

A PROPOSAL FOR SYLLABUS CHANGE
WITHIN THE ENGLISH ORAL COMMUNICATION
DEPARTMENT OF A JAPANESE HIGH SCHOOL.

THOMAS WARREN-PRICE

The University of Birmingham
MA TEFL/TESL
Distance Learning Programme

Module five:
ELT Management and Sociolinguistics
November 30th, 2004

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.

Contents

	Page	
1.0	Introduction	2
2.0	Assessing the need for syllabus change	4
2.1	Course description	4
2.2	Characteristics of OC department - instruction autonomy	4
2.3	Criteria for syllabus selection	5
2.4	Student evaluation	6
2.5	Current textbook	7
2.6	Syllabus change	8
2.7	Assessing implementers' readiness for syllabus change	9
2.8	Pupil questionnaire – assessment of learner needs	10
2.8.1	Long-term goals	10
2.8.2	OC lesson objectives	10
2.8.3	Tentative plans beyond graduation	11
3.0	Cost-benefit analysis	13
3.1	Assessment of disadvantages-advantages of current syllabus	13
3.2	Conducting a conjecture of costs and benefits of change	13
3.2.1	Aims of cost-benefit analysis	13
3.2.2	Cost-benefit analysis results	14
4.0	Initiating syllabus change	15
4.1	New syllabus type	15
4.2	Fostering departmental collaborative change	17
4.2.1	Regular syllabus meetings	17
4.2.2	Collaborative evaluation of learner needs	18
4.2.3	A framework of OC aims – Metacognitive indirect strategies	19
4.3	Forging a plain interpretation of learner-centredness	21
4.4	An example of new syllabus components	22
4.4.1	Linking instructor and pupil objectives	22
4.4.2	A consideration of methodology	23
4.4.3	Following the trial – Assessment of instructor workload	24
4.5	Submitting the new syllabus to the FLC	24
5.0	Conclusion	26
	Appendices one to twelve	28 to 62
	References	63 to 65

1.0 Introduction

In this paper I will describe a change of syllabus that I would like to see implemented at department level in an existing English oral communication programme at a private Japanese high school. First, I shall consider why the current syllabus is inappropriate and then describe and provide reason for wanting to develop a more instructor and learner negotiated syllabus. I will include a cost-benefit analysis and justification of how I would create the conditions for the change to be successful.

Within the limits of my own teaching context I am constrained to focus predominantly on the oral communication (hereafter OC) syllabus - subject matter and content of OC instruction - within a narrow but recognised definition of curriculum more common in American learning institutes. This project therefore concentrates on the content, or 'means' (Richards et al, 1992: 94), a 'plan of activities' (Collins, 1994: 275), and a specification of the content of the teaching and learning and the organisation and sequencing of the content' (Breen and Candlin, 2001: 25). This Nunan (1999: 305) refers to as:

'[...] syllabus design (selecting, sequencing, and justifying content) [and] methodology (selecting and sequencing learning tasks and activities) [...].'

This should allow the chiefly theoretical nature of this paper to lead to potentially practical outcomes.

Implementing syllabus change – or 'innovation' (Kennedy and Edwards, 1998: 84) – can be a complex process which preferably is introduced incrementally and continuously (Kennedy and Edwards, 1998: 84). This should aim not to overwhelm those most closely involved: the 'stakeholders and implementers' (Kennedy and Edwards, 1998:

34). Therefore, innovation should ideally occur on a small team basis leading to consensus among staff, administration and pupils (Brown, 1995: 19). Understanding what is collectively done in classrooms will encourage us all to reflect on the ultimate educational goals we set out to promote and that development processes within classroom instruction are perpetually ongoing and evolving (Brown, 1995: 191) when teaching ‘practitioners [are] central to curriculum enquiry and development’ (Burns, 1999: 28). As such, a collaborative approach is

‘a powerful way of facilitating school curriculum renewal and ensuring that teachers retain great ownership of curriculum implementation.’ (Burns, 1999: 209)

2.0 Assessing the need for syllabus change

2.1 Course description

This paper centres on the syllabus developed by the OC department for years two and three of a high school's Foreign Languages Course (hereafter the FLC), comprising 146 girls aged sixteen to eighteen. The pupils' OC proficiency levels range from novice-high to advanced (according to ACTEL proficiency guidelines, cited in Brown, 2001: 100-101).

The OC department, employed by the school's International Centre, is not a wholly assimilated division of the FLC, but functions independently and works in parallel, but seldom collaboratively, with the main English department.

2.2 Characteristics of OC department - instruction autonomy

The FLC adheres to Ministry of Education-prescribed (M of Ed) English OC provision, yet interprets the guidelines to provide for the following:

1. OC taught solely by a native English-speaking instructor, employed privately by the school's International Centre, which in turn receives bursaries from the Prefectural Board of Education to teach classes of fewer than 20 pupils.
2. Whole forms are split into small OC groups of between 12 and 18 pupils, thus taught separately but concurrently.

As few top-down coercive curriculum procedures are imposed by the FLC, the OC department is afforded a substantial level of independence and autonomy over OC syllabus design and materials choice, allowing for a functioning on a decentralised,

semi-cooperative level with the FLC. As a result, the OC department is free to negotiate and adjust the syllabus, which in turn fits a definition provided by Brumfit (cited in White, 1988: 109):

‘It is a document of administrative convenience and will only be partly justified on theoretical grounds and so is negotiable and adjustable.’

2.3 Criteria for syllabus selection

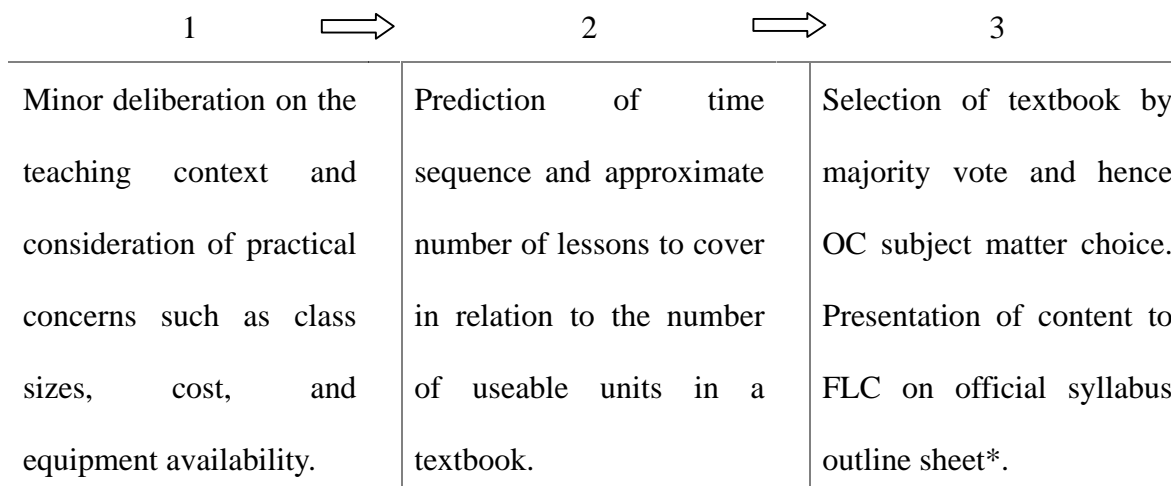
The limited expertise of the department, matched to inadequate administrative assistance - ‘no curriculum spelled out in a document’ (Brown, 2001: 155) - currently results in the following rudimentary but convenient procedure for annual materials choice and syllabus design:

Figure 1 Syllabus design procedure

Syllabus design = Content and materials = Textbook choice

Not only is the whole OC ‘degenerate syllabus’ (Willis, 2000: 4) textbook-driven (Brown, 2001: 155); materials are selected according to the following criteria (adaptation from White, 1988: 33):

Figure 2 Model of current syllabus choice decision-making



*There are two administrative forms: prefatorial syllabus outline (appendix one) and progress report (figure 3, appendix two).

As a consequence, the materials – commonly a part of curriculum activities – actually encapsulate the syllabus - predominantly a teaching activity (Brown, 1995: 29). Furthermore, despite the autonomy afforded, little consideration is paid to pupil needs or definitive syllabus aims and purposes, or how they should be met. This lack of even a basic learner needs analysis creates a failure to prioritise which topics, language use and skills (Brown, 1995: 43) the target group could immediately, or in future, profit from. This arguably renders the programme largely planned and taught in a vacuum (Brown, 1995: 182).

2.4 Student evaluation

No formal OC testing exists, but pupil evaluation occurs regularly, mainly by instructor-subjective assessment for Oral (scalar weighting of 60%), Attitude (30%), and Writing (10%). This means that OC syllabus design does not first require comprehensive deliberation on how instruction should lead towards a specific measurement of pupil

achievement through student evaluation.

2.5 Current textbook

The textbook – *Passport: English for International Communication* (Buckingham and Whitney, 1995) – caters to both years two and three. It pertains to a situational syllabus and entails an ‘interventionist approach [giving] priority to the pre-specification of linguistic content’ (White, 1988: 45). Buckingham (1995: 5) states:

‘*Passport* is a course in listening and speaking skills for false-beginner or elementary level Japanese students of English who are planning to go abroad for the first time. [It] contains twenty units. Each unit contains enough materials for 60-90 minutes of class time.’

