COMPANY CULTURE AND IDEOLOGICAL DIFFERENCES:

An Analysis of 'Split' Within One University

In Relation to Curriculum Goals

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<u>Acknowledgments</u>

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INTRODUCTION

> "Universities in many parts of the world are going through
> a period of reassessment and change and this is causing
> problems of fit" (Kennedy and Edwards 1998:70)

This statement rings resonant with Japan. A declining birth rate means fewer students are applying to post-secondary institutions, resulting in increased competition for the student market in order to maintain financial viability. Universities are increasingly business-minded, demanding numbers as indications of program success.

Complicating the matter, a recent university summit in Okinawa (November 2001, "*Daigaku no Eigo*") discussed the feasibility of tertiary level institutes conducting all lectures in English, a move that would resonate throughout the education system.

This paper will first summarize how 'fit' and 'split' can act beneficially or detrimentally for an organisation (Section 1). It will describe how split is perceived to exist at multiple-levels in one Japanese university, elucidating how it appears to be affecting the university (Sections 2 and 3), followed by two proposals for utilising the 'split' to enhance the institute (Section 4).

1   ORGANISATIONAL WELL-BEING

1.1   What is 'fit' and 'split?'

As the literature and common sense will tell us, balance is needed between organisational 'fit' and 'split', as defined by Pascal (1991, cited in Kennedy and Edwards 1998:69). 'Fit' refers to company unity, with all units working effectively to attain the organisations' goals; 'split' refers to the decentralization and autonomy existing within the institution. Both are necessary to maintain the health and growth of any institute, as its internal and external environments are not static: ideas, priorities,

attitudes and beliefs are constantly changing.

1.2   The Advantages and Disadvantages of 'Fit' and 'Split'

Ideal 'fit' and 'split' in an institution are synonymous with synergy.   Each unit of the organisation has sufficient autonomy for free-flowing creativity, resulting in staff motivation.   Being able to work on their own strengths and to show initiative allows people to feel that they are contributing to the success of the organization in their own way.   This contribution is realized with the units cooperating to attain the institute's objectives.

Conversely, too much 'fit' risks corporate stagnation and the inability to react to the changing environment; too much divergence can lose an organisation in a labyrinth of incompatible ideas (Kennedy and Edwards 1998), resulting in either paralysis or 'innovation fatigue" (Stephenson 1994:229).   In extreme cases, 'split' can lead to tension amongst members, even antagonism (White *et al* 1991).

This balance can be shown in Diagram 1.   The 'fit' (overlapping area) is obtained with the administration, the department and the staff sharing common goals, yet having sufficient autonomy, or 'split', to ensure the growth of each.

Diagram 1 – The Balance of 'Fit' and 'Split' (adapted from White *et al* 1991:8)

The Administration

The Department

The Teachers
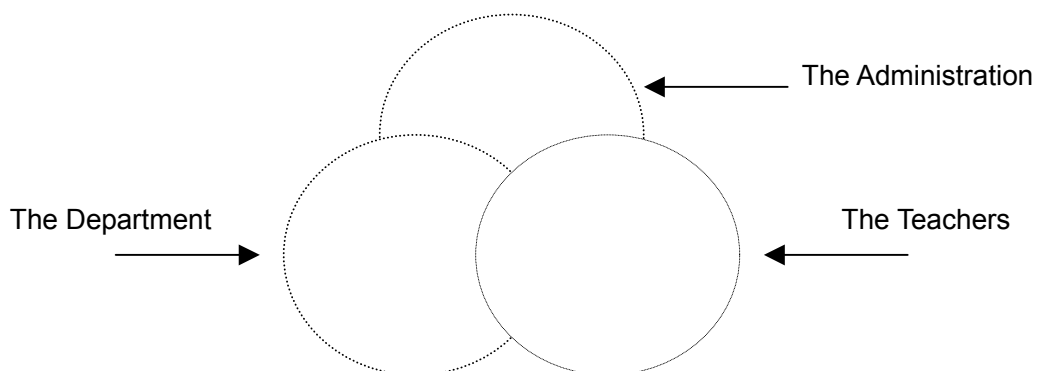
According to Miles (1964) and Handy (1984), healthy institutes recognize and react to internal and external pressures through innovation (cited in White 1988:138). Nicholls (1983:4) defines innovation as

> " '… an idea, object or practice perceived as new…which is
> intended to bring about improvement in relation to desired
> objectives, which is fundamental in nature and which is
> planned and deliberate'". (cited in White *et al* 1991:178)

Thus, innovation occurs in context and has purpose. It is complimented by adaptability, which arises from autonomy and entrepreneurship (White 1988; White *et al* 1991); yet, it relies on 'fit' to see the objectives reached.

1.3   The Balance in Decision-making

This fit is especially important in education, as it is the teachers who carry out the change. If they resist the innovation, change will not occur (White 1988). White *et al* (1991:99) expand on this, stating

> "…group maintenance is vital because if it becomes split
> into antagonistic factions…[the objectives] will be swept
> off target."

As such, there is a need to include all teachers in goal setting and decision-making (Brumfit and Rossner 1982; Bowers 1983; Kouraogo1987).

