

Case Study: ESP Trainer Training Materials in Russia: Distance Management of the Materials Writing Process

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Introduction

In 2002 the British Council in Russia, in partnership with the Ministry of Education of the Russian Federation, initiated a baseline study¹ to explore the state of things in the teaching of English for Specific Purposes (ESP) in Russian universities and colleges. This article describes the process of producing teacher training materials for a certificated teacher development course for ESP teachers (TDESP). The project was called the Russian Education Support Project on Specialist English (RESPONSE).

The RESPONSE project was a collaborative effort between the British Council, the Ministry of Education of the Russian Federation, and the Volga Foundation (Open Society Institute). The aim of the project was to raise standards of teaching and learning of ESP in tertiary level institutions in Russia.

Marjon International had already had experience of training ESP teachers to work with young Russian managers on university Business English courses throughout the Russian Federation. Through their consultancy and training role in the Russian President's Management Training Initiative (RPMTI), Marjon International consultants helped to facilitate the achievement of the major aims of the programme, namely 'to foster closer commercial ties between British and other nations' companies; and to provide support to middle and senior Russian managers who were committed to developing Russia's enterprise sector so that they could become "better professionals".²

The main goal of the RESPONSE project was to introduce a new approach to the in-service training and development of ESP teachers in Russia. This would require the development and introduction of a new model of INSET for ESP teachers in six administrative areas (okrugs) of Russia³.

The whole project relied on the financial and logistical support of the Ministry of Education, the British Council, the Volga Foundation, The United States Bureau of Educational and Cultural Affairs (BECA), and participating university administrations.

The Background

The level of Russian graduates' language proficiency in English is often inadequate for meeting the requirements of the professional world they enter. A typical course in English at a Russian university does not usually provide sufficient or adequate skills for those students pursuing either academic or other professional and business careers. Many students have to rely on private lessons to learn how to communicate effectively with overseas colleagues.

¹The British Council (2002) *Specialist English Teaching and Learning – The State of the Art in Russia: Baseline Study Report*. Moscow: The British Council/Publishing House "Petropolis"

² DFID/The British Council: Information Sheet - RPMTI

³represented by trainers from the following cities: Tomsk; Rostov-on-Don; Perm; Samara; Moscow; St Petersburg; Omsk; Irkutsk; Novosibirsk; Krasnoyarsk; Nizhni Novgorod

Under the auspices of the British Council Moscow, a baseline study was carried out by ESP teachers and teacher trainers in Russia. Over 90 language/philology departments in Siberia, Central and North-West Russia were covered, with nearly one thousand teachers contributing data, and over 350 classroom observation visits being made. The 5000 or so respondents who provided data included future project stakeholders (students, public and private sector employers, ESP teachers, graduates and heads of respective departments), which made this the most comprehensive overview ever of the state of ESP in Russia.

Figure 1



The plan was for the project evaluation instruments to be ready by the end of 2004 and for an impact study to be conducted in 2005, with the continuing support of the British Council and the cooperation of the participating universities.

Systemic Weaknesses

An analysis of the data pinpointed four major areas of concern, revolving around the courses, teachers, students and employers.

- University courses of English generally fail to provide students with the communication skills required for effective study or work. As well as offering little variety of classroom activity and few opportunities to use language meaningfully; the courses are mostly teacher-fronted Teachers are, in general, poorly supplied with modern ESP materials.
- Teachers of ESP tend to be predominantly guided by the grammar-translation method. They base their lessons on written texts, the most common activities

being: reading aloud, and translation and grammar drills. Much classroom work is done in Russian.

Little systematic classroom action research is done, and language teachers in the universities tend to be viewed as second-rate academics, practitioners rather than theorists.

