Centre for English Language Studies

Postgraduate programmes, Open Distance Learning

ESSAY COVER SHEET AND DECLARATION

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Title of Degree Programme:	MA TEFL/TESL ODL
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Assessment Task No.	MN/08/02 Describe a curriculum change you would like to see introduced in your teaching context. Explain, with justification, how you would create the conditions for the change to be successful, including a consideration of cost-benefit analysis in your explanation.
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1. Introduction

In an expanding field such as foreign language teaching, innovation and curriculum change have been and will continue to be crucial to educators. As research into language learning continues to advance, corresponding curriculum innovation is inevitable. Curriculum can be comprised of three aspects according to Richards & Rodgers (2001:20): approach (theory), design (organization/methodology), and procedure (operation). Change can occur in any of these components; however, design seems to be a focal point as it forms the link between approach and procedure, between theory and operation.

Design in any curriculum can be placed on a cline from more traditional to more progressive. The design of English Listening IIA (ELIIA), a required course at Shimane University in Japan with approximately 30 students per class, seems to be in many ways at the traditional end of the cline. This paper proposes several related innovations at the level of design for ELIIA.

After first outlining the theoretical framework of innovation used in this paper, the current design of ELIIA will be described. The proposed changes will then be outlined and compared to the present situation. Next, a cost-benefit analysis (CBA) from multiple perspectives will be presented, followed by a tentative conclusion that the changes suggested in this paper are attainable and preferable to the present design.

2. Framework of innovation

2.1 Models of change and development

Several models of innovation have been devised, and they tend to include similar stages; for example, Skilbeck's situational model of curriculum development (in White et al. 1991:171-172) and Trump's sequence of educational innovation (in White et al. 1991:192) share many common features. Both models include five stages, beginning with analysis and concluding with evaluation. Rogers' stages of innovation (in White 1988:140) are similar to the above models with one exception. In place of an evaluation stage, Rogers explicitly specifies the two choices faced by educators at that point: "adoption or discontinuance" (in White 1988:140), although it is possible these two options are implicit in any evaluation.

Of these three models of innovation, Skilbeck's seems the most direct and streamlined; moreover, Skilbeck's model was created specifically for publicly funded institutions like Shimane University (White et al. 1991:174). For these reasons, Skilbeck's model (see Table 1) will be used as a guide to the changes proposed in this paper. Although Skilbeck himself notes the potential danger of such an orderly, controlled, sanitized portrayal of curriculum development and the need for flexibility (in White et al. 1991:172), for the purposes of this paper, the model will be followed sequentially and without modification.

Stage	Description	See section
1.	Analyse the situation	3

2.	Define objectives	4-4.1
3.	Design the teaching-learning programme	4.1-4.4
4.	Interpret and implement the programme	5
5.	Assess and evaluate	6

Table 1: Skilbeck's situational curriculum model

2.2 Terms

2.2.1 Innovation and change

For the purposes of this essay, innovation is defined as:

> an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature and which is planned and deliberate (Nicholls in White et al. 1991:178).

The terms innovation and change, the latter in a restricted sense, are used interchangeably in this paper.

2.2.2 Participants

Several individuals and groups are potentially involved in curriculum change. Using terms adopted from White et al. (1991:179) and additions by this author, Table 2 specifies the roles of those involved in this proposed change.

Label	Participant(s)
Authority	Director of Centre for Foreign Language Education
Change agent/changer	This author
Primary receivers / changers	Other teachers of ELIIA
Secondary receivers	Students in ELIIA

Table 2: Participants in innovation

Roles for authority figures and students are not mentioned in White et al. (1991), so these terms have been added here. Since this innovation is bottom-up, it seems

prudent to acknowledge the role of authority in the process. In addition, the adjectives "primary" and "secondary" have been added to "receivers" to distinguish between teachers and students. It is important that students be recognized as participants in curriculum change because their response and reaction is critical to successful innovation.