As a guide, last academic year, year two attended twenty 70-minute lessons and year three, sixteen. Basically, the one textbook’s target language is insufficient in scope for a full two-year syllabus for Japan-based learners. Of situation-based syllabus, Richards (2001: 157) states:

‘the language used in specific situations may not transfer to other situations, [which] often leads to a phrase-book approach’

Although such a disadvantage would seem to apply more directly to some learners’ low language competence, the main problem within the OC context is that the textbook fails to provide for the range of language proficiencies.

White (1988: 73) states that situation ‘does not by itself make a sound basis for organising a language programme’. Yet, I would not want to write off the category of situation completely as it is an important element in syllabus design, but the sporadic

provision of so few OC lessons (regularly cancelled for core-subject test preparation, examinations, school events, and so on) grants little opportunity for comprehensive language review of situation-specific English.

2.6 Syllabus change

Should steps be taken to enable greater pupil participation in determining course content, they would subsequently develop the tools to cope with, and change, what they will encounter outside of the classroom (Graves, 2001: 186). Unfortunately, this is often avoided and fails to envision instructing the pupils in not just language, but of raising awareness of their own attitudes and encouraging them to take great initiative.

Currently, comprehensive rearrangement of the components of the textbook to suit all learner levels requires considerable preparation and actual classroom instruction. This difficulty to suit the needs, abilities and interests of the pupils thus leads to decreased motivation creeping in for both pupils and instructors alike. Nonetheless, most FLC pupils are highly motivated with inquisitive minds and appear capable of negotiating to a degree their own communicative requirements. Therefore, shifting focus away from the instructor and toward the learners themselves (Nunan, 1999: 10), along with removing emphasis on the textbook, would afford

‘[a] more active role in reflecting on their learning, determining the content of the course, and pursuing projects of interest to them’ (Graves, 2001: 188).

The OC department is not obliged to use a textbook, so I wish to remove it and create a move towards instructors having to ‘instruct’ less and having greater freedom to circulate, facilitate pupil interaction and offer individual help. This should in turn

moderate the attempt to ‘pre-specify learning outcomes or attempt to control or substantially guide learning’ (Das, 1988, cited in Graves, 2001: 188).

Brown (1995: 6) writes of syllabus as a way of ‘organising a global order of presentation, [which] regardless of the approach a teacher adopts she or he must plan and organize’ the order of what should be taught. And he also points out the limited empirical evidence of any particular syllabus type working better than others (1995: 142). Yet, attuning the syllabus to learner needs by giving them a say in syllabus design clearly would – although not necessarily immediately ‘work better’ in the sense of notably raising language proficiency – provide for greater language uptake and motivation through more personalised approaches.

A new negotiated syllabus should take advantage of the small OC group sizes by severely reducing unnecessary teacher talk time and the pupils’ wait for their infrequent turn with the instructor (Crandall, 1999: 235). Furthermore, fostering conditions for cooperative learning, social interaction and pupil-generated negotiation of meaning should allow all members to contribute and learn from the other members (Crandall, 1999: 226) and would also provide for far greater opportunities for whole class participation.

2.7 Assessing implementers’ readiness for syllabus change

Achieving syllabus change success entails gaining awareness of colleagues’ underlying beliefs about education, language and learning and consequently attitudes arising from those beliefs (Kennedy and Edwards, 1998: 11). Thus, as prospective stakeholders and implementers in the change process, I asked all OC instructors – including myself as change agent (Kennedy and Edwards, 1998: 35) – to complete a

structured-item questionnaire (appendix three). Despite also featuring general curriculum aspects not directly relevant to syllabus change, the intention was to gauge instructor attitudes and the potential departmental readiness for change.

Appendices four (tables 1 and 2) and five (figures 4 and 5) show and explain the salient results, but most prominent (question 7i) is that four instructors state the OC department ready to change the current syllabus if it is not felt suitable. Furthermore, (question 4 a-c) is the opinion stated that the course should be based on a variety of syllabus types.

2.8 Pupil questionnaire – assessment of learner needs

In order to gain some understanding of how the conceptualisation of a new syllabus and its ‘chunks’ might develop (Graves, 2001: 181), my own group of year two pupils were asked to consider their own needs. By means of a questionnaire (appendix six), they recorded their long-term goals and learning objectives.

2.8.1 Long-term goals

The results of the questionnaire (figure 6 and table 3, appendix seven) reveal the majority of pupils consider OC to aid advancement. That is to say, they can improve themselves by increasing opportunities to meet people from other cultures. And studying OC is fun! Notably, academic considerations (to get good grades) were largely dismissed.

2.8.2 OC lesson objectives

Contrary to the negative questionnaire responses of four instructors to question 8m (appendix five continued), - ‘My students are capable of discussing and reaching decisions on their own OC needs’ - I found that my own year twos are able to both discuss

and negotiate syllabus by reaching decisions on their objectives (results in appendix seven).

2.8.3 Tentative plans beyond graduation

To gauge the extent to which a future OC syllabus should steer towards engaging the pupils in autonomy, I questioned my pupils on their tentative intentions after graduation (see appendix eight for questionnaire).

Table 4 Tentative pupil intentions beyond high school graduation

Year	Form	# of students in OC class	Intend to study English+			No intention of English study
			College	University	Abroad	
2	1	18*	1	13	4	4

*Includes one pupil abroad with whom I am in regular contact.

+It should be noted that four students stated an intention for both university and study abroad.

Furthermore, by informal showing of hands of all year two and three pupils, the following number displayed an interest in continuing English studies beyond high school:

Table 5 Years two and three – continuing English beyond graduation

Year	Form	# of students in class	# planning college/ uni English study	Percentage (approx.)
2	1	36*	22	61
2°	2	35*	16	46
3	1	33	29+	88
3°	2	30	10+	33
3	3	12	12+	100
Total		146	89	66

* Include eleven students abroad on exchange programmes.

° Forms focusing extensively on sports.

+ Firm plans – They are currently in the application process.

Although not conclusive, tables 4 and 5 indicate the potential benefits of placing an emphasis on greater development of learner-initiated speaking skills for negotiation of meaning. This would aid entrance to college and university while encouraging the pupils to ‘move toward the fully autonomous end of the pedagogical continuum’ (Nunan, 1999: 12).

3.0 Cost-benefit analysis

3.1 Assessment of disadvantages-advantages of current syllabus

A system of measuring the disadvantages and advantages of the current syllabus was devised (figures 7 and 8, appendix nine): Change agent-subjective values were assigned from 1 (small disadvantage/advantage) to 5 (large). The results (appendix nine), which show that disadvantages outweigh advantages, validate conducting a cost-benefit analysis for proposed syllabus change.

3.2 Conducting a conjecture of costs and benefits of change

3.2.1 Aims of cost-benefit analysis

Having ascertained the unsuitability of the current syllabus (as change alternative), the aim of a cost-benefit analysis (figures 9,10 and 11, appendix ten) is to predict how those involved in the proposed change – the adopters and implementers (Kennedy and Edwards, 1998: 35) - would see benefits outweighing the possible costs. Therefore, a method under which the ‘evaluation of [...] all potential gains and losses from a proposal are identified’ (Nas, 1996: 1) should determine whether proposed syllabus amendment is desirable and thus worth establishing.

Initiating a cost-benefit analysis ideally ‘requires well-coordinated teamwork’ (Nas, 1996: 167), and begins with a critical examination of the circumstances surrounding change. Within the hitherto largely theoretical bounds of this paper, I, as change agent, regard and identify the key concepts of acceptability and relevance (Kennedy and Edwards, 1998: 41) and possible outcomes (Nas, 1996: 166) for both immediate and long-term, change. Should a positive outcome ensue, it will be used as the concept to initiate departmental approval.

Detail of predicted tangible (financial) costs has not been included: such consideration would largely depend on the type of methodology the instructors collectively decided to develop. Therefore, as for the assessment of the current syllabus, subjective evaluation assigns values to intangible factors: maximum costs or benefits receive values of 5; average, 3; and minimum, 1.

3.2.2 Cost-benefit analysis results

The results of the cost-benefit analysis (appendix ten) show that perceived benefits score higher (34) than costs (30). Although this initial analysis is change agent-developed, fundamentally the outcomes reveal that proposed syllabus change should be further explored and used as a base for further departmental collective analysis and debate.

4.0 Initiating syllabus change

The following section focuses primarily on creating the conditions for greater learner involvement in syllabus and methodology. It also considers the primary circumstances necessary for change to succeed. Consequently, it does not ultimately specify a detailed sequencing of syllabus content based on implementer and pupil generated components.

4.1 New syllabus type

As previously seen, the current instructor-centred, ‘piori’ (Richards and Rodgers, 2001: 25) future-oriented syllabus has its consistency maintained by the order of the content listed in the Passport textbook. It is an established and convenient means of presenting the sequence of course content in coexistence with a declaration of methodology. Yet, it fails to advantageously reflect the ‘dynamic and interactive nature of the learning process’ (Bell and Gower, 1998: 117): it does not continually give learners a say in their present and future learner needs.

