting the Afghan Training Program with the Futures Group.

The problem reported here is that of training oral use of terminology for geoscience English. The course will need to be developed in such a way that the entire course and courseware can be handed over to Afghan officials after launching the first session, though support and evaluation will be required long after the initial period of instruction. Key to this successful handover will be an accompanying train-the-trainers course to prepare qualified Afghan instructors for continued instruction. Setting up a language lab will provide multimedia instruction to accommodate the course long after handover.

PROJECT SPECIFICATIONS

Below lists project specifications for the GTE course. The project includes three components: the GTE course, the train-the-trainers course, and the media lab. Project specifications for each of those components are listed below.

Goal Statements

As stated previously, the ultimate goal here is to empower the Afghan trainers to take ownership of the course after the first session. The author would remain in contact with the trainers after that, and provide instructional support well after the handover. Besides this author's continued involvement after the handover, the USGS scientists and Afghan government officers will all play supporting roles in ensuring that post-handover objectives met. Presentation of goal statements here, then, are divided into two sections: pre and post-handover.

Pre-Handover Goals

Prior to handover, development of the course would involve attention to three broad objectives or outcomes:

- To launch a pilot course in geoscience English (GTE)
- To train the future trainers of the GTE
- To set up an instructional media lab that would support the course

Each of the above aims breaks down into a series of enabling objectives. By enabling objectives is meant a series of smaller tasks that act as steps toward the larger goal. Different wording is applied here to help distinguish aims as broad and objectives as smaller, enabling steps.

Aim One: To launch a pilot course in geoscience English

Objective (1-1): conduct the instructional design for an oral English course in geoscience English

Objective (1-2): develop materials for the course

Objective (1-3): launch the pilot course

Objective (1-4): conduct formative and summative evaluations for the course

Table 1: Launching the pilot course in GTE

No.	Objective	Actions	Deliverables	Benchmarks
1-1	Conduct instructional design for the course	Review needs assessment documents done by the Future's Group Interview USGS scientists Determine means for sorting the 350 geoscience words Depending on the sorting sequences, align instructional goals with the words Align instructional materials and activities for the words Determine appropriate assessment tools	Submit Instructional Design Plan	Plan includes instructional goals that are • Relevant • Feasible • Transparent Words selected are • Exemplary of geoscience • Relevant to further training expected Plan includes tools and activities that are • Reflective of best practices in English language training • Afghan-friendly or centered on Afghan learning styles
1-2	Develop materials for the course	Consult with other English language training experts Align visuals and props for words	Three-Ring Binder Audio tapes	Materials are • Inclusive of goals & content • Of easy use • Coherent

1-3	Launch the pilot course	Proposal author travels to Afghanistan for a three-week stay Author teaches course Author coordinates classroom activities and assessment with Afghan trainers	Report on results from launching the pilot	By the end of the course, participants will be able to • Comprehend 80% of words taught when shown the written form • Comprehend 80% of words taught within a sample of speech Average attendance exceeds 85% of the scheduled time
1-4	Conduct evaluations of the pilot	Author conducts in-progress evaluations during instruction Author records learner reactions to the training Author conducts post-instruction evaluation of the pilot	The deliverable to be included in the same report as for 1-3	Report includes information on the pilot that • Includes multiple sources of information • Demonstrates rigorous analysis of information • Establishes valid conclusions

Of note with this first aim are some options to be considered. The options listed below are meant for providing alternatives to the points noted above, toward reducing time and costs.

First Option: Instructional Design Plan (Objective 1-1)

Depending on time and resources, the instructional design plan can be trimmed down to include needs assessments and materials already provided by the Futures

Group, or it can include a more detailed study of the learners and learning situation.

Choice 1: Construct a plan with what has already been accomplished with the Future's Group, and proceed with construction of goals and materials. This choice would rely on assumptions of Afghan learners, which runs the risk of not having the binder and instruction being as Afghan-friendly in delivery; still, it would be a faster option for development.

Choice 2: Conduct an in-depth analysis of Afghan learners and the learning situation, which would include some data collecting in Afghanistan. This would help customize the design to an Afghan situation, but it would take more time and money to get the information.

Second Option: Develop materials for the course (Objective 1-2)

Choice 1: Develop audiotapes to accompany the word presentation in the binders. These tapes could require a studio, or be developed in an office with nonprofessionally trained voices. The tapes could require as much time as a CD, but may be more feasible in terms of technology available for use in Afghanistan (i.e. cassette players).

Choice 2: This is the high tech choice: develop multimedia CD's for use with computers in the media lab, providing sound and possible visual support for lessons in the binders. This multimedia support could be very effective help with vocabulary learning, yet would require much more in time and costs than the tapes. Further, the design plan would have to be more extensive to accommodate the multimedia component. Media lab technology would also be potentially more expensive.