The author occupies a dual role as change agent, "the person advocating the innovation", and changer, "the person…[who puts] the innovation into effect" (White et al. 1991:179). The author is a first-year teacher at this university, and "it is not unusual…for new teachers to be change agents by importing ideas into the school which they are joining (White et al. 1991:179). The term change agent is akin to Hannan et al.'s "innovator", who:

> will take on extra work, learn new skills, court unpopularity with other
> staff and take risks with their own careers so long as they feel that by
> doing so they can improve the quality of their teaching, and/or if they feel
> that circumstances are such that they have no choice but to depart from
> their old methods to cope with new demands (1999:286).

Using the framework introduced in this section, the current design of ELIIA will be described, after which the proposed changes to design will be discussed.

3. Current design

Design consists of several sub-categories, of which objectives, syllabus, roles of teachers and learners, materials, and evaluation are examined in this section. The author identified these sub-categories as areas in which modification is both necessary and achievable. This section corresponds to step one of Skilbeck's model: Analyze the situation.

3.1 Objectives and syllabus

Objectives stated on the ELIIA syllabus (Appendix 1), which was received from a supervising teacher, are somewhat vague: the aim is "improving ability to communicate in English through listening and speaking in class." It is possible more detailed objectives have been specified by superiors in the Centre for Foreign Language Studies, but none have been disseminated to lower-ranking teachers.

In this paper, the British usage of "syllabus" which "refers to the content or subject matter of an individual subject" is used to differentiate it from "curriculum" (White 1988:4). The syllabus for ELIIA is directly linked to the required textbook, Airwaves (Fuller & Grimm 2004). This manner of syllabus is a "degenerate syllabus, not very much different from a table of contents" (Sinclair & Renouf 1988:146). It is a Type A syllabus (White 1988:46) because it focuses on product and content, although the content is not detailed beyond chapter title. The syllabus leaves little room for flexibility or adaptation. It should also be noted that Week 14 includes TOEIC test-taking listening strategies. This is the lone instance of strategies on the current syllabus. Incorporation of more listening strategy training (LST) will be discussed as part of the proposed innovations.

3.2 Roles of teachers and learners

3.2.1 Teachers

Due to the rigidity of the syllabus outlined above, the role of teacher is limited to that of classroom manager and practice provider. Little teacher autonomy is allowed and the syllabus appears to " 'teacher-proof' the instructional system by limiting teacher initiative and by building instructional content and direction into texts or lesson plans" (Richards & Rodgers 2001:28). In the current situation, teachers have almost no opportunity to help students develop their listening skills or to establish their teaching identity.

3.2.2 Learners

Since materials, more than teachers, are meant to engage students, learners in the current situation often play the role of passive recipients. They basically listen to CDs, answer questions and participate in speaking activities determined by the textbook. Learners often passively undergo listening practice without explicitly and actively engaging in the listening process. The situation resembles a transmission model of teaching in which "the primary role of the learners is as a relatively passive recipient" (Richards & Rodgers 2001:74).

3.3 Materials

The assigned textbook for ELIIA is Airwaves, a text developed specifically for young adult listening classes in Japan. Each of its 20 topical units includes pre-

listening, listening and speaking tasks. Neither specific listening skills nor LST are included.

3.4 Current evaluation

Grades from weekly quizzes (30%), TOEIC summary tests (30%) and a final exam (40%) comprise student evaluation. This method focuses on product, relies on objectivity and is entirely summative.

4. Proposed curriculum change

The following three points underlie the changes proposed for ELIIA:

- Inclusion of process (Type B) syllabus attributes
- Incorporation of communicative methodology
- An increase in strategy training

These three points form the basis of the proposed changes and fulfill step two of Skilbeck's model: Define objectives. These three rather broad initiatives are more precisely expressed through specific aspects of course design. These specific articulations address point three of Skilbeck's model: Design the teaching-learning programme. The following sections are intended as hypothetical proposition.

4.1 Proposed objectives and syllabus

The objectives currently defined for ELIIA are unsatisfactory in their vagueness.

Some uncertainty exists about the precise meaning of the stated aim "improving [the] ability to communicate in English." White et al. state:

> Objectives in a curriculum should be stated as what it is desired that students will learn and as actions to be undertaken by teachers and those associated with them to affect, influence, or bring about these desired objectives; they need to be clear, concise and to be capable of being understood by learners themselves (1991:175).