The instructors and pupils would together create appropriate communicative activities to provide interesting opportunities to participate in the self-discovery of language, rather than being taught something simply because it is the next point in the syllabus. The syllabus would therefore inevitably develop somewhat organically from the materials (Tomlinson, 1998: 147). Tomlinson argues:

‘[...] most learners only learn what they need or want to learn. Providing opportunities to learn the language needed to participate in an interesting activity is much more valuable than finding or constructing a text which illustrates a pre-determined teaching point.’ (1998: 147)

Paradoxically, if the pupils themselves were involved in the construction of both an in-house-developed syllabus and suitable methodology (including joint instructor and pupil-developed materials), they would receive the benefits of a cooperatively more learner-centred base and extra exposure to English.

This proposal requires a degree of shift in syllabus type: merging some of the current characteristics of an instructor interventionist style - what White (1988: 46) terms a content base and 'Type A' syllabus framework - with one reflecting a different orientation to language, learning and teaching (White, 1988: 44). Therefore, this would advocate a revision to one more in line with method base 'Type B' characteristics, by negotiation of syllabus through conscientious consultation with the students (Willis, 2000: 12), thus promoting the following features:

- Teacher-supervised
- Inner-directed or self-fulfilling
- Negotiated between both teachers and learners
- Content = what the learner brings and wants
- Doing things for or with the learner

(adaptation of White, 1988: 44)

Emphasis would be placed on person-oriented pedagogy, rather than position-oriented, or instructor-led (Widdowson, 1984, cited in Willis, 2000: 8). Such would provide for present and future learner development and flexibility, yet the role of the instructor would remain a crucial element, but would extend to also that of "facilitator", with the large responsibility that

‘success may depend on the degree to which the teacher can provide the content or create the conditions for successful language learning.’ (Richards and Rodgers, 2001: 29)

Nunan and Lamb (2001:28) caution us on the extra duty brought about by introducing a Type B syllabus:

‘[a student] negotiated curriculum cannot be introduced and managed in the same way as one which is prescribed by the teacher of teaching institutions. [...] it places the burden for all aspects of curriculum development on the teacher.’

So, for the instructors with limited teaching experience, this subsequent “double burden” of having to develop the syllabus and teach in the same course (Yokomizo et al, Nov. 2004: 207) makes evident a need for departmental collaborative action.

4.2 Fostering departmental collaborative change

4.2.1 Regular syllabus meetings

First, I would stipulate the need for regular department meetings to encourage reflection on our collective ideas and beliefs about the nature of our instruction (Richards, 2001: 152). The potential for change would thus be raised. If action research is

‘interpreted collaboratively rather than individually, [it] provides space for teachers to [...] talk more openly about problematic teaching and learner issues. This means that they are given greater freedom for curricular experimentation.’ (Burns, 1999: 202)

The aim is to gradually establish how the notion of beneficial syllabus change could benefit the newer instructors: experienced and qualified instructor-initiated debate could provide an essential and clearer understanding of classroom applications of the innovation,

especially to those not well-trained and / or lacking sound knowledge (Carless, 2001: 264):

‘If teachers are to implement an innovation successfully, it is essential that they have a thorough understanding of the principles and practice of proposed change.’ (Carless, 2001: 264)

It may, however, become the case that syllabus change is implemented before a deep understanding is grasped; the outcomes that derive from the change in fact become the driving force behind wider comprehension.

Regular departmental contact would also help reduce the confusion that the current priori syllabus choice faces (White, 1988: 34). At present we simply cannot predict well the number of lessons we must provide for (see lesson content plan, appendix two).

4.2.2 Collaborative evaluation of learner needs

As change agent, I would encourage - while acknowledging the complex process of such consultation (Willis, 2000: 12) - departmental collaborative action research to evaluate learner needs and gain awareness of the degree the pupils are able to assume some learner autonomy. Initially, this would necessitate all the pupils filling out a long-term goals and objectives questionnaire (appendix six) and a tentative future plans questionnaire (appendix eight). From my own pupils’ outcomes, the function of the questionnaires would be to act as a foundation for implementer uptake, being defined as establishing a basic new framework of OC aims: encouraging the pupils to develop metacognitive strategies.

4.2.3 A framework of OC aims - Metacognitive indirect strategies

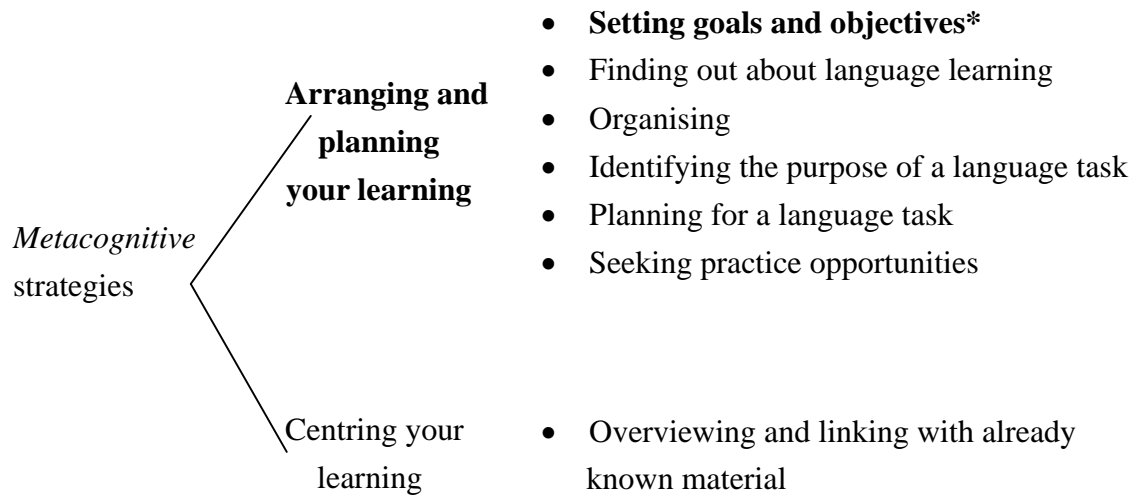
Selecting a common framework for OC instruction aims should be seen as providing an incentive for initiating change. Questioning the pupils on their long-term goals and objectives relates directly to learners' indirect strategy awareness and follows the opinion that they need to be afforded opportunities to develop questioning attitudes with allowance made to stretch their capabilities beyond merely receiving teacher-initiated instruction. This should promote the contention that learners who can develop 'skills in identifying their own preferred learning skills and strategies' (Nunan and Lamb, 2001: 36) will become more effective, 'independent and self-aware' (Skehan, 1998: 261) language learners.

The explicit course aim would therefore become:

- Collaboratively promote indirect strategies to 'support and manage language learning' (Oxford, 1990: 135) and more specifically'
'metacognitive strategies [that] allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.' (Oxford, 1990: 135)

By adopting or improving on learning techniques and appropriate strategies (Ehrman, 1996: 177), the pupils have the potential to acquire learner autonomy and independence.

Figure 12 Metacognitive strategies description



*The first stage towards understanding learner needs.

Adaptation of Oxford (1990: 20)

The fundamental part of the instructor's job therefore, as Brown (2001, 208) asserts, is to provide learners with the tools for self-development, especially those who aim to continue study beyond the high school classroom:

‘[...] teachers might overlook their mission of enabling learners to eventually become *independent* of classrooms – that is, to become autonomous learners.’

A shift away from underestimating and lacking understanding of pupils' consciousness abilities could provide for a move towards encouraging analytic learning styles where the pupils work things out more for themselves through 'personalised practice' (Bell and Gower, 1998: 124). This flexibility could be sustained that allows the instructors to 'individualise' their instruction (Bell and Gower, 1998: 117).

4.3 Forging a plain interpretation of learner-centredness

Instruction should become forged on the collective fundamental pedagogical principle of the importance of learner creativity in the classroom so as not to ‘take away investment and responsibility from teachers and learners’ (Bell and Gower, 1998: 117). Ostensibly, however, interpretations of “learner-centredness” differ within the department, seeming to typically envelop narrow characteristics that exclude the learners in many of the decision-making processes. A collective forging of a more positive attitude would require the removal of the underlying presupposition that the pupils have neither sufficient knowledge about language learning, nor adequate proficiency with which to negotiate with the instructor (Brown, 2001: 46). Efforts to provide learner-choice can help to:

‘give students a sense of “ownership” of their learning and thereby add to their intrinsic motivation.’ (Brown, 2001: 46)

So by seeing the essential meaning of learner-centredness would help the instructors feel more empowered to provide techniques that focus on, or account for, the pupils’ language needs, thereby giving them some control and input by consultation (Brown, 2001: 46).

Before a new description of the role of instructors and pupils could be introduced, or an attempt to improve the course’s effectiveness become feasible, the learners must be alerted to the principles of basic OC goals and content, leading them to gradually learn by themselves how to select and modify their own goals and content, and eventually move beyond the classroom itself (Nunan and Lamb, 2001: 29). However, it would be a mistake to assume the pupils can immediately make informed choices and suddenly develop a ‘sophisticated knowledge of pedagogy’ (Nunan, 1999: 11). Thus the instructors should progressively stress the view of education as ‘a means of providing the students with learning experiences from which they can learn by their own efforts.’ (Clark, 1987, cited

in Richards 2001: 117)

These are some of the issues that must be confronted if we, as a department, are to implement the changes towards a more learner-centred (Reid, 1999: 297) and negotiated syllabus, which leads us away from product educational philosophy on syllabus to one emphasising process (Richards, 2001: 118).