Aim Two: To train the future trainers of that course

Objective (2-1): assess the English proficiency of the trainers

Objective (2-2): as needs require, provide oral English training for the trainers

Objective (2-3): demonstrate best practices in English language training for the trainers

Objective (2-4): collaborate with the trainers in conducting Objective 1-4

See the chart on the next page for an outline toward meeting the Aim Two Objectives.

No.	Objective	Actions	Deliverables	Benchmarks
2-1, 2-2	Assess the English proficiency of the trainers Provide English language training for the trainers	Determine an appropriate assessment instrument for 1) an interview to evaluate spoken proficiency 2) a paper-pencil test of English grammar Conduct the tests with the selected trainers Based on the test results, determine oral English needs of the trainers Establish a plan for meeting those needs	Submit a report on the assessment results	Test results that are • Reliable • Valid The test should reflect best practices in language proficiency testing The needs should be relevant to those skills needed for performing future instruction of the GTE
2-3	Demonstrate best practices in English language training for the trainers	Prepare syllabi and lessons for applying best practices in 1) vocabulary training 2) oral English training Modify the Three-Ring Binder to include 1) participant material with 2) notes for applying that material in class Conduct the training in parallel with the GTE course	A modified binder that includes instructor notes	Best practices include classroom planning, evaluation, and instruction that reflects best practices in the field of language training Instructors demonstrate 80% of teaching techniques practiced

No.	Objective	Actions	Deliverables	Benchmarks
2-4	Collaborate with the trainers in conducting Objective 1-4 (Conduct in-progress and end-of-course evaluations for the course)	Share Instructional Design Plan with the Trainers Identify evaluation objectives and data gathering tools to be used Identify trainer roles in the evaluations Conduct the evaluations with the trainers	Submit as part of the deliverable with Objective 1-3	Trainers demonstrate comprehension of evaluation plans procedures Trainers demonstrate comprehension of evaluation standards Trainers and the author apply those standards: • Clearly defined evaluation objectives • Multiple sources of data • Clearly performed evaluation procedures

No options are listed here for Aim Two, as most the tasks for this aim involve conducting the training itself. As noted, training the trainers would occur at the same time as with the first session of the vocabulary course.

Aim Three: To set up an instructional media lab that would support the course

Objective (3-1): assess what facilities are currently available to house the lab

Objective (3-2): determine from the instructional design plan (Objective 1-1) what resources are needed for launching the pilot

Objective (3-3): identify costs and materials for the lab according to current best practices in English language training

Objective (3-4): coordinate with the Future's Group on setting up the lab

Objective (3-5): conduct formative and summative evaluation of the lab's use (as part of Objective 1-4)

No.	Objective	Actions	Deliverables	Benchmarks
3-1, 3-2, 3-3	Assess what facilities are currently available to house the lab Determine what resources are needed Identify costs and materials	Identify needs for the lab from the Instructional Design Plan Determine facilities and resources already available Draft recommendations for facilities with costs and materials	Submit an analysis report for stakeholder review	Facilities meet requirements for • Space • Equipment installation • Usability • Application of course materials Lab choices reflect the needs set out in the Instructional Design Plan
3-4	Coordinate with Future's Group on Set Up	Submit deliverable to Futures Group Outline timeline with the Futures Group Act on timeline	Timeline for Set Up	Timeline is • Feasible • Prior to first session • Within Futures Group program parameters
3-5	Conduct Evaluations of Lab		Include in report with Objective 1-3	Same as Objective 1-3 criteria

Aim Three does not include options listed here, as those options will be listed for review in the deliverable to be sent.

Post-Handover Goals

Toward promoting the empowerment process crucial to this proposal, the post-handover goals outline the project tasks after the first session. Following that session, the Afghan trainers will take charge of the instruction with continued support from the author. Further, program revisions may be called for, depending on evaluation results. Continued support will involve three broad objectives or outcomes:

- Aim One: provide professional support to the Afghan trainers
- Aim Two: evaluate the GTE at one, three and six months after handover
- Aim Three: Upgrade the media lab as resources and training needs require

These goals may be changed in the future according to instructional results and unidentified needs that may appear through conducting the instruction. With this uncertainty, only the small objectives are listed below. No tables are included for the post-handover goals.

Aim One: To provide professional support to the Afghan trainers

Professional support would mean staying in contact with the trainers through e-mail and through the USGS staff members. The author would send out periodic surveys or questionnaires to determine how effectively needs are met. Returning USGS scientists could also serve as sources of information on training effectiveness. The author would collaborate with the trainers to provide professional guidelines for aiding the classroom instruction.

Aim Two: To evaluate the GTE at one, three and six months after the first session

The author would collaborate with the trainers in performing evaluation of the program. The trainers would share data collected with the author, toward establishing the effectiveness of the program at different times. The information to be analyzed would include test scores, materials use, and performance in the Afghan Training Program set up under the Futures Group. The author would collaborate with the Futures Group, the USGS trainers, and Afghan government officers in determining the GTE's impact on Afghan geoscientists training classroom and field performance.