- Students of ESP are convinced that English language competence will help them to become better professionals in their chosen subject. Because the average university English class is mostly teacher-dominated, there is little opportunity for students to be involved in planning the learning process. With few alternative learning experiences, students generally tend to feel comfortable with familiar, traditional modes of teaching.
- Employers of university graduates (i.e. many companies operating in Russia) emphasise the importance of English for career prospects. There is a shortage of young professional people with an appropriate level of knowledge of English. More than half of the employers consulted in the Baseline Study expressed “disappointment” with their graduate employees’ levels of English.

Possibilities for Change

The results of the Baseline Study provided evidence of the need for change in the teaching of tertiary-level ESP, and a justification for project development in the area.

The foregoing conclusions offered a compelling argument for a major focus of the new ESP Project to be on teacher training and materials development. The Baseline Study acknowledged that the lifetime of ESP materials is short, owing to the need to keep content up to date. But the project team felt that the provision of better materials alone would not have as broad an impact on in-service teacher training as would trainer training and the provision of good training materials. Poorly trained teachers will not know how to use good materials effectively. So the project management team aimed to get more competent and self-confident teachers trained in modern methods and approaches as quickly and efficiently as possible.

The collective decision of the team, then, was for the RESPONSE project to focus on in-service teacher training (INSET). But effective and sustainable change can be brought about only if the key stakeholders are involved in the process of development. The stakeholders in this case included the vice-rectors and heads of the English language and philology departments in the targeted universities.

An Alternative Model in Ukraine

Meanwhile, in Ukraine, a different approach was being taken, after a large-scale, nationwide baseline study⁴ had been carried out there too. Instead of an ESP trainer training and training materials-led project to remedy similar systemic problems which beset university ESP teaching and learning, Ukraine opted for a curriculum-led

⁴ Min of Ed & Sc of Ukraine/British Council Ukraine (2003) *English for Specific Purposes (ESP) in Ukraine: A Baseline Study*. Kyiv: Min Ed & Sc of Ukraine

approach. Its new National ESP Curriculum - also designed with the support of Marjon International consultants – involves a two-phase core module combined with specialist-subject modules. It:

- *is based on international standards of language proficiency⁵*
- *has clearly formulated objectives and outcomes*
- *focuses on thematic, situational and pragmatic content.*

The curriculum design phase was followed by the delivery of a certificated trainer training programme, also delivered by Marjon, which qualified participants to run training seminars based on the new curriculum for University teachers of English in all the main regions of Ukraine.

The Proposal

After consultations between the Marjon International Project consultant and the Russian Project Manager, a new Certificate in Teacher Development for Teaching ESP (Cert TDESP) was proposed: a 108-hour course, with 72 contact and 36 self-study hours. The course aims would be to:

- 1) help and encourage teachers to revisit and develop their own philosophy of teaching ESP, through awareness-raising activities, practice and reflective activities
- 2) involve teachers in reflecting on learning and teaching by exploring both theoretical and practical constructs
- 3) create opportunities for teachers to share, discuss, try out ideas, techniques, activities and materials
- 4) provide teachers with key strategies and skills for professional self-development
- 5) enable teachers to explore individually areas of personal interest in TESP
- 6) increase ESP teachers' professional confidence

The Management Team decided that the following major themes in the proposed training programme were of paramount importance if the course was to act as a force for change which would address the major faults in the system:

- the provision of training in modern methodology and approaches to teaching ESP
- instruction in ESP materials development, with special attention paid to the use of modern information technologies and the internet for this purpose

⁵ using the Common European Framework of Reference

- training in student needs analysis to inform teachers' practice, making it more learner-centred, and encouraging and enabling the revision and improvement of ESP courses
- focus on learner autonomy in order for the new methods and materials to work, as adjustments in role perceptions are necessary for both teachers and learners
- training in action research methods to enable ESP teachers to enhance their understanding of classrooms and to continue their professional development.