4.4 An example of new syllabus components

4.4.1 Linking instructor and pupil objectives

The collation of pupils' objectives would provide some foundation for syllabus development and indicate the types of activities the pupils want or need. This simple pooling of objectives would initiate syllabus negotiation. However, implementation would require careful collective consideration by instructors of how to piece together course content. From the outcomes of my own group's objectives (table 4, appendix seven continued) I piloted a new syllabus format that began to include both pupil and instructor-initiated objectives:

1. Pupil-initiated objectives:

- 7 pupils 'want to speak more English in class than now'.
- 1 pupil needs to 'learn big numbers' over one thousand.

Matched to:

2. Instructor-initiated objectives:

- An aspect of writing.
- Using the conditional: 'I *would* *if*.....'

Resulting in a simple syllabus sequence of:

- Speaking and writing: Using large numbers.
- The conditional ‘...*would*.....*if*.....’

(See table 5, appendix eleven for further detailed syllabus outline.)

4.4.2 A consideration of methodology

The pupil involvement in syllabus selection laid the foundation for a consideration of methodology. In favour of implementing activities that engage the learners in real communication (Arnold and Brown, 1999: 6), the pupils deserve materials that:

- Provide activities that afford them opportunities to learn, but not necessarily have to be taught.
- Stimulate and thus motivate them to want to talk (Bell and Gower, 1998: 123).
- Provide abundant opportunities for group rapport and communication, advancing opportunities for them to develop the competence to express their thoughts clearly and succinctly (Richards, 2001: 182).

As instructor, this led me to develop and trial a short set of materials covering eighty minutes over two lessons (instructions and activity in appendix twelve). The activity proved highly successful in that I had plenty of time to circulate, the pupils were extremely focused, and more negotiation of meaning occurred than had been anticipated.

4.4.3 Following the trial - Assessment of instructor workload

Fusing both a product Type A syllabus with that of a process Type B one would at first increase instructor workload, but to opt for instructor and pupil-produced materials to be used as the sole source and resource for teaching would negligibly add to lesson preparation time. Tailoring lessons levels from the outset cuts having to “raise” the level of unsuitable existing materials and, for both parties involved, making apparent a greater association with the end product. Yet, as Rea-Dickens and Germaine, (2001: 256) warn:

‘[...] the effectiveness of teaching and learning is not explained solely in terms of how good or bad the learning materials are. [...] materials are only *part* of the co-operative management of language learning.’

To that end, accountability for learning success increases for both instructor and pupil alike. As pupils begin to take on more responsibility for the outcomes, personal observation of the instructors could reveal the degree to which a particular set of materials relates to a given program carries the most weight (Brown, 1995:160)

4.5 Submitting the new syllabus to the FLC

With no syllabus ‘teachers and the institutions in which they work cannot be accountable for what happens in classrooms’ (Willis, 2000, 3) and cannot function on a professional level. Thus, careful collective consideration of the degree of detail able to be contained within the syllabus would need to occur, prior to giving the FLC administration a prefatorial syllabus outline.

Under the assumption that a negotiated syllabus - some order of sequencing able to be established simply from the initial questioning of pupil OC goals and objectives - would account for approximately half of OC provision, collaborative department

consultation and decision-making could create the remaining speculative sequencing. Such would likely pertain to Type A syllabus characteristics including a mix of, for example, structural, situational, and notional bases. This alone would suffice for the FLC administration requirements. Ultimately, department accountability would be reached when stating the actual lesson content covered.

5.0 Conclusion

From the assumptions obtained by the largely theoretical base of this paper, - save for my own classroom research - the practical implementation of a negotiated syllabus would fundamentally challenge firmly held instructor and learner beliefs and require quite a shift in teacher and pupil roles. However, it would not actually require 'radical reorganization of classroom procedures' (White, 1988: 141) as already OC autonomy allows for experimentation.

Not having to completely pre-determine a specificity of OC objectives should reduce the danger of leading to a 'suffocation of initiative and interest' (Yalden 1987, cited in Graves, 2000: 89). Rather, it would, I believe, lead to a provision of instruction that would liberate the students to

'deal effectively, autonomously and creatively with the novel and unplanned [as opposed to] education as training the student in pre-specified behaviours.' (White 1988: 32)

This, of course, would be part of the 'overall aim of changing teaching strategies to give pupils more involvement in their own learning.' (McDonough and McDonough, 1997: 27)

Furthermore, should the instructors share how they are personally adapting and developing the course, a considerable reduction in current instructor and student boredom (Bell and Gower, 1998: 117) would

'feed [the] teacher's personal research and development programmes [...] increasing his own understanding of his work and hence bettering his teaching.' (Stenhouse, cited in Burns, 1999: 17)

For the purposes of actual implementer take up, some 'fit' (Kennedy and Edwards,

1998: 25) – or recognition of different cultural expectations - will have to be considered. Departmental discussion would, inevitably, lead to cultural considerations being taken into account to develop a balance between matters of the overriding fundamental value system operating within the school as a corollary to aiming to ‘stress the growth and self-realisation of the individual’ (White, 1988: 24). In addition, future considerations would evolve: subsequent regular evaluation of the department and its principles could lead on to assessing the suitability of the syllabus whilst ‘collecting other information that will tell us whether it was the teaching materials, instructional procedures, or other related aspects of the instructional process that needs to be changed.’ (Nunan, 1999: 85)

The remaining challenge is to act on the proposals of this paper to introduce practical changes and discover first hand how the pupils adapt to going about the learning process alone by following their own individual developmental sequence. Liberating the pupils to negotiate syllabus might find they can later fulfil the goals of dealing ‘effectively, autonomously and creatively with the novel and unplanned’ (White, 1988: 32)

Appendix one

Extrapolation of OC department course outline for FLC year two

This year two outline is taken from the Oral Communication department's handbook for OC teachers and pertains to *Passport* chapters one to eight. It is designed to cover an average of 25 lessons. Chapters nine to nineteen continue in year three.







General objectives:

- **Speaking** The student will be able: pronounce sounds correctly, use appropriate intonation, stress and rhythm; communicate their Opinions, ideas and impressions in English using appropriate lexis, grammar, expression and body language; ask for repetition or clarification and respond appropriately.
- **Listening** The student will be able to: build their comprehension of English spoken at conversational speed; improve their understanding of colloquial English and employ paraphrasing practices used in model conversations.
- **Culture** The student's understanding and appreciation of Western culture will be enhanced through a variety of classroom activities.
- **Attitude** The student will be: encouraged to display a positive attitude towards communicating orally in English; able to maintain a neat and organized notebook and file book; able to take notes to facilitate speaking activities.

Units	Topics	The student will be able to:
Class orientation Introductions and Greetings Textbook introductions	Organization and classroom language Get to know each other Create a pretend passport Character identification	Understand classroom expectations; Review language used to ask for assistance; State and inquire about personal data; Employ situation-specific introduction techniques.
<u>Language Used on a Airplane</u> Passport Chapter 1	Request items and information; Food and beverage orders; Choosing the preferred option	Ask for items politely; Accept/ refuse offers politely; Use common expressions to ask for repetition.
<u>Foreign Immigration</u> Passport Chapter 2	Travel documents (Passports, visas) Immigration forms/ procedures, Boarding Cards	Understand common immigration questions when entering another country; Answer questions and give info. about oneself.

Appendix two

Figure 3 Example of current OC syllabus FLC lesson content plan

<u>Syllabus teaching plan and progress report inspection stamps</u>						
School Principle 		Course Head 		Course Vice-head 	English Curriculum Head 	English Department Head 
Course	FLC	Subject	Textbook		Instructor's name / stamp	
Year	2	Oral Communication	Passport – English for International Communication			
Class	--					
Semester*	Month	Predicted # of lessons	Lesson content plan	Actual # of lessons taught	Actual lesson content taught	
One	April	3	- Class and teacher introductions. - Passport coursebook introduction. - Passport Unit One – Would you like...?	2	- Class and teacher introductions. - Passport coursebook introduction. -	
	May	3	- Passport Unit Two. - Listening practice. - Immigration control role-play practice.	3	- Passport Unit One – Would you like.? - Passport Unit Two. Listening practice. -	
Two	October	2	- Passport Unit Eight. - Making plans.	1	- Immigration control role-play practice. -	

* Content plan submitted in April. Actual lesson content taught submitted twice: end of semester one (Sep.) and end of semester two (Apr.).

Appendix three

Oral Communication Department Questionnaire Part One

ALL QUESTIONS RELATE TO THE FLC years two and three. Please answer this questionnaire. It is not designed to question your teaching abilities, nor act as a precursor to enforced departmental change. It is to gain insight on curriculum changes the department might *theoretically* and *collaboratively* introduce. Besides question 4 *d*, make any relevant comments upon completion of the questionnaire.