However, as Brumfit and Rossner indicate with their 'decision pyramid' (Diagram 2), the wider the implications the decisions have, the fewer people involved and generally the higher their status is within the organisation and by implication, the further away from the classroom. In other words, an oligarchy, which is not familiar with the individual classroom interactions, is making the decisions and those who must act on

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them have little or no access to the decision-making process.   This can lead to a

negative split between the decision-makers and the teachers on how best to obtain the

institutions' goals, even whether they are realistic or not.

Diagram 2 – The Decision Pyramid **(Brumfit and Rossner 1982:228)**
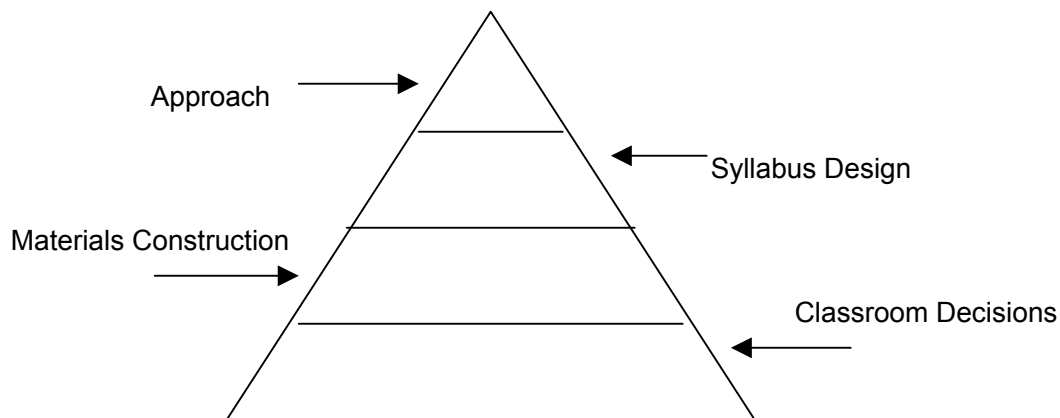
All innovation should be followed by evaluation to determine if the goals have been

accomplished.   However, the evaluation process is always "fraught with difficulties

from the outset" (White 1988:155) due to the concern of accountability and with having

one's own point of view prevail (White 1988; White *et al* 1991), making open and sound

channels of communication between all members essential if the balance is to be

maintained.

1.4   A Case in Point – One Japanese University

The situation at one Japanese public college (*Koritsudaigaku*) illustrates this

issue well.   The college has been innovative in trying to predict and keep up with

change but, with regards to the English program, one of the results has been the

growth of 'split'.   While the 'split' can be seen at many levels, each level influences the

other, creating a less than ideal situation (Table 1).

As Table 1 shows, the 'split' exists not only within the administration and the English department but also between them, affecting all levels of the decision-making process.   Where *Koritsudaigaju* embodies some beneficial 'fit' and 'split', a burgeoning negative split can be felt.   This will be elaborated upon in the next section.

Table 1 – The Types of Split Within The College

Level at which split occurs	What the split involves
Administrative : Approach and Syllabus Design	Desires equal emphasis of TOEIC preparation and communication proficiency with expected high gains in 'acquisition'; however, has not committed to an approach/syllabus to direct the goals

Department :
     Approach, Syllabus Design and
     Materials Design
	Half the full time teachers favour TOEIC prep. over communicative language use; the other half does not favour TOEIC preparation; each side tries to impress their views upon administration

Administrative and Department:
     Approach, Syllabus Design and
     Materials Design
	Full-time teachers participate in decision making process; part-time teachers do not contribute

Administrative and Department Approach	Some teachers appear to have more influence than periphery teachers with regards to overall curriculum goals
Classroom : Teacher and Student expectations	Interpretations of students needs at variance

2   *KORITSUDAIGAKU*

2.1   Background

Koritsudaigaku is a 4-year business college offering degrees in Business Administration, Accounting and Economics, as well as post-graduate studies in Economics.   It is also committed to its general English language program, which is influential in students choosing the college.

English is required for the first year. All students have the same course requirements of improving their scores on a commercial proficiency test (TOEIC/TOEFL) and to develop their oral communication abilities (Syllabus, Autumn 2001). English is semi-intensive, consisting of four one-hour classes per week

The Test of English for International Communication (TOEIC) is administered prior to commencement of the term to place freshmen in one of three class levels: Honours, Regular or Elementary. The course goals are uniform, although students can choose between the TOEIC and the TOEFL (Test of English as a Foreign Language) program. Fifty percent of the course grade is based on TOEIC/TOEFL studies and fifty percent on speaking. The course objectives are summarized in Section 3.2, Table 2.

The general goals that the college has set for the English program reflect both the students' needs for a high TOEIC score when searching for employment after graduation, and the government's and the general public's increasing calls for communicative proficiency.

2.2   The Decision-Making Process

2.2.1   The Role of the Part-Time Instructors

The department has five full-time and four part-time teachers, with the part-time staff supporting the full-time. Referring back to Diagram 2, the administrators and full-time teachers decide the approach and the syllabus. The full-time teachers select the textbooks, and all teachers make classroom decisions according to their individual situation.