Implementation Plan

In 2002, an Implementation Plan (see summary **Fig 2** below) was drawn up by the Project Coordinator in conjunction with the English Language Adviser at the British Council Moscow. The plan was for teacher trainers to be prepared to run training courses and use the training materials in the designated regions: Siberia; the Urals; the Volga Region; and Central/North-West Region. Fifty ESP teacher trainers would be trained to run the first TDESP Course in those regions in 2003, with this number to be almost doubled by mid-2004, so that at least 300 university ESP teachers would have received training.

A core team of 16 course materials developers – all trainer trainers themselves - from the four regions was formed. These were complemented by the establishment of regional cadres of trainers to run the course. Selection for these cadres was based on the criteria of competence, experience, training background, and geographical representation of different regional centres. These teams needed to have the official support of their respective universities. Only then could the regional training teams be trained to use the course materials.

Meanwhile, in-service teacher training centres were to be formed in the major participating university cities: Samara, Tomsk, Krasnoyarsk, Omsk, Perm, Rostov-on-Don, Moscow and St Petersburg.

The Training

The first round of training within the project framework was a workshop held in Samara in early 2002. It involved the creation of a team of trainers/training materials writers; the development of a general model of training and a set of guiding principles; and the writing of a draft training syllabus by the new team (project coordinator, the UK consultants, Russian trainer-training materials developers).

The syllabus would act as the framework for the training materials. The plan was for the INSET course syllabus and materials to be developed by early 2003. The materials could then be piloted by the regional training teams. Their evaluation reports and feedback from the participants would lead to the first round of revision and improvement of the materials later on.

The trainers selected for the RESPONSE project team were very experienced, highly educated, creative and enthusiastic ESP practitioners from the regional universities represented in the Project..

The model adopted for the trainer training was worked out at two workshops in Moscow and Samara in 2002 between one of the two Marjon International consultants, the Russian Project Co-ordinator and the initial trainer training team. It was referred to as the 'APREL' model: Awareness-raising (reflection); Practice - (reflection); Revision - (reflection); Evaluation - (reflection); Learning

Training Course Design

The Cert TDESP training course is divided into three Parts. Part 1 comprises seven contact study modules (with accompanying self-study materials); Part 2 involves classroom observation visits; and Part 3 involves participant project work on either materials or syllabus design and development.

Part 1 contains the following modules and elements:

- *Module 1: Discovery of Core Principles*
This includes introducing professional diaries; qualities of ESP teacher; terminology; and an ESP mind-map.
- *Module 2: The Learner and Learning*
Major elements in this module are motivation and learning; and a study of different types of learners. There is a self-study element: learning strategies.
- *Module 3: The Ways We Teach*
This module focuses on teaching-learning methods and sections on classroom observation; learner-centeredness; and grammar issues.
- *Module 4: The ESP Syllabus*
After looking at different types of ESP courses and needs analysis, the European Framework of Reference criteria are considered; then participants look at a practical syllabus design framework
- *Module 5: The Potential of Materials*
Authentic and home-spun materials for teaching reading skills and text potential for learning lexis
- *Module 6: Classroom Practice*
This includes sessions on classroom management; giving effective instructions; and micro-teaching practice.
- *Module 7: Rediscovering Principles*
In this module, participants learn to set new goals, for both themselves and their classes; they consider the meaning of self-development; do some case-study and project work; consider the meaning and nature of action research; reflect on the course and discuss their course diaries

Course Content

The training materials comprise: notes for the trainers (FNs or Facilitators' Notes) which provide advice, suggestions and guidance on procedures to follow when facilitating the

different components (i.e. blocks) of the course; and worksheets and handouts for course participants, the teachers (PNs or Participants' Notes), which are copied and distributed during the course. The materials were designed to be both flexible and 'user-friendly', not to be a straitjacket. Trainees are encouraged to adapt the ideas and suggestions are given for use when preparing training sessions. It was anticipated that trainers who were using the materials for the first time would gain much professionally by using the procedures recommended, but in an open-minded and critical way.