Aim Three: To upgrade the media lab as resources and training needs require

With the data collected from the evaluations, the author would work with the Futures Group and Afghan government officers to maker recommendations on upgrading the media lab facilities and equipment.

CONCLUSION

Empowering the Afghan trainers to take ownership of the GTE, and provide future training sessions, will be key to this project's success. The impact of the program will be felt in the Afghan Training Program under development of the Futures Group; it will also be critical for the technology transfer to be provided by the USGS trainers. The Afghan trainers will benefit from their own participation in a technology transfer: from the language-training specialist who wrote this proposal to the Afghan trainers who will gain ownership over their training program. The success of this handover process may be replicated, too, with other Afghan government ministries, as the course may be done with other technical vocabulary.

APPENDIX B

Curriculum Vitae: Dr. Thomas Nowalk

PROFILE

- Extensive instructional design experience with traditional classroom and e-learning programs, including design work, content development, and materials creation.
- Administrative responsibilities with university and corporate language training programs.
- Over twenty years of classroom experience in three countries, in university programs, adult education programs, and in high schools.
- A doctorate in education with specialties in curriculum development, teaching English to speakers of other languages (TESOL), and foreign language education.
- Experience in conducting action research projects.

PROJECTS

2002-2003 Senior Instructional Designer for the Northrop Grumman Corporation, contracted by the US Department of Education to conduct instructional design and develop language content for the *E-Language Learning System.* The system is a joint US-China project to develop web-based foreign language instruction, for Chinese learners of English and American learners of Mandarin Chinese. Besides assisting with the design, developed content for three levels of English language proficiency.

1993-1998 Designed and developed adult education ESL (English as a second language) courses for the Montgomery County Public Schools, Christiansburg, Virginia. Conducted instructional design and materials development for delivering courses to beginner and advanced learners.

April 1995 Created teacher lesson plans and activities for *Gessler Bundles*, for high school French, German, and Spanish foreign language students. Accepted by Gessler Publishing, Roanoke, Virginia, April, 1995.

ADMINISTRATIVE

2004-present International Communication Director, Virginia International University, Fairfax, Virginia

- Direct an ESL program averaging fifty students per academic semester.
- Established language competency standards for the five proficiency levels of the ESL program.

- Coordinate schedules, instructors, and materials for a program enrolling over thirty nationalities.

- Increase teacher retention in the program.
- Assist with the program's overseas and local marketing efforts.
- Established partnerships with organizations sharing similar missions and businesses, resulting so far in two signed Memoranda of Understanding.
- Represent the school to local business, government, minority organizations, and professional associations.

1989-1991 English Language Program Assistant Manager/Manager, Shanghai Portman Hotel, Shanghai, China

- Developed an English language program for over 1,000 staff at a hotel/commercial complex in Shanghai, China.
- Trained fifteen teachers for implementing instruction in the program.
- Conducted needs assessments for establishing courses and materials in the program.
- Developed courses for special program needs, such as English for Security Personnel and English for Hotel Engineering staff.
- Coordinated courses, materials, and instructors for the program.
- Developed materials and instructor aids for the program.

TEACHING

2000—2002 ESL Teacher**,** Park View High School, Loudoun County Schools, VA

- "Patriot Achievement Toward Success Teacher Award," Park View High School, 2002. Nominated by students for impact on their learning.

1993—1999 Adult Education Instructor, ESL, Montgomery County Schools, VA

- "Virginia Adult Education Excellence in Teaching Award," Virginia, 1999. Nominated by program administrators for excellence in teaching.

1992—1993 Graduate Teaching Fellowship, Radford University, Radford, VA

- Prepared ESL students for academic coursework at American schools.
- Developed cognitive teaching methods to assist with reading skills.

1988—1988 English Instructor, The Tokyo Center for Language and Culture, Nagoya, Japan

- Taught English language courses for Japanese professionals.
- Served as team leader for team-taught classes.

1985-1988 English Instructor, The Institute of Posts and Telecommunications, The Institute of Law and Political Science, Beijing, China

- Taught English language courses to over 500 Chinese university students.
- Assisted Chinese teachers of English with lesson planning and professional development.
- Developed materials and resources for the English programs at the schools.

EDUCATION

Ph.D., Curriculum and Instruction, 1999	Virginia Polytechnic Institute and State University, Blacksburg, VA
M.S. Ed., Curriculum and Instruction, 1993	Radford University, Radford, VA
B.A., History, 1984	University of Dayton, Dayton, Ohio

RESEARCH EXPERIENCE

1998-2000 Researcher, VA Adult Education Research Network, Richmond, VA
Conducted practitioner research projects toward improving instruction for an adult ESL program.

AFFILIATIONS

Teachers of English to Speakers of other Languages (TESOL)
Washington Area Teachers of English to Speakers of other Languages (WATESOL)

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