While this summarizes the basic decision-making process, the nature of the

organisation's culture allows for some influential variables, creating an imbalance in the process.

As was shown in Table 1, part-time instructors do not to contribute to the decision-making process.   This exclusion is understandable from both status and financial points of view.   Part-time instructors are contracted solely for the purpose of maintaining manageable class sizes and are paid by the hour.   Therefore, inclusion in the decision-making process could confuse their position within the organization.

However, their numbers equal the full-time instructors and they teach over half of the freshmen.   Thus, by not including them, the success of the course with regards to half of the students registered in it is not measurable.   Furthermore, exclusion from this process has resulted in part-time instructors being unaware of program innovations. All in all, effective program evaluation becomes difficult.

2.2.2   Culture and Channels of Communication

The college's culture and the channels of communication influence the decision-making process, as well.

Koritsudaigaku appears to embody a combination of a 'person' and a 'club' culture, as described by Handy (1978, cited in White 1988:137 and White *et al* 1991:16).   In a person culture, the individual's talents are encouraged, as is innovation from below.   In a club culture, relations are personal and informal, allowing for open, easily accessed channels of communication.   Both qualities exist at the college, testifying to successful elements of 'fit' and 'split'.

There are negative implications to these cultures, however, and they are adversely affect the decision-making process, creating an unconstructive split.

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A 'person' culture creates stars, where one person's views hold sway over others, leaving opportunities for interpersonal conflict. The 'club' culture is compared to a spider's web, with intimates being close to the core and having more influence than those on the periphery (White *et al* 1991). Combined, these two cultures can exacerbate 'office politics', affecting the decision-process. If the views of those on the periphery are not seriously considered, innovation could be affected due to resistance, making the evaluation process personal and threatening.

This seems to bear out when examining the 'ideological power struggle' within *Koritsudaigaku's* English program. Some teachers appear to be more 'in the club' than others, perhaps giving them more influence in the decision-making process and providing them with 'star' status. This perception is based on the dramatic changes that have been made to course completion requirements, which reflect one viewpoint only (high-stakes proficiency testing), and with the differing syllabi requirements for the same general course, indicating resistance to the innovation.

Subsequent sections of this paper will reveal the negative aspects of this split, followed by a discussion of how it could be exploited to the benefit of all involved.

3   SPLIT AND FIT IN *KORITSUDAIGAKU'S* ENGLISH PROGRAM

3.1   Administrative and Departmental Split

3.1.1   Differing Priorities

The proficiency tests have always been part of the college's English program; however, there is a clear division amongst the English faculty and between the faculty and the administration of the TOEIC's role within the entire college program. Administration views a program dedicated to TOEIC preparation (typically involving test

taking skills, discrete point language item learning) and oral proficiency as beneficial to students wishing to enter business; it is also good for the business of the university.

Unfortunately, TOEIC preparation and oral proficiency are both time-intensive. The developers of the TOEIC (Educational Testing Services - ETS) state that a minimum of 100 hours of language training is required before significant TOEIC score gain may be realized (ETS 1999). Swain (1985, cited in Chaudron 1988:99) makes a similar claim for speaking, arguing the necessity to push learners in oral production if oral proficiency gains are to be made. *Koritsudaigaku's* English program involves approximately 48 hours of instruction per term, with expected score gains averaging 80 points. As such, the incompatibility of course aims is interpreted as a 'split' within the administration's curriculum goals..

As was shown in Table 1, the second 'split' is with the instructors' views of these goals. Despite acknowledging the importance of a high TOEIC score in the students' future, half of the faculty does not see the advantages of a TOEIC preparation course. Others feel it is necessary to focus on obtaining dramatic test score gains.

3.1.2 Support for the Preparation Course

The purpose of offering the preparation course is to increase the students' TOEIC scores to the national average. The TOEIC is also purported to measure English communication ability (ETS 1999). Some of the educators involved claim that test preparation is a legitimate strategy in obtaining the curriculum goal because it positively affects test score gains (*ibid*). Other researchers concur, albeit with limitations (Brown and Yamashita 1995; Papajohn 2000; Smith 2000). Furthermore, the TOEIC carries prestige in Japan, so it is felt to motivate students with their English studies.

3.1.3 Arguments Against the Preparation Course

The polar view counters that the validity of teaching for the test is questionable as it results in learners being tested for their test-taking abilities rather than for their language proficiency (Schneider 2001; Robb and Ercanbrack 1999). Schneider (*op cit*) also cites research that claims a lack of causal relationship between test-coaching and score gains.

Support for this view may be found in previous research, which argues the ineffectiveness of studying discrete points of grammar for language acquisition or true communication if there is little opportunity to apply the knowledge in authentic situations (Sinclair and Brazil 1982; Harmer 1982; Cook 1983; Rutherford 1987; Batstone 1988; Swan 1989).

It might be further noted that the *Koritsudaigaku* teachers who vocally support the preparation course have commented in private that the score gains do not depend on preparation alone, and that the TOEIC is more of a test of memory skills than English ability. This begs the question of whether or not their endorsement of a course that is marketable but not pedagogically supported reflects their stakes in the decision-making process, or the pressure for 'concrete numbers as proof of success.