One drawback of such an intensive course involving the two levels of training (observing ESP teacher trainers delivering micro-training sessions to ESP teacher trainees) is that there is very little time for considered reflection and discussion in plenary sessions, with so many participants needing to have experience of micro-training. There was time for an informal discussion of 'key issues', which was well received and brought a welcome change of pace and intensity to the seminar, allowing both trainer trainees and teacher trainees to relax and think.

It was also apparent that the training materials written beforehand, and piloted during the seminar - were on the right track: appropriate to meeting the training needs of ESP teachers in universities; interesting and stimulating; and lending themselves to adaptation, refinement and revision within the framework of the guidelines provided. However, there was still a need for much editing, rewriting and integration of new inputs into the materials.

Later, some of the materials writing team met in Moscow to analyse the initial feedback from the summer 2002 workshops in Samara and Tomsk. The general evaluation of the course was positive. Particularly high marks were given to the potential of the materials for generating discussion; the relevance of the tasks; and the adequacy of the support notes.

Piloting and Feedback⁶

In early 2003 the Baseline Study report was distributed to stakeholders. Meanwhile, the second round of training workshops in Tomsk and Samara was in progress, and In summer 2003 another round of workshops took place. The facilitators were members of the 'core team' of materials writers and trainers, from Omsk, Perm, St Petersburg (the co-ordinator), and Novosibirsk. The aims of these workshops were for the trainer participants to:

- *become familiar with the new training model and approach*
- *become familiar with the new ESP materials*
- *trial some of the new materials through micro-training and presentation activities with ESP teachers from local universities*
- *form regional teams of trainers and start the team-building process*
- *collect feedback from trainees on the workshop and course materials*

⁶ see 'What is it like to Be a PP?' in *ESP World Vol 1 (4)*: (<http://www.esp-world.info/issues.htm>)

- *improve the materials based on the experiences of training (by trainers) and micro-teaching (by trainees)*
- *make a small ESP methodology and materials borrowing library of books and articles available for self-study during the workshop*

In mid-2003, preparation of materials for the second round continued and in June the core writing/training team met and the training syllabus and course materials were finalised though not completely written. (One of the training blocks was deemed to be both unsatisfactory and incomplete and would be finished in the final round of revision and editing in January 2004).

Meanwhile, interim project results were presented at the National Association of Teachers of English (NATE) Conference in Kursk in early June, 2003. The Marjon International consultant then worked with the Project Co-ordinator and core team of trainers to review the content and sequencing of the training materials in Moscow, in the light of the trainers' experience and impressions gained by working with them on the pilot training courses. Each block of the training materials was then reviewed and revised; and plans were made for regional teams of trainers to conduct the complete Teacher Development Course in ESP course (TDESP) in six cities: Novosibirsk, Nizhniy Novgorod, Krasnoyarsk, Samara and Rostov-on-Don and Tomsk.

Two more 5-day trainer training workshops were held in St Petersburg and Perm in August 2003. The results of the materials development activities were discussed at the tutor's meeting after the workshop. It was agreed that most of the activities that deal with materials development were too general and did not prepare participants for practical work with specialist texts. Some of the trainees understood that the objective of the materials development practice was to prepare a lesson with texts provided, whereas lesson planning tasks for developing skills and skills integration activities are issues dealt with in a later Block. As a result, some trainees presented lesson plans rather than materials for a specific group of learners.

Feedback from the Tomsk teacher trainees, via a questionnaire, is summarised below:

Q1. *How much do you think the materials will suit your local university context, your students' specialisms, etc.*

A1. *The materials were too complicated/made us reflect and develop our teaching skills/put the learner at the centre of the learning experience/are of great value to me as a teacher/I am going to share the Ms with my colleagues who teach students of different specialisms/I hope that the course will coincide with the educational policy of my university in preparing good specialists*

Q2. *Does the APREL model seem adequate to you? Do you think the way the model is conceived require some additional explanation?*

A2. *Yes, the model is adequate but we suggest changes to it: awareness – practice – revision – learning – evaluation/The model needs more explanation with more examples and outputs/As it is my first training seminar, I need more explanation of the model/The model helps me to have a fresh look at my previous experience as a teacher/The model becomes clear by the end of the course but not in the beginning*

Q3. What was the least/most challenging area or activity for you during the seminar?