1. Within the context of teaching English OC to the Foreign Languages Course, which do you consider match your own definition of a curriculum? (*1)	<u>Yes</u>	<u>No</u>	Can't answer
Curriculum states:			
<i>a</i> the educational purpose of the programme (the objectives or ends)			
<i>b</i> the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the methods or means)			
<i>c</i> some means for assessing whether or not the educational ends have been achieved (the monitoring of feedback or evaluation) .			
2. For you, curriculum design means: (*2)			
<i>a</i> the study and development of the goals of an educational system.			
<i>b</i> the study and development of the content of an educational system.			
<i>c</i> the study and development of the implementation of an educational system.			
<i>d</i> the study and development of the evaluation of an educational system.			

Appendix three continued

3. For you, curriculum development (also called syllabus design) includes: (*3)	<u>Yes</u>	<u>No</u>	Can't answer
<i>a</i> the study of the purposes for which a learner needs a language. (NEEDS ANALYSIS)			
<i>b</i> the setting of OBJECTIVES, and the development of a SYLLABUS, teaching METHODS, and materials.			
<i>c</i> the EVALUATION of the effects of these procedures on the learner's language ability.			
4. I believe the OC syllabus (a description of the contents of a course of (*4) instruction and the order in which they are to be taught) should be based on:	/	/	/
<i>a</i> grammatical items and vocabulary (STRUCTURAL SYLLABUS)			
<i>b</i> the language needed for different types of situations (SITUATIONAL METHOD)			
<i>c</i> the meanings and communicative functions which the learner needs to express in the TARGET LANGUAGE (NOTIONAL SYLLABUS).			
<i>d</i> Other. Please write here:			

Taken from Richards, Platt and Platt 1992 (*1 = P. 94) (*2 = P. 94) (*3 = P. 94) (*4 = P. 368)

Appendix three continued Oral Communication Department Questionnaire Part Two

5. Based on the answers you have given in Part One, please respond to all of the following statements:	<u>Yes</u>	<u>No</u>	Can't answer
<i>a</i> I am aware that there are Ministry of Education (M of Ed) official curriculum guidelines for compulsory (non-elective) OC to high school pupils.			
<i>b</i> I have been shown and told the M of Ed official curriculum guidelines.			
<i>c</i> <i>I have seen an official curriculum of the school, clearly stating what is expected within the learning environment and of my teaching.</i>			
<i>d</i> I have received training from the school authorities on how to implement an official curriculum.			

Appendix three continued

6. According to your definition of curriculum as stated in Questionnaire Part One, answer the following:	<u>Yes</u>	<u>No</u>	Can't answer
<i>a</i> I would like to be given an official definition on the school's OC curriculum.			
<i>b</i> I am happy with the curriculum I currently employ.			
<i>c</i> I am generally happy with the way the OC department's curriculum is decided upon.			
<i>d</i> I would like to see a change in the way the OC department interprets the curriculum.			
<i>e</i> On the school level, I would like to see a curriculum change more conducive to the fundamental goals of the OC department.			
<i>f</i> I would like to see greater support offered by the school to the OC department in matters of how the curriculum should be implemented.			
<p><i>g</i> On the following cline, please mark a cross to what degree you believe the OC department staff (teachers) have control over how the curriculum can be implemented.</p> <p style="text-align: center;"> _____ autonomy no autonomy (some freedom of control) (no freedom of control) </p>	/	/	/

Appendix three continued

<p>7. According to your definition of syllabus within the OC department and as you stated in Questionnaire Part One, answer the following: Note: OC department-selected coursebook is Passport (Whitney and Buckingham).</p>	<p>Yes</p>	<p><u>No</u></p>	<p>Can't answer</p>
<p><i>a</i> In OC, the syllabus is effectively the choice of coursebook.</p>			
<p><i>b</i> I am happy with the current syllabus.</p>			
<p><i>c</i> I think the syllabus generally matches the learning needs of the students.</p>			
<p><i>d</i> I would like to see a change of syllabus more in tune with actual student learning needs.</p>			
<p><i>e</i> My students have been made aware from the start of the year exactly what the syllabus is.</p>			
<p><i>f</i> I think the students are content with the syllabus.</p>			
<p><i>g</i> The students would not like to see a change in the syllabus. They have told me such.</p>			
<p><i>h</i> The OC department constantly assesses and reviews how the syllabus is carried out.</p>			
<p><i>i</i> The OC department is ready to change the syllabus if it is not felt suitable.</p>			

Appendix three continued

8. What do you actually do when teaching your own classes?	<u>Yes</u>	No	Can't answer
<i>a</i> I aim for my lessons to be predominantly oral communication-based.			
<i>b</i> I feel more comfortable teaching if my lessons are teacher-fronted).			
<i>c</i> I aim to make the students themselves the focus of my lessons (learner-centred).			
<i>d</i> I base my teaching upon what I consider to be a sound and sure methodological grounding.			
<i>e</i> I am unsure of my own methodological grounding and theories of learning.			
<i>f</i> I always try to follow the prescribed textbook.			
<i>g</i> I aim to usually follow the syllabus sequence as stated in the Syllabus Outline.			
<i>h</i> I seldom follow the textbook, despite it being prescribed at the beginning of the year.			
<i>i</i> I design and undertake my own lesson plans.			
<i>j</i> I am mostly happy with the way my lessons go and feel little need to alter my approaches.			
<i>k</i> I have negotiated with my students the ways they prefer to study.			
<i>l</i> I aim to create activities which both the students and myself have pre-negotiated.			
<i>m</i> My students are capable of discussing and reaching decisions on their own OC needs			

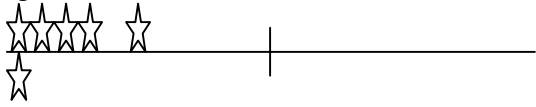
Appendix three continued

Comments page

Question number	Comment

Appendix four

Table 1 Results of OC department questionnaire

Question	Yes	No	Can't answer	Question	Yes	No	Can't answer
1a	5	1		6g  autonomy (some freedom of control) no autonomy (no freedom of control)			
1b	6						
1c	4	2					
2a	5	1					
2b	6			7a	6		
2c	3	3		7b	2	3	1
2d	3	3		7c	3	3	
3a	4	2		7d	5	1	
3b	5	1		7e	1	4	1
3c	5	1		7f	1	3	2
4a	3	2	1	7g	2	1	3
4b	5		1	7h		5	1
4c	5		1	7i	4	1	1
4d Specific text related to the level of the students. Based on the resources available. Syllabus can be based on a combination of types.				8a	5	1	
				8b		6	
				8c	6		
				8d	3	3	
5a	4	2		8e	1	5	
5b	1	5		8f	2	4	
5c	1	5		8g	3	3	
5d		6		8h	1	5	
6a	4	2		8i	6		
6b	3	3		8j	4	2	
6c	3	2	1	8k	1	5	
6d	1	3	2	8l	2	4	
6e	1	3	2	8m	2	4	
6f	1	5					

Appendix four continued

Table 2 Teacher comments

Question number	Comment
6d I would like to see a change in the way the OC department's curriculum is decided upon.	I am open for change but do not think it is necessary unless grounded.
7b I am happy with the current syllabus.	I think it's adequate but wonder if we could do better considering the limited FLC contact we have with the girls.
7d I would like to see a change of syllabus more in tune with actual student learning needs.	As above (7b). FLC has the least contact compared to other courses so each lesson needs to be carefully thought out within the syllabus.
7h The OC department constantly assesses and reviews how the syllabus is carried out.	Once a year discussion is held as to the choice of textbook and as a result becomes lesson content for the year.
8j I am mostly happy with the way my lessons go and feel little need to alter my approaches	It varies from class to class. Some I have going well but others I feel I need to work on more. I have little need to change my current approach but am happy to change where necessary. I hope that I am always learning and developing professionally.
8k I have negotiated with my students the ways they prefer to study. (combined with) 8l I aim to create activities which both the students and myself have pre-negotiated.	I think it's difficult to negotiate with my FLC students. It requires a certain level of intimacy and language skills. However I definitely try to script my lessons according to their needs, personalities, etc.

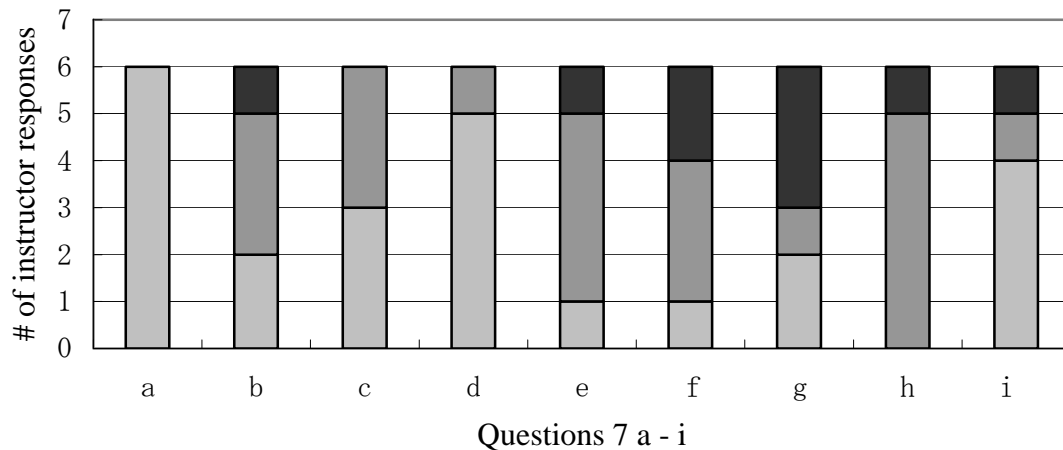
Appendix five OC department questionnaire results

Question 7 – Regarding the syllabus

Following are the most salient points and results (Figures ? and ?) evinced from questions seven and eight.