Due to the current attitude towards learning English in Japan, both viewpoints have substance. Unfortunately, they may not be addressing the students' needs and wishes.

3.2 University Expectations V.S. Student Expectations

The goals for the students are succinctly stated in the syllabus (Table 2): students are to attain a specified TOEIC score and to strive for improved oral proficiency.

Table 2 – Summary of the College's English Syllabi, Autumn 2001

1 TOEFL – HONOURS (page 1 of Syllabus)	TEXTBOOKS - "Activator" - "More Reading Power"

COURSE OBJECTIVES
- to improve student TOEFL scores
- to build student confidence in productive use of English (mainly speaking, some writing)
- to give students the opportunity to study and practice English as it is used in an American style university environment
- to give students a positive and confident attitude toward learning and using English
	COURSE DESCRIPTION
	One course goal is to prepare students [for] the TOEFL. *The target student score…is a minimum of 440.* … will be approached through reading and listening material from the class textbooks. Supplementary TOEFL preparation may be provided….
	A second goal is to improve student speaking ability [in] three areas:
	    Pronunciation; Fluency
	    Retention and reproduction of oral input
	Speaking tests …are in line with ETS Language Proficiency Interview Level 2 and up……

2 TOEFL – REGULAR (page 6 of Syllabus)	TEXTBOOKS - "Activator" - "Interactions Two – Reading Skills"
COURSE OBJECTIVES same as TOEFL – Honours	**COURSE DESCRIPTION** same as TOEFL – Honours except *The target student score…is a minimum of 420* *Speaking tests….in line with ETS Language Proficiency Interview Level 1+ and above*
3 TOEFL – ELEMENTARY (page 11 of Syllabus)	TEXTBOOKS - "Activator" - "Reading Power"
COURSE OBJECTIVES same as TOEFL - Honours	**COURSE DESCRIPTION** same as TOEFL –honours, except *-Target minimum score is minimum of 390* *- ….ETS Language Proficiency Interview Level 1 and above*
4 TOEIC – HONOURS (page 16 of Syllabus)	TEXTBOOKS - "Business Objectives" - "Complete Guide to the TOEIC Test"
COURSE OBJECTIVES The goal of this class will be to improve students' English ability which will be evaluated by the use of the TOEIC test. *The students should achieve a score of 490 or above on the test.*	**COURSE DESCRIPTION** This class will cover the 4-skill areas of English, …within the context of business. …. Students …required to improve their TOEIC scores and their speaking fluency.
5 TOEIC REGULAR (page 20 of Syllabus)	TEXTBOOKS - (as for honours)
COURSE OBJECTIVES …improve TOEIC scores and …speaking ability. *The target score …is 450-500.* …requires sufficient knowledge for…. Can understand the gist of….has acquired a fundamental knowledge of grammar and structure…*Speaking Level : 1+* … Can initiate and maintain predictable face to face conversations….	**COURSE DESCRIPTION** The class … give students practice in the four-skill areas….. will be taught TOEIC (listening & reading) for about 50% of the class periods. Speaking and listening will be taught for about 50%…… expected to use CALL outside of class … [and] use LRR …
6 TOEIC – ELEMENTARY (page 26 of Syllabus)	TEXTBOOKS - "Business Basics" - "Longman Preparation Series for the TOEIC Test"
COURSE OBJECTIVE … is to *improve students' business English ability as evaluated by the TOEIC test.* … attain a score of 350 or higher. Improvement of speaking ability will also be emphasized.	**COURSE DESCRIPTION** The class will expose students to the four areas of English …, focusing on business English. …. *TOEIC practice and speaking will be emphasized.*

Students' expectations, as indicated by an end of term questionnaire (Appendix 1), are more complex.   Table 3a shows responses to the question 'What do you think is important in learning English?'; Table 3b shows the results of the question 'What do you want to study in English class?'.   A sample of the reasons supplied for their choices are included.

Table 3a – What Students Think is Important in Learning English   (33 respondents.)

	Important (ranked 1 or 2)	Relatively important (ranked 3 or 4)	Not important (ranked 5, 6 or 7)
Improve my reading	18%	39%	39%
Improve my listening	67%	24%	9%
Improve my writing	12%	15%	70%
Improve my speaking	85%	12%	3%
Raise TOEIC score	12%	33%	52%
Improve knowledge of grammar	0%	48%	48%
Improve use of grammar	18%	33%	42%

REASONS (a sample from 11 respondents*):
 a) I want to voice my opinions in English; speaking, reading and writing are useful when traveling overseas
 b) Speaking is important. There is no point in studying if I can't speak.
 c) Only knowledge isn't enough; practical style, such as speaking, is important. *[sic]*
 d) To speak is important. Because that is increase my English skill. *[sic]*
 e) Being able to speak is good for my future; I want to communicate with foreigners.
 f) I think speaking is more useful than writing.
 g) Use of grammar: I'd like to go overseas but I've heard Japanese-English is difficult to understand. So I want to study useful English.
 h) Listening/Speaking – If I can't speak or understand English, there is no point.
 i) TOEIC because I am student; reading because I want to read books.
 j) TOEIC: because it is an international test; the company check the TOEIC score; having the high TOEIC score is easy for me to working in international company. *[sic]*
 k) Speaking: studying for tests is not good; I want to talk because I've studied (for tests) for so long.