A1. Micro-training was the most challenging activity – especially being a trainer/facilitator, group member, planning all stages of the activity/Everything was challenging and interesting, especially micro-training. It gave me different ideas I want to put in practice. Other activities were also useful: lesson planning skills development, etc. because they can improve our teaching/Most challenging – discussing syllabus design

About 90% of the participants rated the tutors' performance and organisation of the workshop as excellent. They mentioned the tutors' competence, flexibility, their desire to share their experience, and their knowledge and creativity.

Interim Evaluation and Further Piloting

The Marjon International consultant passed on the above trainee feedback to the trainers via his workshop consultancy report as food for thought when revising the materials in the next seminar.

According to the workshop evaluation forms, the most important and valuable experiences of the participants were listed as

- *learner-centred training*
- *a reflective approach to teaching/learning*
- *the importance of teamwork*
- *looking at/analysing the whole process of teaching and learning from different perspectives*
- *eclecticism in classroom teaching methodology*

The workshop demonstrated that some materials lacked coherence and did not quite fit the overall logic and model of the Course. The tutors agreed that they should focus more narrowly on text exploitation techniques during materials development. Another suggestion was that there should be no micro-teaching at this early stage, only the presentation of materials by the participants.

Obtaining the expert approval of the new training course syllabus and materials by the National Research and Methodology Board of the Ministry of Education in Moscow and the British Council was also crucial. Only when this had been obtained could the new training syllabus be officially published.

Training Problems and Lessons Learned

One problem which arose during the training was the language ability of some of the RESPONSE trainee trainers. It was decided that those adjudged to be weak in oral language skills should take the Cambridge Certificate in Advanced English Examination (CAE) in December 2003 as proof of proficiency; otherwise the TDES Cert Course might lose credibility. Anyone who failed would not be allowed to be a RESPONSE Cert TDES trainer.

Another problem had been the large drop-out rate of trainers in two of the major cities. They left either for unexplained personal reasons or because of an unwillingness to submit themselves to the CAE examination.

By the end of 2003, monitoring of the training courses was in progress, and much of the trainer training in the new materials was completed. Trainers had piloted and given feedback on much of the new training material which they had used with trainees in the regional workshops. Trainers had produced reports on the piloting of the materials in their training workshops, and promotion of the project was in progress.

The Project Co-ordinator reviewed the materials in Blocks 1-3, changing detail according to feedback in the recent workshops, and standardising the format. In October the materials were then sent to the Marjon International consultant for final editing, while the last two blocks were prepared. Writer/Trainers were still working on these, ready for the January final editing and concurrent 2nd-phase training workshop in Moscow. The Marjon International consultant would attend both of these..

Four rounds of workshops had been conducted. Approximately 70 teacher trainers in Siberia, the Urals, the Volga region, and Central and North-West regions had obtained certification. Between September 2003 and May 2004, approximately 350 teachers in 14 cities were receiving training on the TDESP course. By this time it was hoped that ESP teacher training centres would have been established in eight leading universities in six Federal areas.

In 2004 project participants' reports and suggestions for improvement were collected and analysed and further workshops for teacher trainers were conducted in the North-West, Perm and Central regions.