- a. There is unanimous agreement that the coursebook *is* the current syllabus.
- b. Only two are happy with the syllabus.
- c. Three feel that the current syllabus does not generally match learner needs.
- d. Five want to see syllabus change more conducive to student needs.
- e. One member stated that the students have been made aware of the syllabus from the start of the year.
- f. Only one thinks the students are content with the current syllabus.
- g. Two instructors confirm that the students have expressed their desire to see syllabus change (incidentally, the two certified instructors).
- h. Five agree that constant assessment and review of the syllabus are not carried out.
- i. Four state the department’s readiness to change the syllabus if it is not felt suitable.

Figure 4 Instructor questionnaire - Syllabus



Key to responses:

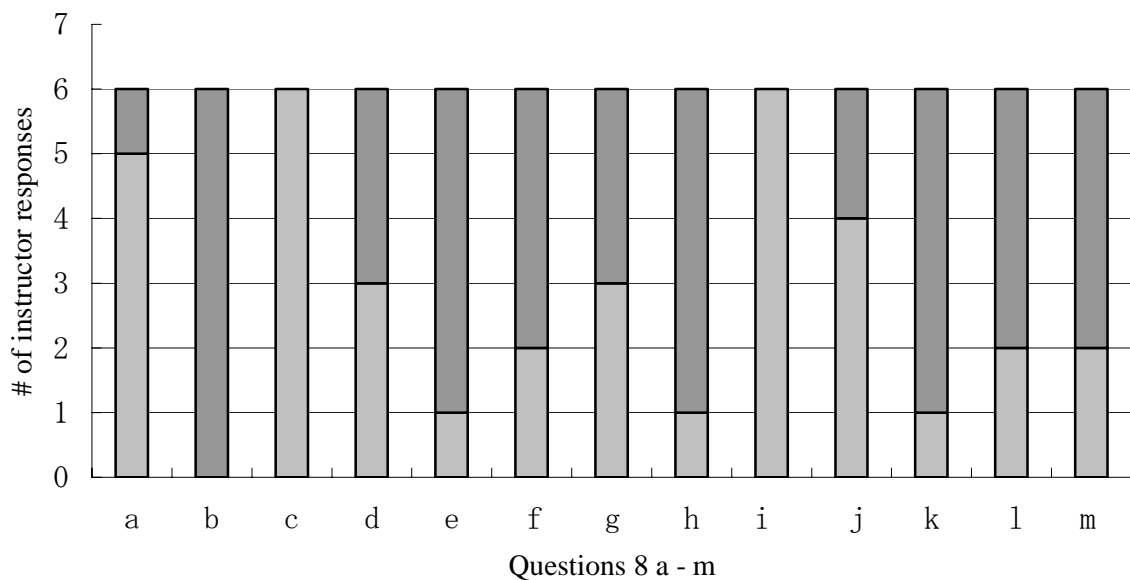
Can't answer **No** **Yes**

Appendix five continued OC department questionnaire results

Question 8 – Regarding actual teaching practice

- a. Five instructors aim to provide predominantly OC-based lessons.
- b. No instructors feel more comfortable teaching teacher-fronted classes.
- c. All instructors aim to make their lessons learner-centred.
- d. Only three base their teaching upon sound and sure methodological groundings.
- e. One is unsure of their own methodological groundings and theories on learning.
- f. Only two always try to follow the prescribed textbook.
- g. Only three usually aim to follow the syllabus sequence as in the outline (appendix ?)
- h. One seldom follows the prescribed textbook.
- i. All six design and undertake their own lesson plans.
- j. Two are unhappy with the way their lessons go and need to alter approaches.
- k. Only one has negotiated with the pupils the ways they prefer to study.
- l. Only two aim to create activities both pupils and instructor have pre-negotiated.
- m. Only two feel the pupils are capable of reaching decisions on their own OC needs.

Figure 5 Instructor actual teaching practice



Key to responses:

No **Yes**

Appendix six

Pupil questionnaire

Applying Indirect Strategies to Oral Communication

This questionnaire asks you questions about your goals and objectives for learning English oral communication (OC).

1. **Setting long-term goals** First set some long-term goals for yourself. The questions below will help you do this.

a. Why are you learning OC? (tick (✓) one or more)

_____ For advancement

_____ To help me get good grades

_____ For my future job

_____ For travel to other countries

_____ Because I have to for graduation

_____ To get to know people from other cultures

_____ Because it's fun

_____ Other (please write here) _____

b. In a. above, you ticked different reasons for studying OC. Now decide which skills are the most important for you to learn in OC lessons.

Write a number (1 to 4) to indicate how important the skill is.

(1 = most important, 4 = least important).

Skill	Importance (list 1 to 4)	Desired proficiency (list Low, Medium, High)
Listening	_____	_____
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____

Now write how proficient you want to become in each of these skills (low, medium, high).

Appendix six continued

Pupil questionnaire

c. You now have some reasons for learning OC and know what your skills priorities are. What are your long-term goals for learning English over the next months or years? For example:

- i. being able to hold a long conversation in English
- ii. reaching a certain proficiency level
- iii. being able to give instructions in the English without always using a dictionary

Make your goals realistic. Make them something you can really do.

	Date

Now (under Date) write down a date for each goal – a time in which you think you can reach that goal. This will help you to check your progress towards your goals.

Appendix six continued

Pupil questionnaire

2. *Setting your objectives* After you have made some long-term goals, make some short-term objectives. These are what you want to do in the OC lessons and how you want the OC teacher to help you study. For example:

- i. spending at least 20 minutes in each lesson speaking only English
- ii. asking many questions when speaking English

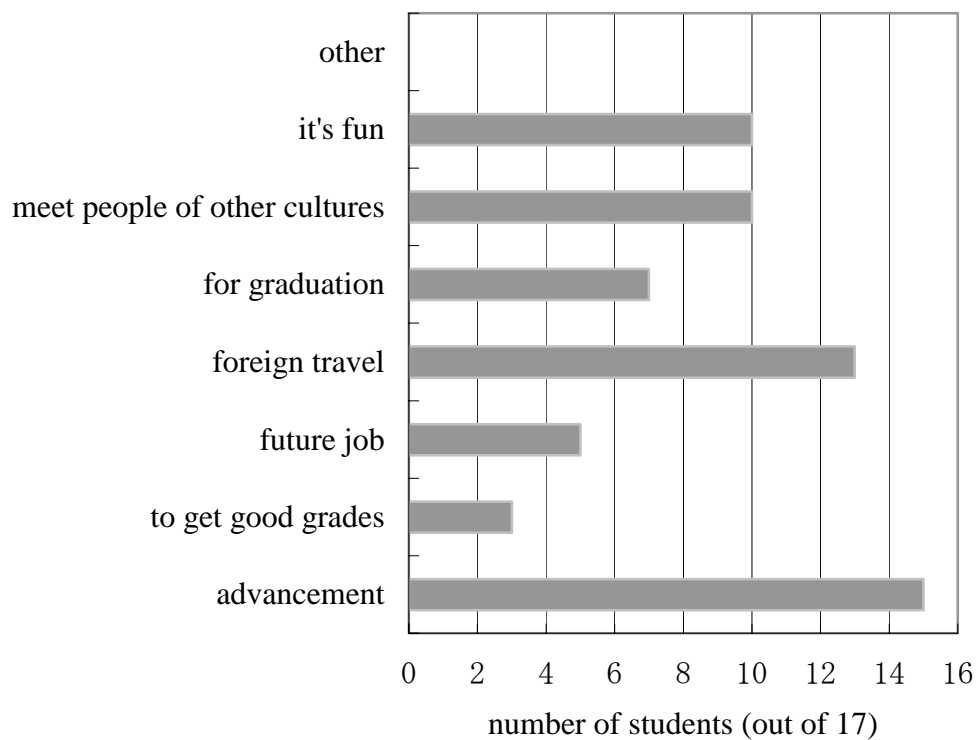
Make your goals realistic. Make them something you can really do.

Adaptation of questionnaire for determining language learning goals and objectives, in Oxford, 1990: 179 and 180.

Appendix seven **Results of student questionnaire**

The following figure 6 and tables 6 and 7 show the results of the pupil questionnaire: Applying indirect strategies to oral communication (appendix ?) for my own OC class.

Figure 6 Setting long-term goals - Reasons for learning OC



1a – Deciding which skills are important and stating desired proficiency.

Almost all students stated speaking as skills priority 1 and listening 2 (Reading and writing received an overall mixed priority of 3 and 4). Both speaking and listening received only 'high proficiency is desired' responses.