Likewise, Breen & Candlin support the need for clear objectives on behalf of learners: "However vague learner's initial interpretation may be, he is not going to learn anything unless he has an idea of what he is trying to achieve" (1979:95). Figure 1 lists proposed aims for ELIIA, which are more explicit than the current goals.
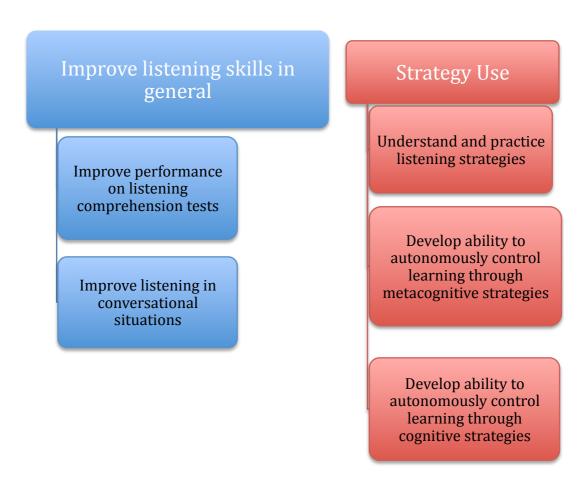

Figure 1: Proposed objectives for ELIIA

The proposed list of objectives operates on two levels, one related to content and performance, the other related to process and development of strategy use. It represents a move towards learner-centredness, one in which "[students] learn how to…listen effectively…[and] how to become better language learners outside of formal language learning contexts" (Nunan 1999:82).

Adoption of these innovative objectives affects the course syllabus. Currently, a Type A product-oriented syllabus is used. Under the recommended changes to objectives, the need arises to include aspects of a Type B process-oriented syllabus as well. With process as a component of the curriculum, teachers would be liberated from a restrictive, heavily structured syllabus and timetable. They would be free to engage learners not merely at the level of linguistic content but at the deeper level of language learner behavior. To achieve this, LST is explicitly stated on a revised class syllabus (Appendix 2).

Flexibility in the form of "open dates" is built in to the schedule to acknowledge that no two classes progress at the same rate and that teachers need time to react and respond to that progress. Flexibility in the syllabus allows teachers to better match "[learners'] changing needs, interests and motivations…throughout the language learning process" (Breen & Candlin 1979:96).

4.1.1 Support for strategy training

Incorporation of LST in ELIIA would allow more for *teaching* rather than *testing*. Listening strategies training would elevate the course "to a position where the teacher is able to recognize particular patterns of behaviors manifested by an unsuccessful listener and to provide exercises for the student which will promote superior patterns of behavior" (Brown in Field 1998:11). Support for strategy training can be found in L2 acquisition literature (see, for example, Nunan 1999; Field 1998; Oxford 1990; O'Malley & Chamot 1990).

More recently, Dornyei points out that the theoretical underpinnings of learner strategy use have not been definitively settled (2005:59). However, he goes on to acknowledge potentially positive effects of strategy training:

> The training of these "strategies" would be a highly desirable activity as it would amount, in effect, to the teaching of learners ways in which they can learn better. And no one would question the fact that most learners would benefit from an improvement of their study skills (2005:60).

In order to facilitate LST in ELIIA, the procedures outlined in Table 3, adopted from Dornyei (2005:60), would be implemented alongside the textbook listening tasks.

1.	Raise awareness of strategies
2.	Model strategies
3.	Encourage strategy use
4.	Explain reasons for strategy use
5.	Offer a menu of relevant strategies
6.	Provide controlled practice
7.	Allow learners to reflect on strategy use

Table 3: Procedures for strategy training

The incorporation of strategy training "expands the role of teachers" (Oxford in Nunan 1999:171). This enhanced role of teachers as well as the new role of students will be discussed next.

4.2 Roles of teachers and learners

4.2.1 Teachers

Whereas the current role of teachers is classroom manager and practice provider, these innovations create a much more active and autonomous capacity. As Richards & Rodgers state, the role of teachers is closely related to the aims and methodology of a course (2001:29). Changes in objectives and methodology, both aspects of design, will cause teachers' roles to change as well.