The results report 85% of the students think that improving their speaking ability is most important in learning English, with 67% emphasizing listening ability.   Only 12% place TOEIC score gains as most important in learning English.   However, 55% feel the TOEIC is relatively important for class study (Table 3b), citing its importance for

their grades and for finding a job.   In other words, they recognize its influence on their

future, but do not believe it is directly related to their language acquisition.

Table 3b – What Students Want to Study in English Class. (33 respondents)

	Important (ranked 1)	Relatively important (ranked 2 or 3)	Not important (ranked 4)
Business English	36%	52%	9%
TOEIC	24%	55%	18%
Accessing the Internet in English	12%	30%	52%
Social English	27%	67%	6%

REASONS (a sample from 11 respondents):
a) Business/Social Eng.: I could study more practical English than previously; I could study intimate, social English.
b) TOEIC is very useful at many company. I can't get good point at TOEIC so I want to study TOEIC *[sic]*
c) I want my score to increase because it equals communication.
d) (no idea).
e) TOEIC is important, but I'm happier studying social English.
f) Business/Social English: are useful for work; I want to improve my listening and speaking
g) Business English: I want a job using English
h) TOEIC – I want to raise my score.
i) Social English: I want to read other country books.
j) TOEIC: because it is an international test; the company check the TOEIC score; having the high TOEIC score is easy for me to working in international company. [*sic*]
k) Business English: I want to work in a foreign company; English = business

*Responses 'a' through 'j' in Table 3a are from the same people who responded in Table 3b.

This would indicate that despite being young, the students have a clear idea of

their needs and motivations.   Seedhouse (1995) reports similar findings with Spanish

secondary students.   Thus, while the college's English goals reflect the students'

expectations, there may be limits on the degree of syllabus and student needs match.

3.3   Effects of the Split

3.3.1   Second Language Acquisition and Language Planning

Swain's (1979) influential working model of SLA (second language acquisition) and its implications for language planning (cited in Tollefson 1989:24) depicts the relationship between curriculum and four language acquisition variables: 'learned' (proficiency), 'input' (interaction), 'attitude and motivation' (learner's) and 'learning process' (Diagram 3).

Diagram 3 – Swain's Model of Second Language Acquisition
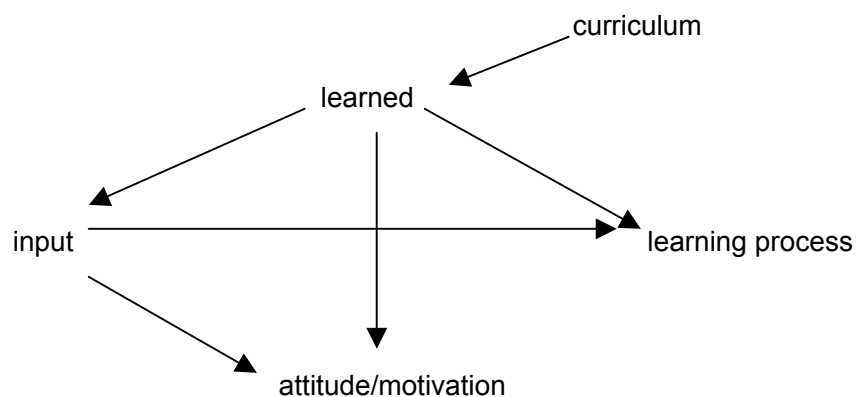
According to the model, curriculum affects the proficiency of the learner – what is to be learned.   Proficiency affects the type and quantity of input the learners receive, their attitude and motivation, and their learning process.   However, the learning process does not influence nor is it influenced by attitude/motivation; as well, all influence works in a one way direction, with none of the variables affecting the curriculum.   Thus, the model appears flawed since current theory does not support this view of SLA (Larsen-Freeman and Long 1991;Nunan 1991; Brown 1994).

Yet, it seems that this is the model adopted by the college.   Administration and

full-time faculty decide the curriculum, which in turn influences the content of the course and thus the proficiency that the students develop. This in itself is not a deviation from many language programs. However, a re-examination of the syllabi (Table 2) would indicate that in half of the sections of the English program, TOEIC preparation is favoured over oral proficiency, and the oral classes appear to be limited in many cases to a functional syllabus (Table 4).