Appendix seven continued

Table 3 Long-term goals for learning OC

Long-term goals	# of responses	Realistic achievement dates
Achieving Eiken second grade	14	2005, Spring 2005 (x6), June 2005, summer 2005, November 2005, someday (2), 2006, Spring 2006,
To get a TOEIC test score of 600	1	February 2005
To go abroad after graduation	3	March 2006, after graduation (x2)
Going to foreign countries many times	3	After graduation (x3)
To speak English to many people	2	From now (x2)
To travel abroad by myself	3	2006, July 2010, 22 years old
Being able to speak English when I see English people who need help	1	After 5 years
Being able to understand what native speakers say	1	2005,
Being able to hold a long conversation in English	4	Spring 2005, Spring 2006, 2006 (x2),
I want to speak English very well	1	20 years old
Being able to tell my own volition	1	2006,
To travel to many countries	1	2007,
To make many foreign friends	1	2007,
Being able to communicate only in English with a foreigner	1	Someday
To go to a good college in Tokyo	1	After high school graduation
To hold a long conversation in English without a dictionary	1	Someday
I want to be a tour conductor	1	After university graduation
I will go to Canada	1	25 years old
Be able to speak like a native	2	A.S.A.P.!, Soon.

Appendix seven continued

Table 4 Objectives for learning OC*

Learning objectives+	# of responses
Speaking	
Studying and speaking everyday conversation.	8
I want to speak more English in class than now.	7
I want to speak only in English to everyone for all of the lesson.	2
I want to practice talking in English.	1
I want to chat in English with my classmates and [the OC teacher].	1
Listening	
Watching a movie for listening practice with English subtitles.	7
I want to study the lyrics of English and American music.	3
I want to be able to listen to English.	1
Language learning tasks	
I want to do another cooking lesson all in English.	8
Play more mini-games like [the OC teacher] does warm-up exercises.	3
Watch a short animation with speaking.	1
Learn big numbers. I always get confused after one thousand!	1
How to order, talk on the phone, buy things.	1
I want to do an English quiz.	1
I want to use the text "Passport" sometimes.	1

+Categorised for ease of comprehension: Speaking, Listening, and Tasks.

*Most of these are actual student pupil responses but some paraphrasing as true to original meaning as possible exists. Some grammar /spelling corrections have been made.

Appendix eight Intentions after high school graduation questionnaire
Years two and three

This questionnaire asks you what you intend to do after you graduate from this high school. If you don't know yet, then write down all the possible ideas you have.

My plan is to.....	Yes	No	Unsure
go to college in Japan If yes, what subject(s) will you study?			
go to university in Japan If yes, what subject(s) will you study?			
go abroad If yes, when? for how long? and for what purpose?			
other Please write here.			

Appendix nine Disadvantages-advantages of current syllabus

Following is a description of the disadvantages encountered by the instructors and pupils by employing the current syllabus and a change agent-subjective valuing of intangible factors: 5 = large disadvantage; 3 = medium; 1 = small*.

Figure 7 Disadvantages of current syllabus – Passport textbook.

Cost factor		Description	Subjective values: 1 – 5*
1	Focus on situation	The syllabus is heavily restricted to situational English and supporting materials must be found to reflect this.	3
2	Level adjustment	The syllabus requires considerable adjustment to cater for the range of proficiency levels.	4
3	Motivation levels	Despite the effort needed made to attune the syllabus to the majority of learners, the unsuitability of the target language means the pupils want to focus on more readily usable English. Instructors must instruct despite lost motivation for both parties.	5
4	Instruction time	The syllabus requires considerable teaching and instructor-centred talking and explanation of language points. Minimal pupil initiation can occur, leading to instructor-fronted classes.	3
5	Pre-determined content	The pre-determined syllabus and content must be considerably adapted to suit the requirements of different target classes.	3

Appendix nine continued Disadvantages-advantages of current syllabus

Figure 7 continued. Disadvantages of current syllabus – Passport textbook.

	Cost factor	Description	Values
6	Rigid format	The format is quite rigid and thus tricky to innovate around, rendering grammar awareness, vocabulary, lexis, and so on difficult to include.	3
7	Lack of pupil-initiation	The role of the pupil is that of learner. The syllabus provides few opportunities for actual pupil-initiated spontaneity.	4
Disadvantages values - total			25

Appendix nine continued Disadvantages-advantages of current syllabus

Following is a description of the advantages of employing the current syllabus.

Figure 8 Advantages of current syllabus – Passport textbook.

Benefit factor		Description	Subjective values: 1 – 5
1	Useable units	The textbook is divided into useable units, allowing for a clean distinction between topics. This makes syllabus specification easy to define. Units need not be taught in order.	4
2	Role-play	The syllabus encourages pupil role-plays, offering opportunities for pupil interaction and instructor observation.	2
3	Defined roles	The nature of instruction required for the syllabus fits defined and clear instructor and pupil roles: The instructor as leader, the pupils as taught.	2
4	Comprehensible targets	The syllabus follows regular pattern of presentation and practice and the four skills (listening, writing, reading, and speaking). The learner is not overwhelmed by a myriad of new expectations.	4
5	Pre-determined content	The regular format of the syllabus provides a safety net for new instructors to work from.: Focus on target language is provided within the textbook.	2
6	No needs analysis	Consistently following a textbook as syllabus means that time-consuming learner needs analysis is unnecessary.	3
Advantages values - total			17

Appendix ten Cost-benefit analysis – Proposed new syllabus

Following is a conjecture of the immediate costs that would be encountered by the instructors (implementers) employing the proposed new syllabus.

Figure 9 Immediate costs conjecture for proposed syllabus change

	Cost factor	Description	Subjective value: intangible costs. 5 = high cost; 3 = medium, 1 = low.
1	Forsaking a specified textbook.	The removal of a ‘safe base’ (Edge and Wharton, 1998: 298), or structure, entails that much of the instructors’ work must focus not only on effective creativity and planning, but also on developing and following a theoretical position to learning; different ideologies give rise to very diverse views on the purposes and methods of language teaching (White, 1988: 25). This new responsibility would have to be reflected in the choice of new materials.	3
2	Language skills for needs analysis	Immediate syllabus negotiation would require a certain level of intimacy with the pupils and Japanese language skills to explain and describe both the objectives and long-term goals questionnaires. This would require a certain extra burden for Japanese-speaking OC instructors.	3
3	Upsetting the status quo.	Obtaining the desired level and relevance of clear opinions and ideas from the pupils could prove difficult. Experienced instructors might feel that they already know best as far as learner needs are concerned. Inexperienced instructors might be reticent to attempt to allow the pupils a say in what for the instructors is already unclear methodological grounding.	5

Appendix ten continued Cost-benefit analysis – Proposed new syllabus

Figure 9 continued Immediate costs conjecture for proposed syllabus change

	Cost factor	Description	Value
4	Lost instruction time	Due to the sporadic and limited number of OC teaching hours, instructors might feel that time spent on questioning the pupils about their goals and objectives wastes time detracts from providing communicative language lessons.	3
5	Unclear goals and roles	Instructors and pupils alike would have to negotiate goals and roles. A certain amount of discovery will have to occur before both sides feel comfortable with responsibilities.	3

Following is an conjecture of the long-term costs.

Figure 10 Long-term costs conjecture for proposed syllabus change

	Cost factor	Description	Value
6	Requires more reflective teaching practice.	All instructors' decision-making skills and pedagogical reasoning skills (Richards, cited in Edge and Wharton, 1998: 297) would be tested. This would entail taking greater responsibility for organising lesson content and presenting suitable materials and activities, thus focusing on each instructor's attitudes and critical thinking (Edge and Wharton, 1998: 297).	3

Appendix ten continued Cost-benefit analysis – Proposed new syllabus

Following is an analysis of the benefits that would arise for the instructors (implementers) employing the proposed new syllabus.

Figure 11 Benefits conjecture for proposed syllabus change

Benefit factor		Description	Subjective value: intangible benefits. 5 = high benefit; 3 = medium, 1 = low.
1	Clearer definition of each context.	Removing the design for a generic course (by textbook) would increase the planning of lessons that are more realistic for the target group and instruction time frame (Graves, 2000: 17). Instructors would feel more attuned to what is realistic and appropriate for their own learners.	5
2	Development of instructor expertise	Focusing closely aspects of methodology, both deriving from, and helping forge the new syllabus would increase instructor expertise and thus enrich the understanding of the characteristics of effective materials (Richards, 2001: 261)	4
3	Instructor and pupil freedom to develop methodology	The imposition of materials that were previously ‘conceived of as constituting a constraint upon the individual teacher’s sense of what may be appropriate at a given pedagogical moment’ (Maley, 1998:280) is highly reduced. The materials would be directly relevant to learner and departmental needs (Richards, 2001:261).	3
4	Flexibility	The methodology would provide greater flexibility and be easily revised or adapted according to the class size, levels, time constraints, and so on.	4
5	Learner needs analysis	The materials would reflect the present and future uses the pupils will make of the language, helping equip them to ‘use language effectively for their own purposes’ (Richards, 2001: 259).	4

Appendix ten continued Cost-benefit analysis – Proposed new syllabus

Figure 11 continued Benefits conjecture for proposed syllabus change

	Benefit factor	Description	Subjective value: intangible benefits. 5 = high benefit; 3 = medium, 1 = low.
6	Learner autonomy	The learners would be encouraged to reflect on what they are doing and why, which in turn would promote a change of collective learner attitudes (Edge and Wharton, 1998: 296). The instructors would use their teaching skill to suggest types of choices, thus reducing an overloading of learner expectations.	4
7	Increased motivation	A syllabus suiting the needs, abilities and interests of the students would help foster motivation for instructors and pupils alike. Teaching would therefore become less stressful with increased conditions for cooperative learning, social interaction, and pupil-generated negotiation of meaning (Crandall, b1999: 226) through whole class participation.	4
8	Instructor as 'facilitator' role	The instructor would offset any minor increase in lesson preparation time by being freer during class time. The role would become as an 'overseer' and facilitator for pupil interaction and offering guidance, rather than having to focus on teaching pre-specified target language.	3
9	Increasing pupil autonomy	As pupils become more accustomed to their roles and responsibilities over the long -term, they increase autonomy and thus reduce the instructor workload.	3
Total benefit values			34

Appendix eleven Extrapolation of potential new syllabus outline

This syllabus extrapolation alone would cover approximately six lessons.