With this innovation, teachers not only provide listening practice opportunities but also model, discuss and support the use of listening strategies. Teachers equip students with practice in preparation for tests and with general learning and language learning-specific skills that better prepare them for future learning tasks and communicative opportunities. As Nunan observes:

> The ultimate goal [for teachers] is to enable the learner to communicate with others in the world beyond the classroom where they will not have a teacher on hand. In helping learners achieve this goal, however, teachers need to redefine their approach to teaching (1999:74).

Increased responsibility for determining course direction and progress is imparted on teachers. They have authority to modify the pace of the course and to address class needs as they arise. The built-in flexibility in the syllabus enables teachers to implement such authority.

The active role of teachers in a communicative curriculum is desirable:

> The teacher endeavors to make clear to the learners what they need to do in order to achieve some specific activity or task...This guidance role is ongoing and largely unpredictable...In guiding and monitoring the teacher needs to be a 'seer of potential' with the aim of facilitating and shaping individual and group knowledge and exploitation of abilities during learning. In this way the teacher will be concentrating on the process competences of the learners (Breen & Candlin 1979:99).

Such innovation to the role of teachers may demand increased teacher support, as discussed in section 5.

4.2.2 Learners

The changes in course objectives, syllabus and teacher roles stated above mean corresponding role changes for learners. Expectations for learners are higher under the proposed innovations. While learners currently use only their existing strategies, they are encouraged to expand their strategy skill sets by experimenting with those suggested and modeled by teachers. In their expanded role, learners "learn how to respond appropriately in novel and authentic communicative situations" (Nunan 1999:74). In learning how to learn, student focus shifts from weekly quizzes and tests to include the learning process itself. This shift corresponds with the move from a strictly product-oriented syllabus to one including process-orientation as well.

One possible impediment to this modification of learner roles is resistance by Japanese students to adjusting from more traditional, collective to more progressive, individualized expectations. It is probable that the university students whom these curriculum changes directly affect have rarely, if ever, been expected to fill such roles; indeed, much of Japanese schooling thrives on uniformity, conformity and teacher control, though it is slowly changing. The onus is on teachers to explain the innovated roles of teachers and students, and to anticipate and overcome potential student reluctance. Creating a teacher-learner contract, such as that outlined in Chamot et al. (1999:52-53) is one positive step teachers can take as they attempt to "develop learners' awareness of the processes underlying their own learning so that, eventually, they will be able to take greater and greater responsibility for their learning" (Nunan 1999:218). A teacher-learner contract allows teachers and learners to outline their expectations of each other. It also helps to develop trust between the two sides.

4.3 Materials

The required textbook, Airwaves, is retained under the proposed curriculum changes for several reasons. First, it is unrealistic to expect teachers to create an entire course worth of original listening material. Secondly, a structured text helps ease the adoption of the innovations mentioned in previous sections as it provides a sense of security and familiarity. The textbook is a holdover from the previous design, and its clearly organized, structured practice helps efficiency. Furthermore, the textbook serves as an orienting device helping students to track

the direction of the course; without a tangible reference point, learners may feel lost.

It is important to note that the textbook provides practice opportunities to which LST is applied. Though the textbook is retained in the proposed innovations, its use is augmented. It is used to provide practice not simply in listening comprehension but in utilizing and practicing listening strategies. These strategies would be "integrated" (O'Malley et al. 1990:152) with the existing text.

4.4 Proposed evaluation

In line with other changes to ELIIA, student evaluation includes process as well as product. To recognize student attendance, effort and willingness to develop strategy use, teachers assign a subjective score based on a predetermined rubric shared with the class comprising 30% of the final grade; the remaining 70% is divided between quizzes (20%), TOEIC summary tests (25%) and the final (25%). Addition of a subjective component and the corresponding reduction in testing allows teachers to recognize individual student gains; for example, a student of low ability who advances to an intermediate level deserves recognition for improvement that may not manifest itself in a purely product-based system.