Project Management and Co-ordination

The management of the Russian RESPONSE Project was undertaken by the British Council Moscow, with an ESP-experienced Project Co-ordinator appointed from the Department of Sociology at the University of St Petersburg. Two Marjon International consultants worked with the Project Co-ordinator - both from a distance in the UK and in workshops in Russia - and also with the team of Russian ESP trainer trainers/training course materials writers to produce, trial, edit, pilot and revise the training materials before publication. Some of the Russian teachers selected as trainers were 'known' from the Marjon International experience on the Russian President's Management Training Initiative (RPMTI) programme, and the best ones nominated as trainers if they were working in the designated RESPONSE development regions.

From the outset, the Project Co-ordinator in St Petersburg worked closely with the Marjon International consultants in Plymouth – via email and during the workshops in Russia when the two consultants were present – to discuss the way forward, answer questions from trainers, revise activities that were not working as expected, revise the sequence of activities and content of the modules and agree on the procedures and content of the forthcoming workshops.

According to the preliminary feedback from the piloting, among the most popular elements of the course were: the Introductory Block activities; most of the activities of

Block 2 - especially those on syllabus design; the parts of Block 3 which dealt with teacher roles, lesson planning, and giving instructions; and activities from Block 4 on classroom observation, giving feedback, and self-development.

In February 2004 the Marjon International consultant worked with the core trainers/course writers and Project Coordinator in Russia to complete all of the modules (the course syllabus and materials) ready for publication in the Spring of 2004, when the training of up to 300 ESP teachers was underway.

Conclusion

By this time university training centres had been established, in conjunction with British Council Centres in those regions, so that local INSET workshops leading to the Certificate in TDESP could be conducted for local university ESP teachers. The British Council Moscow hoped that six to eight Centres of Excellence could be established in BC-represented areas of the Russian Federation, with strong local university partnerships. Alexander Mishin from the University of Voronezh, who had participated in the RPMTI Programme, was appointed by the BC Moscow. One of his roles was that of tertiary specialist and he took on the task of liaising with the Ministry of Education at the tertiary level.

Upon successful completion of the TDESP course, the teachers were to receive a standard certificate in TDESP approved by the Ministry of Education. Two major questions to be decided were: who would validate the course and what would the assessment procedures be?

Another issue, unresolved at the time of writing, was that of the copyright of the RESPONSE materials. No contracts had been signed with any publisher and the authors were concerned that after so much work, they still had no author-publisher agreement and no idea about the expected level of royalties.

The future role of the trainer trainers after the two cohorts of newly-trained trainers were in place was a further issue that needed to be satisfactorily resolved. Those concerned were worried about a self-sustaining training momentum and networking process being quickly dissipated after the initial energy and enthusiasm of materials and training piloting.

The final stage of the project involved presentation to the media (The Marjon International consultant had already participated in radio and TV interviews in Tomsk to publicise the project in 2002), and via professional events: trainers and trainees were encouraged to contribute articles to professional journals and websites⁷, make conference presentations and conduct workshops related to the TDESP course.

⁷ for article on Tomsk workshop see: Current Trends in ESP Teaching in Russia (a View from Tomsk Polytechnic University) in ESP World Volume 3(<http://www.esp-world.info/issues.htm>)

⁸ *ESP World Issue 1 Volume 1 (2002)*

⁹ *ESP World Issue 3 Volume1 (2002)*

The Baseline Study will serve as a basis for an impact study to show evidence of change when the project has been completed.

Footnote: Continuing Professional Development

One of the stated aims of the project was CPD, and trainee tutors were encouraged to write articles on their ESP experiences in Russia. By 2004 four articles had been published by team members in the web-based journal *ESP World*.

Olga Almabekova, from Krasnoyarsk State Technical University Institute of Management and Business Technologies, wrote an article on 'Teaching Thinking through ESP'⁸. Inna Cheremissina, and Tamara Petrashova from Tomsk Polytechnic University wrote 'Current Trends in ESP Teaching in Russia'⁹. Dr Olga Obdalova, Head of the International Relations Department at the Foreign Languages Faculty at Tomsk State University, and Elena Osipova a senior teacher from Tomsk University Control Systems and Radio-electronics Department wrote 'What is it like to be a PP?'¹⁰ - a reflection on the 10-day Cert TESP training course they attended.