Table 5 Potential new syllabus outline following semi-negotiation of objectives

- Speaking and writing: Using large numbers.
- <i>The conditional ‘...would.....if.....’</i>
- A cooking lesson: <i>Imperatives</i> . A look at simple cooking terminology.
- Writing and then dictating a recipe for your friend to cook.
- Listening and reading for a purpose. Movie: Part one.
- Listening and reading for a purpose. Movie: Part two.
- Partner preparation for re-enactment of one scene. Note-taking.
- Re-enactment of the scene. Audience ‘Oscars’ vote.
- Listening and group singing. Music from abroad.

Appendix twelve Things I would never want to do

..... but would for money, money, money!

Speaking and writing: Methodology for a lesson on using large numbers.

Lesson one.

1. At the beginning of the lesson, give the pupils the following sentence:

One thing I would never want to do, but would for a lot of money is

2. Tell them can will have five minutes at the end of the lesson to write down their answer. They only need think about it during the lesson

3. At the end of the lessons, give them a paper on which to write their answers. Five minutes later, collect in their answers.

Preparation.

5. Using the sentences all the pupils wrote down, make a communicative exercise using the conditional and large numbers. Create example sentences:

Ex. 1. *I would* dye my hair pink *if you gave me* **fifty-five thousand** (55 000) yen.

Ex. 2. *I would* eat a kilo of umeboshi pickled plum (yuk!) *for one and a half million* (1,500,000) yen.

Lesson two.

6. Hand the exercise to the students to run with. Tell them the challenge is to steer away from too many zeros and make it progressively more difficult. They must write in both letters and numerals, writing down both how much money they would do each challenge for and then asking their friends.

IT MUST BE DONE BY SPEAKING, NOT SHOWING.

Appendix twelve continued Things I would never want to do..... but would for money, money, money!

My name is _____

Challenge. Imagine you want to be really, really rich. You can get a lot of money by doing the things below. **How much money would it take for you to do these things?** Write the sentences and numbers in full.

Ex. 1. *I would* dye my hair pink if you gave me **fifty-five thousand** (55 000) yen.

Ex. 2. *I would* eat a kilo of umeboshi pickled plum (yuk!) for **one and a half million** (1,500,000) yen.

I would kiss the OC teacher on the lips *if you gave me (about)* _____

I _____ become a gangster for one night *if*

_____ lie to my best friend *for* _____

_____ bungee jump from Tokyo Tower _____

_____ cook my pet for dinner _____

_____ shave all my hair off _____

Appendix twelve continued

_____put a puncture in the school principal's car at lunch time _____

_____steal my mother's favorite shoes _____

_____sing naked in front of my classmates _____

_____drink a liter of tomato ketchup _____

_____enter an international karaoke competition to sing enka _____

_____wear two earrings in my nose _____

_____get a tattoo of the form teacher on my forehead _____

_____sleep in a garbage container for two nights _____

_____live like a homeless person for a month _____

_____clean all of the homeroom floor with my tongue _____

Appendix twelve continued

Now go around and question all your friends. Don't show your paper to them. Only speak and listen to their answer. Good luck!

For example:

“Hi ___(name)____. How much money would it take for you to ___*dye your hair pink*___?”

“Erm, I would dye my hair pink *if you gave me / for* **ten million** yen.”

Then write like this: Saki would dye her hair pink *if I gave her / for* **ten million (10 000 000) yen.**

Yuki would kiss the OC teacher on the lips _____

_____ become a gangster for one night _____

_____ lie to her best friend _____

_____ bungee jump from Tokyo Tower _____

_____ cook her pet for dinner _____

_____ shave all her hair off _____

Appendix twelve continued

_____ put a puncture in the school principal's car at lunch time _____

_____ steal her mother's favorite shoes _____

_____ sing naked in front of her classmates _____

_____ drink a liter of tomato ketchup _____

_____ enter an international karaoke competition to sing enka _____

_____ wear two earrings in her nose _____

_____ get a tattoo of the form teacher on her forehead _____

_____ sleep in a garbage container for two nights _____

_____ live like a homeless person for a month _____

_____ clean all of the homeroom floor with her tongue _____

HOW MUCH MONEY DID YOU GET? _____ HOW MUCH DID YOU HAVE TO GIVE? _____

References

- Arnold, J.** and **H. D. Brown.** 1999. 'A map of the terrain.' In Arnold, J. (ed.) *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Bell, J.** and **R. Gower.** 1998. 'Writing course materials for the world: a great compromise.' In Tomlinson, B. (ed.) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Breen, M. P.** and **C. N. Candlin.** 2001. 'The essentials of a communicative curriculum in language teaching.' In Hall, D. R. and A. Hewings. (eds) *Innovation in English Language Teaching: A Reader*. London: Routledge.
- Brown, H.D.** 2001. *Teaching by Principles – An Interactive Approach to Language Pedagogy*. New York: Longman.
- Brown, J.D.** 1995. *The Elements of Language Curriculum: A Systemic Approach to Program Development*. Boston: Heinle and Heinle.
- Buckingham, A.** 1995. *Passport – English for International Communication Teacher's Guide*. Oxford: Oxford University Press.
- Buckingham, A.** and **N. Whitney.** 1995. *Passport – English for International Communication*. Oxford: Oxford University Press.
- Burns, A.** 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Carless, D. R.** 2001. 'A case study of curriculum implementation in Hong Kong.' In Hall, D. R. and A. Hewings. (eds) *Innovation in English Language Teaching: A Reader*. London: Routledge.
- Collins.** 1994. *Collins Shorter English Dictionary*. Glasgow: Harper Collins.
- Crandall, J.** 1999. 'Cooperative language learning and affective factors.' In Arnold, J. (ed.) *Affect in Language Learning*. Cambridge: Cambridge University Press.

- Edge, J. and S. Wharton.** 1998. 'Autonomy and development: living in the materials world.' ' In Tomlinson, B. (ed.) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Ehrman, M.** 1996. *Understanding Second Language Learning Difficulties*. California: SAGE Publications.
- Graves, K.** 2000. *Designing Language Courses: A Guide for Teachers*. Boston: Heinle and Heinle.
- Graves, K.** 2001. 'A Framework of Course Development Processes.' In Hall, D. R. and A. Hewings. (eds) *Innovation in English Language Teaching: A Reader*. London: Routledge.
- Kennedy, C. and C. Edwards.** 1998. *ELT Management*. The University of Birmingham: The Centre for English Studies.
- McDonough, J. and S. McDonough.** 1997. *Research Methods for English Language Teachers*. London: Arnold.
- Nas, T.F.** 1996. *Cost-benefit Analysis: Theory and Application*. California: Sage Publications.
- Nunan, D.** 1999. *Second Language Teaching and Learning*. Boston, Mass: Heinle and Heinle.
- Nunan, D. and C. Lamb.** 2001. 'Managing the learning process.' In Hall, D. R. and A. Hewings. (eds) *Innovation in English Language Teaching: A Reader*. London: Routledge.
- Oxford, R. L.** 1990. *Language Learning Strategies – What Every Teacher Should Know*. Boston, Mass: Heinle and Heinle.
- Rea-Dickens, P. and K. Germaine.** 2001. 'Purposes for Evaluation.' In Hall, D. R. and A. Hewings. (eds) *Innovation in English Language Teaching: A Reader*. London: Routledge.

- Reid, J.** 1999. 'Affect in the classroom: problems, politics and pragmatics.' In Arnold, J. *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Richards, J.C.** 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C., J. Platt and H. Platt.** 1992. *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman. Pearson Education Limited.
- Richards, J.C. and T. S. Rodgers.** 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Skehan, P.** 1998. *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.
- Tomlinson, B.** 1998. *Materials development in Language Teaching*. Cambridge: Cambridge University Press.
- White, R. V.** 1988. *The ELT Curriculum – Design, Innovation and Management*. Oxford: Blackwell Publishers Ltd.
- Willis, D.** 2000. *Syllabus and Materials*. The University of Birmingham: The Centre for English Language Studies.
- Yokomizo, S., K. Sakoda and H. Matsuzaki.** November 2004. 'Role of Action Research in Pre-service Education of Japanese as a Second Language.' In *JALT Journal*, Vol. 26, No. 2. Tokyo: Koshinsha.