Table 4 – Excerpt of Course Schedule, as written in the Autumn 2001 Syllabus

TOEFL - HONOURS	Lesson 3 Speaking: making requests, asking for permission, making suggestions Lesson 6 TOEFL: Reading about Maria Montessori; vocabulary Lesson 7 Speaking: minimal pairs Lesson 8 TOEFL : Reading about Maria Montessori ;vocabulary Lesson 9 Speaking: dialogue practice Lesson 10 TOEFL: Reading about Maria Montessori; pronouns and referents
TOEFL – REGULAR	Lesson 4 TOEFL: Reading skills: scanning, why/how Lesson 5 Speaking: asking for clarification and repetition Lesson 6 TOEFL: Scanning, reading faster Lesson 10 TOEFL: Vocabulary: meaning from context Lesson 11 Speaking: Talking about the College Festival (Describing a future event)
TOEFL – ELEMENTARY	Lesson 12 TOEFL: Vocabulary acquisition: using grammar clues to guess meaning Lesson 13 Speaking: Dialogue practice Lesson 15 Speaking: talking about the college festival (describing a past event) Lesson 16 TOEFL: Comprehension skills: pronoun referents
TOEIC - HONOURS	Lesson 1 Meetings & Speaking (Unit 7) Lesson 3 TOEIC Practice Lesson 6 Making Arrangements & Speaking (Unit 8) Lesson 7 TOEIC Practice Lesson 14 Describing Trends & Speaking (Unit 9)
TOEIC – REGULAR	Lesson 11 Telephoning/TOEIC (Unit2) Lesson 12 Speaking: Telephoning Lesson 13 Telephoning/TOEIC (Unit 2) Lesson 15 TOEIC Prep Lesson 17 Companies/TOEIC (Unit 3)
TOEIC – ELEMENTARY	Lesson 11/12 TOEIC Practice Lesson 13/14 Success Stories & Speaking (Unit 8) Lesson 15/16 TOEIC Practice Lesson 17/18 Dealing with Problems & Speaking (Unit 9)

If the TOEIC is emphasized in the classes, it seems reasonable to claim that the curriculum goal, as interpreted by some teachers, is to study for the TOEIC, with the test-taking proficiency being at the expense of communicative proficiency. This would have serious implications for all four variables, again serving to highlight the split that exists at the administrative level, department level, and classroom level.

3.3.2 Autonomy in Syllabus Design

An examination of Table 3 indicates some goal uniformity with regards to the grading scheme and course objectives, as decided by the administration and the full-time English faculty. The TOEIC/TOEFL and speaking goals defined in the syllabus were set in accordance with standards established by ETS. ETS established the oral proficiency ability levels based on the Language Proficiency Interview (Woodford 1982).

However, it is important to make clear that the program does not implement any specific oral test and therefore, the individual teachers determine student evaluation. Thus, with oral standards based on a test that is not used, combined with the typical autonomy exercised by instructors in grading, textbook selection and class content, it is simple for teachers to verbally acquiesce to curriculum goals, write a vague syllabus and then proceed to teach what they want.

As Moritoshi (2001) explains, this inexplicitness permits divergence between class content and testing. While the college's English goals may be relatively explicit, the content of the course is not (Table 4), making course evaluation and accountability difficult.

Although a narrowly defined syllabus is acknowledged as restricting, (Littlejohn

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1985; Batstone 1988), students need a clear guide of what they will study and learn if their expectations are to be met (Cook 1983; el Fadil 1985). Mager (1975, cited in el Fadil 1985:97) offers another benefit of a defined syllabus: teachers can plan more effectively, they can focus on what will help students reach the goals and it permits for easy, accurate assessment of the course. Without this safeguard, it would be difficult for any administration to ascertain the degree of program 'fit' with the overall goals; determining if the 'elements' of split are operating successfully is also problematic.

3.3.3 Curriculum Changes

The frequency of curriculum change is another indication of the 'split' within the university's goals, highlighting the ever-shifting power balance between teachers in favour of the preparation course and those against it.

Prior to April 2000, the English program was reading centered, with only minor emphasis on proficiency testing. In April of 2000, a significant curriculum shift was implemented, moving from the reading program to a communicatively emphasized one. The TOEIC test was worth 20% of the student's mark.

April 2001 brought more innovation with the program becoming a TOEIC preparation course; TOEIC study was worth 50% of the students' grade. Score gains made from the entry-level TOEIC test and the exit test was weighted at 30%. The other half of the program was concerned with spoken business English. However, as was discussed earlier, the presentation of the syllabus allowed for substantial deviation, if desired by the instructor.

At present, further innovation is occurring. English will become compulsory for all four years of study; teaching spoken English will again become a focal point, putting

it on equal footing with TOEIC preparation; TOEFL will not be offered.   A summary of

these changes can be seen below.

Table 5 – Summary of Curriculum Changes Over a Three Year Period

YEAR 2000 – 2001	YEAR 2001 – 2002	YEAR 2002 –
Class content - developing general reading/writing skills for TOEFL students - preparation for TOEIC test for TOEIC students - developing functional ability of general spoken English	**Class content** - becomes a TOEIC preparation course - reduced emphasis on spoken English → as used in business - TOEFL still offered for students interested in it	**Class content** - TOEIC preparation course - TOEFL no longer offered - emphasis on spoken English for business situations
Class Size: - approximately 20 students - smaller classes for speaking	**Class Size:** - approximately 20 students - classes do not divide for speaking	**Class Size**: - approximately 30 students - smaller classes for speaking
Class Hours - 1hour TOEIC/Reading classes held twice a week - 40minute speaking classes held twice a week	**Class Hours** - 1hour classes held four times a week - division of TOEIC and speaking lessons at teachers discretion	**Class Hours** - 1hour classes held twice a week for TOEIC preparation → lecture style? - 1hour classes held twice a week for spoken class
Grading System - TOEIC/Reading worth 50% of grade; TOEIC score gain weighted at 20% - speaking class worth 50% of grade	**Grading System** - TOEIC/TOEFL worth 50% of grade - weighting of test score gain: → Spring Term: 35% → Fall Term: 30% - speaking class and business text worth 50% of grade	**Grading System** - TOEIC worth 50% of grade - TOEIC score weighted at 30% - speaking class worth 50% of grade → for elementary class, comprised of a mid and end exam, quizzes, assignments and CALL
Role of Teachers - full-time and part-time instructors taught both course components - high teacher autonomy permitted divergent syllabi content	**Role of Teachers** - all teachers taught both components - autonomy somewhat limited: → Spring term: team teaching → Fall term: no team teaching	**Role of Teachers** - full-time lecturers teach the TOEIC preparation course - part-time instructors teach speaking class → a return to team teaching has been hinted at