Breen & Candlin state that both product and process should be acknowledged during evaluation:

> summative evaluation within a communicative curriculum needs to focus
> on the assessment of the learner's developing communicative knowledge
> and abilities as well as on his actual performance within the target
> repertoire. Summative evaluation has still to account for developed
> knowledge and abilities in addition to the surface manifestations of such
> development (1979:106).

In this case, "the learner's developing communicative knowledge and abilities" involve strategy use, while their "actual performance" is measured by tests. By acknowledging both aspects, a more comprehensive evaluation is possible.

5. Cost benefit analysis (CBA)

Stage four of Skilbeck's model states: Interpret and implement the programme. This section addresses the need for interpretation of the program through CBA. An action plan to implement the changes is also described.

Kennedy & Edwards observe several features that contribute to CBA, including: relevance, trialability/adaptability, ownership, and feasibility (1998:38-39). These features are discussed in this section, along with considerations of different perspectives.

5.1 Relevance

The need for the innovations outlined in section 4 is clear, given the traditional focus and product-orientation of the current design. Teachers should consider their obligations to include supporting learner autonomy and preparing students to continue learning and communicating in English after final exams are completed. As such, the innovations suggested in this paper are relevant. Savage & Graeme point out the potential implications of innovative methodology and design: "A methodology which fosters learner autonomy sustains momentum to continue learning" (2001:144). Therefore, these curriculum changes are also relevant because of their potential to enhance student motivation as well as their influence on present and future learning.

5.1.1 A need for foresight

It is hoped that administrators and teachers realize the benefits inherent in strategy training. Exposure to LST in ELIIA would have ramifications beyond the course itself. Indeed, with the transfer of strategies to other language and content courses, ELIIA could help students become better language and general learners. As Widdowson observes, learners can continue learning "after the course is over by applying the procedures they have used in learning to continuation of learning through language use" (in Savage & Graeme 2001:144). This emphasis on student skill-building is evident in the revised course objectives mentioned in section 4.1. In addition, the possibility exists for strategy training to cross over to other

English and content areas, though such wide-ranging initiatives are beyond the scope of this paper.

5.2 Trialability/Adaptability

Hardy notes trialability is important to any innovation:

> Excellent organizations encourage ideas and never kill a likely one until it is tried out. Above all, they foster communication and the infectious spread of ideas and they never penalize failure *if* it is learnt from (in White 1988:138).

The possibility of "small-scale trialing and experimentation limits the risks involved in wholesale, wide-scale adoption without trial" (White et al. 1991:184). Opportunity for innovation to be tested on a small scale and adapted if necessary helps to insolate an entire program if the initial innovations are misguided in any way. In order to create conditions for the changes proposed in this paper to be successfully implemented, trialability is key.

The author, as change agent, would first open the innovations to inspection by supervisors and colleagues, after which he would implement the changes in ELIIA with multiple classes for two semesters. Multiple classes are needed to determine how the innovations are accepted by a cross-section of students. Supervisors and other teachers are invited to observe the classes. Additionally, classes are videotaped for retrospective analysis by the teacher and other faculty as well as for demonstrative purposes for future primary receivers/changers.

Meanwhile, observability is inherent in effective trialability; indeed, there is little practicality in trialing new methods if they are not open to inspection by peers. As White et al. state: "If the favourable results of an innovation are visible to others, then its adoption and spread are more likely" (1991:184).

Inspection and feedback will certainly generate ongoing adjustments to the classroom procedures, and possibly with the proposed innovations themselves. It is because of this need for flexibility in innovation that the trial period lasts two semesters. The initial semester offers the chance for a rudimentary trial; the second allows for initial adaptations to be made before the innovations are more widespread. This process creates an incubation period for the innovations and increases their validity, appropriateness and effectiveness. Depending on results from the incubation period, all ELIIA courses proceed under the proposed innovations the following year.

5.3 Ownership

As change agent, this author is a strong believer in the wide-reaching advantages of these innovations. For their implementation to be accepted as "deeper and more complex change [rather than on the surface]" (Kennedy & Edwards 1998:17), opportunities for other faculty members to be involved in the planning, observing, trialing, modifying and adopting stages are crucial. In fact, as "professionals, teachers expect and may even demand participation (and at the

very least consultation) within the decision-making process" (White et al. 1991:166). Chances to participate in and be supported during the innovation process are detailed in the following sub-sections.