Dr Olga Obdalova (left) and Elena Osipova (right), Cert TDESP participants from Tomsk State University



Lyudmila Kuznetsova, Project Coordinator from Saint-Petersburg State University, also wrote an article on 'Projects Developing ESP Students' Writing Skills'.

Figure 2 RESPONSE Project Framework: September 2000 – March 2004

<i>Narrative summary</i>	<i>Objectively verifiable indicators</i>	<i>Means of verification</i>	<i>Assumptions</i>
<p>GOAL</p> <p>To introduce new approach to in-service training & development of ESP teachers in Russia</p>	<p>By June 2003 expert approval of training course syllabus & materials provided by Research and Methodology Board & BC</p> <p>By April 2004 90 ESP teacher trainers prepared to use materials of training course & run it</p>	<p>Official approval of training course syllabus</p> <p>Project completion report</p>	<p>Financial and logistical support of the Ministry of Education, British Council, university administrations.</p>
<p>PURPOSE</p> <p>To develop and introduce new model of in-service training/development for ESP teachers in 6 administrative areas (okrugs) of Russia</p>	<p>By February 2002 course model developed</p> <p>By January 2003 course materials developed & piloted</p> <p>By April 2004 at least 300 university teachers of English trained</p>	<p>INSET course syllabus approved by experts of the Ministry of Education and published</p> <p>Baseline Study: Observation reports of the project team</p>	<p>Support of the university administrations maintained</p>
<p>ACTIVITIES</p> <p>Sept –Oct, 2000 BASELINE STUDY team formed & trained</p> <p>Sept–Nov 2000 Survey instruments developed & tested</p> <p>By March 2001 Survey of ESP teaching in non-linguistic universities conducted</p> <p>Selection of candidates for Project team</p> <p>Feb & June 2002 Core team of trainers formed & trained at workshops</p> <p>Aug 2002 & June 2004 Regional teams of teacher trainers for Siberia and Volga region formed & trained</p> <p>2003 Regional teams of teacher trainers for Central/North-West regions & Urals formed & trained</p> <p>June 2002 Developing main body of course materials, workshop</p> <p>Piloting of materials by teacher trainers</p> <p>Feb & June, 2002 First round of workshops for core trainer team: 10-day seminars</p> <p>Second round of workshops for piloting & revision of materials</p> <p>August 2002 workshops in Tomsk & Samara with teams of teacher trainers</p> <p>Workshops conducted with groups of ESP teachers in Siberia & the Volga region by teacher trainers</p> <p>January 2003 meeting of core team</p> <p>June & Aug 2003 Third round of workshops held in for teacher trainers</p> <p>Fourth round of workshops conducted for ESP teachers</p> <p>Workshop quality control</p>	<p>By mid-October team of 10 operational</p> <p>November 2000 weBaseline Studyite for collecting data prepared</p> <p>By March Questionnaires filled, submitted & processed on computer</p> <p>April /May, 2001 most of data described with help of Lancaster University consultants</p> <p>Dec 2000/Jan 2001 workshops for Project team candidates conducted</p> <p>By March 2002 team of 16 operational.</p> <p>By June 2003 regional teams of trainers for Siberia and Volga region operational</p> <p>By Feb 2004 regional teams of trainers for the Urals, Central & North-West regions operational</p> <p>Feb 2002 model and templates of materials adopted by team at workshop</p> <p>Training materials available for</p> <p>August 2002 workshops with teacher trainers</p> <p>Core team of trainer trainers obtain certification (16 people)</p> <p>First draft of training course materials developed</p> <p>August 2002 Two workshops in Samara and Tomsk</p> <p>Materials trialled & distributed among teacher trainers for piloting</p> <p>Suggestions for materials improvement made by participants & trainers</p> <p>Syllabus and materials revised & final version produced</p> <p>– Approx. 70 teacher trainers in Siberia, the Urals and Volga region, Central and North-West regions obtain certification</p> <p>Sept 2003 - May 2004 ESP teachers in 14 cities get training on TDESP course (approx. 350 people)</p> <p>Observation reports of the project team</p> <p>On workshops</p>	<p>Baseline Study Report published in English and in Russian</p> <p>List of candidates for project team made</p> <p>Reports from training providers & feedback from team members.</p> <p>Reports from training providers, participants' feedback.</p> <p>Report from British consultants</p> <p>Syllabus approved by Research and Methodology Board of Min of Ed</p> <p>Feedback collected by teacher trainers</p> <p>Project documentation</p> <p>Observation reports of the project team</p>	<p>Commitment of baseline team</p> <p>Cooperation of universities being surveyed</p> <p>Support of Ministry and BC</p> <p>Cooperation with College of St. Mark and St. John (Marjon) to provide training</p> <p>BC support</p> <p>Volga Foundation (OSI) support</p> <p>Team members' commitment</p> <p>Grant from BECA (Bureau of Educational and Cultural Affaires, USA)</p> <p>Volga Foundation (OSI) support maintained</p> <p>Commitment of teacher trainers and institutions given</p> <p>Min of Ed support</p> <p>Support of BC, Volga Foundation, university administrations, Min of Ed</p>