These changes may reflect not only reactions to the external environment but may also be in anticipation of action taken on the Okinawa summit, mentioned in the INTRODUCTION. The shifts also emphasize the ideological 'tug-of-war'. Although administration seems willing to accommodate both points of view, it could be with risk to its reputation.

Students base their decision to study at the university on previous years' curriculum and syllabi. Syllabus changes are announced prior to commencement of the term so students may not necessarily know what they will be required to study until after enrollment. While some students might welcome the innovation as improvement, students who value communication over TOEIC preparation may not. In either case, dissatisfaction may be reported back to the students' communities, potentially influencing future applications to the college. Furthermore, a constant state of flux in the curriculum could be viewed as a sign of organizational instability.

4   MAKING CAPITAL USE OF THE SPLIT

4.1   Synopsis

As stated in 3.1.3, support for both a TOEIC preparation and a communicative language course at the college have merit. Whether educators value the TOEIC from a pedagogic viewpoint or not, attaining high scores is beneficial for graduating students. As the views of students and companies will not change soon, disregarding the test is neither in the students' nor the college's best interest. If it can market the fact that its graduates have attained or surpassed the national average for the test, then the potential for continuing to attract students in a shrinking market exists.

However, this should not be interpreted as an endorsement for TOEIC

preparation, which is felt to be ineffective in attaining score gains and unrelated to second language proficiency.   How best to address the needs of the university and students, and see true SLA amongst learners?   This question will be addressed by considering three approaches: teacher/faculty development, needs analysis and an open choice curriculum.

4.2   Teacher / Faculty Development

According to Johnson (1992, cited in Richards and Lockhart 1996:37) teachers teach according to their beliefs of what a teacher should do and of what makes a good teacher.   Whether these beliefs conform to currently accepted theories can become a moot issue with the educators involved, since "you can prove anything…if you choose the right postulates" (Asimov 1950:78).

Yet, the need for ongoing teacher development cannot be ignored.   Kennedy's (1987) approach of having teachers focus on their particular teaching situation and what they want to accomplish in the program is said to naturally lead to a question/answer discussion of approaches, theories and goal setting.   As Kennedy (1987) and Kumaravadivelu (2001) similarly argue, asking ourselves why students are learning English generates questions related to our practice, and focuses on the students' views and their impressions.   It also presents teachers with a non-threatening situation (Kennedy 1987), building an atmosphere conducive to constructive evaluation and to maximizing 'split'; I would qualify this last statement as depending on an element of collegiality existing amongst members.

However, this approach might have the additional benefit of encouraging teachers to take responsibility for keeping themselves informed of past and current theoretical

and practical development. Edge (1996) argues that teacher development requires goals anchored in knowledge of the current situation and in a vision of the future for both the curriculum and the students. It also needs reflection on what has been done, with the knowledge gleaned from experience reinvested into the system.

Assuming that the relationship between the full-time teachers is amenable to meaningful development, using Kennedy's approach as a framework for syllabus design could maximize the departments' intentions for the English program and allow practical goal establishment. This might achieve a more accountable program and permit accurate assessment of what was covered in class, while effecting lessons aimed at a specific level of achievement (el Fadil 1985; Moritoshi 2001).

4.3   Course Aim Compatibility and Needs Analysis

This section takes as its starting point the question of compatibility of TOEIC preparation and oral proficiency in a single course, and both teachers' and students' needs.

4.3.1   Course Aim Compatibility

Section 3.1.1 outlined the time-intensive nature of both TOEIC preparation and oral proficiency, questioning the feasibility of having both goals in one course. Even if TOEIC preparation is approached through grammar and vocabulary development, results will only be seen in an improvement of knowledge of these two aspects of language (McDonald 1977 cited in Chaudron 1988:165; Ullman 1982; Batstone 1988; Widdowson 1989) at the expense of communication, resulting in an inability to use the language with purpose in unpredictable situations (Mitchell 1981 cited in Chaudron 1988:165; Batstone 1988; Widdowson 1989). Thus, I do not feel that a program

requiring significant gains in both TOEIC scores and oral proficiency is attainable. If the gains were more explicitly stated and moderate, then they might be compatible. Yet, as the program currently exists, they are not.