5.3.1 Support

Teamwork is highlighted as a key factor when proposing change to a group:

> Developing a team spirit, giving a sense of purpose, attending to individuals' problems, and making them feel valued are as much attributes of good management as they are of good educational practice. Similarly, providing individuals with the skills needed to perform a given task is a management as well as an educational requirement. And all are very important when seeking to implement an innovation (White et al. 1991:179)

Table 4 outlines methods that contribute to a feeling of ownership by faculty members associated with the innovations.

Prior to semester	During semester
1. Meet with program director to discuss purpose and seek advice.	1. Schedule peer observations and feedback sessions as means of trialability/adaptability.
2. Half day in-service to outline the proposal, including survey and discussion of current design.	2. Bi-weekly meetings with ELIIA teachers to discuss progress of innovated design compared to current design.
3. Bibliography of recommended readings on strategy training, listening strategies and communicative methodology. These readings are put on reserve at the university library and/or made available in the teachers' room.	3. Change agent's written retrospective observations of the progress of innovations. Progress reports submitted to the Centre for Foreign Language Study's annual journal.

Table 4: Steps to foster "ownership"

5.3.2 Technology

Since other teaching demands may limit the time and energy teachers can expend during the trial phase, collaborative technology is used to supplement the steps listed in Table 4. An on-line document-sharing program, such as Google documents, is used to allow teachers to share ideas and comments when they are unable to meet in person. Using Google documents, a closed community consisting of involved faculty is created by the change agent. This program allows users to type information into a document at any time, which means teachers can interact with each other despite logistical and time constraints. This type of collaboration through technology is increasing in many organizations and has great potential to support innovation.

5.4 Feasibility

Prior to considerations of feasibility, it seemed prudent to discuss the relevance, trialability/adaptability and ownership of these curriculum changes. The examination of those issues suggests the proposed innovations are beneficial and feasible. The detailed action plan includes stages for introducing, trialing, adapting, and fostering ownership of the innovations and creates an environment in which these potential changes can be successfully implemented.

These innovations can be viewed as discontinuous change because they "[involve] a radical break with former practices and behaviors" (Kennedy & Edwards 1998:72) and this categorization may make the task of change seem

challenging. However, the features articulated in this CBA aim to counter potential disorientation. Moreover, the two-semester incubation period is meant to address the notion that "incremental rather than sudden change is probably most likely to succeed" (Kennedy & Edwards 1998:8). Other labels such as "small-scale change" and "internal change led by teachers themselves" (Kennedy & Edwards 1998:45) are also applicable to these innovations. In this teaching context, this type of change is likely to succeed where large-scale change from outside may not.

5.5 Issue of perspective

The CBA above is based on one teacher's point of view. In fact, it seems that a majority of literature concerning ELT management and curriculum change refers to CBA from institutional and teacher perspectives. CBA from a student perspective is often ignored but deserves attention, especially based on the learner-centredness of the proposed innovations in this paper.

5.5.1 Student CBA

Beyond institutional and teacher-based CBA, educators should consider the ramifications innovations might have on students. The following items are meant only as a starting point and as student perspective continues to be considered in CBA, this list will surely be expanded. The impact of innovation on students should be considered in relation to: motivation; enjoyment; usefulness to the current course; usefulness to future courses; and time allocation. Furthermore,

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teachers should think about ways students might answer the questions in Table 5.

1.	Is there value for me in this innovation? If so, what is the value?
2.	If there is value, is the value limited to this course or does it potentially extend to other courses and/or learning opportunities and/or my life in general?
3.	Is it worthwhile to invest my time and effort in this innovation? Or is my time better spent on other things (i.e. other academic work, part-time jobs, etc.)?

Table 5: Questions for student-based CBA

When these learner-centered items are considered in relation to the changes proposed in this paper, the response can reasonably be expected to be positive. Students will probably be motivated to understand their own and others' learning strategies. Strategy training would be a new approach for many of these students, so the freshness, coupled with the notion of becoming more autonomous, may be motivating as well.