Opening of ESP Teacher Training Centres	By April 2004 ESP teacher training centers established at 8 leading universities in 6 Federal areas	Reports from respective universities	Support of university administrations Commitment of trainers
Conference presentations Publications in mass media & professional journals	Approx. 400 involved in training workshops Team members and participants prepare presentations & articles on Project results	Communication established via web-based ESP World Journal Reports of team members	University administration support given
Evaluation of Project Developing internal evaluation criteria. Impact Study Evaluation by external expert	By end of 2004 Instruments for project evaluation available 2005 Impact study conducted in	Report on Impact Study	BC support maintained Cooperation of Russian universities
OUTPUTS RESPONSE Innovation Team Core team of course materials developers formed Regional teams of trainers prepared to run course	Project team members selected; selection based on criteria of competence, experience, training background, representation of different regional centres Regional teams of trainers trained with course materials	Report of project consultants from Marjons, Plymouth	Commitment of the team members Support of the teams by their respective universities
Trainer training workshops held in Aug 2002 & June 2003 Teacher training workshops conducted Sept-Dec 2002	By June 2002 core team members receive training and Project team established Regional trainer teams formed & trained with new materials Materials piloted & improved	Reports on workshops Feedback from participants Materials evaluation sheets and reports prepared by trainers	Assistance and support of Volga Foundation & local British Council offices Cooperation with universities involved
Feb 2002 Model of course & templates of materials designed By June 2002 course materials developed By Feb 2003 Structure of course & full set of materials finalised	By Feb 2003 INSET course syllabus & materials developed & revised	Set of materials and syllabus approved by April/May 2003 Research & Methodology Board	Team of trainers stays together and get support of universities
Participating universities establish ESP teacher training centres/divisions for training Teams of trainers teacher trainers operational in regions Promotion of Project TDESP course syllabus & materials approved by appropriate bodies Results of Project presented in media & professional events	By April 2004 major universities participating in Project establish training centres for ESP teachers in regions Trainers get standard certificates approved by Ministry Groups of ESP teachers trained in regions (about 300 teachers) By March 2003 Expert evaluation of TDESP Course performed By April/May 2003 Course recognized as standard for INSET ESP teacher development	Letters from universities Reports from Centres Feedback from participants Publication of programme of course with approval of Research & Method Board Pub's in profess journals, conference presentations	Support of respective universities Support of Volga Foundation & Open Society Institute Support of universities Support of Mini of Ed Continued support of Min of Ed BC funding