4.3.2 Student Needs

Recent papers have pressed for acceptance of students' needs from the students' point of view (Cook 1983; Hutchinson and Waters 1984; Brindley 1984 cited in Richards and Lockhart 1996:37; Seedhouse 1995; Orr 1998), claiming that learning choice not only creates a more stimulating environment for students, but that a program which meets student-voiced needs and includes content that is appealing to them results in a successful program.

As the survey results of the college's students indicate (section 3.2), student expectations are quite varied and the two-goal approach currently taken by the English program may not be addressing their needs.

4.3.3 Open-Choice Curriculum

This being the case, I would propose that the college offer students a choice in their English studies: a class devoted to TOEIC preparation, one for general communicative abilities, one for business English. Options for developing reading, listening and writing skills could be offered as integrated courses, such as 'reading for discussion/writing', or 'media for discussion/writing'. This would permit students to choose what language aspect they would like to focus on during one term.

This divergent program of study could easily fit into the new four-year program. While learners would still need to fulfill graduation requirements pertaining to TOEIC exit scores, course selection might improve student intrinsic motivation for those who

are neither motivated by test scores nor expect to use English in their career.

An open choice program would also leave room for teachers to teach to their strengths and interests.   Stating the course goals and how they will be approached in a clearly defined syllabus would provide sound curriculum accountability, as well as ensuring that 'XXX' class can be accurately evaluated.

SUMMARY OF SOLUTIONS

Having first discussed the nature of organisational 'fit' and 'split', this paper looked at how they define one Japanese college.   While the college does exhibit beneficial 'fit', 'split', with regards to curriculum goals and the decision-making process is observed to exist at five levels of the institution: within Administration, within the English Department, between the English Department and Administration, between full-time and part-time instructors and in teacher-student expectations.

In order to capitalize on the split, I proposed two alternative approaches.   One is to implement teacher/faculty development as outlined by Kennedy (1987) and Kumaravadivelu (2001), as an impetus for searching for theory that supports individual teachers beliefs, as well as for considering how previous years' experiences can be drawn on to enhance the program. This would have a two-fold benefit of keeping the goals of the university and the needs of the students in focus.

The second approach is to conduct a needs-analysis from the students' point of view and to develop an open-choice program in line with Administrative goals, yet which would allow students to choose what they study and when.

I believe the second proposal is more appropriate for this particular case because it capitalizes on the strengths of the individual instructors, thus emphasizing the

positive qualities of the 'splits' discussed, while enhancing institutional 'fit'.

Even though continuous teacher/faculty development is considered a prime ingredient for innovation, the 'split' within the English department is rooted in deeply held convictions. If teacher/faculty development were to be implemented, it would necessitate great care.

CONCLUSION

The external pressures exerted on universities today demands innovation. Companies have specific expectations of graduates and students have expectations of their universities. They have a clear idea of what they need to succeed once they graduate. Universities must keep themselves informed of these expectations and continually develop their programs to meet these demands.

Innovating to maintain institutional 'fit', including both financial and philosophical well-being, also requires 'split'. While 'split' is necessary, the internal pressures it creates can affect the decision-making process to the benefit or the detriment of the institute. Sustaining the balance amongst these elements is essential for the organisation's longevity; so is being able to utilize both elements to enhance it.

Thus, universities today have a three-fold challenge. One is to provide relevant education for students; the second is to maintain financial viability; the third is to foster an environment that both unifies the institute in providing this education and maintains stability, while encouraging the necessary autonomy for planned innovation to occur.

This paper has discussed how one Japanese university has been reacting to and anticipating changes in the external environment to provide an English program that addresses the needs of the students, as well as those of the university. It has also

described how an ideologically based 'split' has grown within the English department, its influence on the progress of the program, and how the 'split' is developing and interacting with the Administrations' goals for the English program.

Although there are a multitude of approaches one could take when attempting to work with 'split', I feel that focusing on the strengths of the individuals and the needs of the groups involved to promote growth is appropriate for this particular situation

With the suggestion of instituting a divergent program of studies that both capitalizes on the 'split' within the English program and allows for the varied needs of the students, it is hoped that purposeful innovation will continue to occur within the university, rather than an oscillation between two viewpoints, which in the long-term may be detrimental to the stability of the institute.

APPENDIX 1   A Needs-Analysis Questionnaire

A Mini Questionnaire – If you could, please answer the following questions as best as you can.   I am interested in YOUR opinions, so please don't worry about my ideas. This is for some research I am doing.   Writing in Japanese is O.K.

1.   What do you think is important in learning English?   Please number the following items from 1 to 7.   1 is most important.   7 is least important.
___ improving my reading
___ improving my listening
___ improving my writing
___ improving my speaking
___ improving my TOEIC score
___ improving my **knowledge** of grammar   （してる　事）
___ improving my **use** of grammar   （つかえる　事）

2.   Why is **** the most important for you? Please give at least 3 reasons.

3.   What do you want to study in English class?   Please number the following items from 1 to 4
___ business English
___ TOEIC
___ accessing the Internet in English
___ social English
___ (other)

4.   Why do you want to study *** the most?   Please give at least 3 reasons.

5.   When you graduate from University, in what situations will you use English? Please give at least 3 situations.   (ie. using the Internet, business……) If you think won't use English, that is o.k., too.

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