As long as teachers make explicit the practicality of strategies to the course and beyond, learners will be able to understand how they can develop skills that help them learn on their own. Though some students may express initial anxiety or resistance, many students should find value in the course and invest both effort and time in innovations aimed at improving not only their language learning but also their entire academic experience. Indeed, it is difficult to imagine students who prefer classes with narrow focus and reliance on teachers. The student-based CBA, like the teacher-based CBA described above, indicates that the benefits of these innovations outweigh the costs.

6. Evaluation

The fifth and final stage of Skilbeck's model includes evaluation of the curriculum change. Evaluation can be divided into two varieties: summative and formative. Summative evaluation is defined as "end-of-course evaluation which may be based on some prescribed criteria" (Breen & Candlin 1979:100). Williams & Burden point out that summative evaluation often does not explain why an innovation has not worked or how it might be modified in the future (1994:22).

It should be evident from the procedures outlined in sections 5.2 and 5.3 that formative evaluation processes are embedded in the framework of these innovations. Formative evaluation shows "the very process of evaluation helps to shape the nature of the project itself and therefore increases the likelihood of its successful implementation" (Williams & Burden 1994:22). Formative evaluation is also in line with communicative methodology (Breen & Candlin 1979:100). The previously described ongoing observations, feedback sessions and teacher-support system are mechanisms of formative evaluation.

In addition, Kennedy rightly states that evaluation should include the innovative process as well as the results of change (in Williams & Burden 1994:23). Teachers will necessarily have to assess the content and outcomes of change as well as the planning and implementation of projects. In the case of these innovations, aspects such as Skilbeck's model, the scope of the proposed changes and the action plan will need to be critiqued to determine their effectiveness. It seems that the best

way to evaluate a process is by employing the summative variety; if formative evaluation were used to investigate the process, the process might be slowed considerably by discussion and revision. Therefore, a combination of formative and summative evaluation may be advantageous: the former applying to the content of change, the latter to the process of change.

7. Conclusion

Several related innovations to the design of ELIIA have been proposed in this paper. Skilbeck's model served as a guide to these curriculum changes, which are suggested in order to modernize the existing course design. Learner-centredness, communicative methodology, strategy training and process orientation would be incorporated in the course, and the innovations seek to move the design of ELIIA from traditional to progressive.

Conditions for successful implementation of these innovations were described; in addition, a CBA was made from various perspectives. Based on the results of this analysis and the scaffolded action plan, it is suggested that the innovations in this plan are achievable. These changes are potentially beneficial and motivating for students, and such potential may well overcome student, teacher and/or administrator skepticism. However, during the creation and analysis involved in this proposal, it became clear that for innovation to succeed, teacher support for and confidence in the innovation are crucial. Indeed, even the best-intentioned, meticulously planned curriculum change hinges on teachers; a good idea alone is not sufficient. As Nicholls states:

> "...as the history of innovation shows, the demonstrable superiority of an innovation does not necessarily ensure its adoption [and] research evidence in support of an innovation may not necessarily secure adoption" (in White et al. 1991:184).

Whether these curriculum changes come to fruition remains to be seen. The process of shaping an idea for curriculum change and methodically adhering to Skilbeck's model, in addition to exposure to ELT management and innovation literature, has been beneficial for this author. With research in ELT increasing and producing new teaching and learning ideas, future opportunities to initiate change will certainly arise. Such opportunities will be enhanced by the experience of engaging the framework of innovation used for this proposal.

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Appendix One

Current Syllabus for ELIIA

This syllabus is reproduced in the original form provided to the author by a supervising faculty member.

CLASS SYLLABUS

Text: New Airwaves: Developing Better Listening Skills, Macmillan, 2004.
Students are required to bring their textbook, dictionaries, paper, and writing instruments to every class–please come prepared!!!

Course: We will be working on improving ability to communicate in English through listening and speaking in class.

Content: We will be following the schedule below:

1. Class introduction
2. Ch. 1 (You're an Interesting Person!)
3. Quiz #1, Ch. 2 (What an Unusual Family!)
4. Quiz #2, Ch. 3 (TGIF)
5. Quiz #3, Ch. 4 (Wow! Everything's on Sale)
6. Quiz #4, Ch. 9 (Hey, Look at Her!)
7. TOEIC Listening Summary Test 1
8. Ch. 5 (Listen to That Engine!)
9. Quiz #5, Ch. 6 (Got Any Travel Plans?)
10. Quiz #6, Ch. 7 (That's Not Pizza!)
11. Quiz #7, Ch. 8 (Welcome to Las Vegas!)
12. Quiz #8, Ch. 10 (Meet Your Lucky Date!)
13. TOEIC Listening Summary Test 2
14. TOEIC Listening Section Practice/Strategies
15. Final Exam (TOEIC–IP Listening Section)

Grading: You will be evaluated based on the weekly quizzes (30%), the TOEIC Summary Tests (30%), and the Final Exam (40%). Also you should keep in mind that if you are absent 5 times or more, you will not receive credit for this class. Come to class and do your best!!! Let's have a fun semester, studying English!

Appendix Two
Proposed Syllabus for ELIIA

CLASS SYLLABUS

Text: New Airwaves: Developing Better Listening Skills, Macmillan, 2004.

Course: We will be working on improving listening skills in test-taking and communicative situations. We will be developing skills and strategies you can use on your own to listen better.

Content: We will be following the schedule below:

1.   Ch. 1 (You're an Interesting Person!)
2.   Quiz #1, Ch. 2 (What an Unusual Family!)
3.   Quiz #2, Ch. 3 (TGIF)
4.   Quiz #3, Ch. 4 (Wow! Everything's on Sale)
5.   Quiz #4, Ch. 9 (Hey, Look at Her!)
6.   TOEIC Listening Summary Test 1
7.   Ch. 5 (Listen to That Engine!)
8.   Quiz #5, Ch. 6 (Got Any Travel Plans?)
9.   Quiz #6, Ch. 7 (That's Not Pizza!)
10.   Quiz #7, Ch. 8 (Welcome to Las Vegas!)
11.   Quiz #8, Ch. 10 (Meet Your Lucky Date!)
12.   TOEIC Listening Summary Test 2
13.   Open date (no set material; teacher's discretion)
14.   Open date (no set material; teacher's discretion)
15.   Final Exam (TOEIC-IP Listening Section)

*The Open dates may be used at any time during the course at the teacher's discretion. Students will be notified of what material will be covered during those times.

Listening Strategies: We will be practicing the following listening strategies in order to improve listening. These strategies may be introduced and practiced as determined by the teacher. More strategies may be added depending on the class needs.

Strategy name (E)	Strategy Name (J)
Concentrate	集中する
Repeat to self	繰り返す
Identify task	内容や詳細
Take notes	メモを取る
Predict	予測する
Categorize	種類
Attend to tone and intonation	声のトーンやイントネーションに注意する
Visualize	心の中で想像する
Inference	推測すること
Use background knowledge	知識や経験を使う
Summarize	要約する
Keep listening	聞き続ける
Markers	接続後
Notice repetition	繰り返されることに気づく
Chunks	熟語

Grading:　　You will be evaluated based on the weekly quizzes (20%), the TOEIC Summary Tests (25%), and the Final Exam (25%). The other 30% of your grade will be based on your attendance, participation and effort. Also you should keep in mind that if you are absent 5 times or more, you will not receive credit for this class. Come to class and do your best!!! Let's have a fun semester, studying English!

Appendix Three
Recommended reading list for ELIIA teachers

Breen, M. & Candlin, C. (1979). The essentials of a communicative curriculum in language teaching. **Applied Linguistics**, *1/2*, 89-112.

Chamot, A.U., et al. (1999) **The Learning Strategies Handbook**. White Plains, New York: Addison Wesley Longman, Inc.

Field, J. (1998). Skills and strategies towards a new methodology for listening. **ELT Journal**, *52/2*, 110-118.

O'Malley, J.M. & Chamot, A.U. (1990) **Learning Strategies in Second Language Acquisition**. Cambridge: Cambridge University Press.

Oxford, R. (1990) **Language Learning Strategies: what every teacher should know**. USA: Heinle & Heinle Publishers.