

**IMPLEMENTING *GLOBAL VILLAGE*
AT THE KYOTO BRITISH COUNCIL SCHOOL**

by

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ABSTRACT

Implementing multi-functional ICT innovations poses considerable challenges for language schools, particularly if end-users have had little say in their initial planning and design. In large organisations, moreover, summative evaluations may fail to explore the processes and concerns of smaller schools who are obliged to implement the innovations. This dissertation examines the implementation of a community website at a small British Council school. A description of the planned implementation strategies is followed by an analysis of what occurred in practice. It identifies a failure to apply normative re-educative strategies and consequent reliance on alternative strategies which appear to have had minimal impact. Teachers' concerns towards the innovation are analysed using the Stages of Concern Questionnaire (SoCQ). Students' concerns are investigated via a modified version of the questionnaire for which Cronbach-alpha tests show moderately high reliability. Results indicate that after three academic terms, adoption-levels of the innovation are low for both teachers and students. A tentative revised version of the Student SoCQ with improved reliability is proposed. The author also suggests that certain conditions should be met if normative re-educative strategies are to be used, including effective communication channels, an increase in the number of change agents and context-specific implementation strategies training.

DEDICATION

This is dedicated to Kasia, isn't it?

*Ed elli a me: Questa montagna è tale
che sempre al cominciar di sotto è grave;
e quant'om più va sù, e men fa male.*

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction to the problem

Considerable amounts of money, time and effort are involved in developing and maintaining ICT products. While schools may provide their students with the latest ICT products, these are not necessarily being implemented effectively (Sergeant, 1999). A small school may not have the time or resources to accomplish this, let alone carry out in-depth evaluations of projects. This may be particularly true if the innovation has been designed externally, is in some way imposed on that institution and/or is part of a continuum of innovations. If evaluation is left to the creators of the innovation, its aim will be to demonstrate accountability and tend to be summative in nature. The focus is thus less on the process than the product. While a summative evaluation might provide valuable post-factum information, it cannot address the immediate issues and concerns of those implementing the innovation, especially where the evaluation is performed across a huge organisation with schools around the world. Considering the complexity of implementing any curriculum innovation (White 1991: 192), it may be useful to supplement such a study by exploring the processes involved within a local context through formative and illuminative evaluation.

This paper evaluates the implementation of *Global Village*, an ambitious ICT project at the Kyoto British Council school and begins by outlining the British Council's commitment to ICT and the reasons why the uptake of its ICT innovations has been, at most, one of surface adherence at the Kyoto centre. The *Global Village* site is described and reference is made to individuals involved in the creation and piloting of the project. This is followed by an analysis of the implementation strategies planned at the Kyoto school, what actually happened and users' attitudes to the innovation. Finally, recommendations are made for the implementation of future ICT projects at the centre.

1.2 The British Council and ICT innovations

As a global organisation, the British Council is committed to the development of computer-based ELT innovations. Recent examples of BC-designed ICT products include *Global Village*, (the focus of this dissertation) the *LearnEnglish* website (providing learners a variety of language learning opportunities), the *Teaching English Website* (for teachers to exchange their thoughts, ideas and materials), *SearchEnglish* (a website offering news, information and networking ELT professionals) and a CD-ROM Project producing multimedia learning materials for the entire BC network. The BC also awards its employees a yearly £500 Innovations award¹. There is, therefore, ample evidence to suggest that the company invests in innovation.

1.3 ICT support within the British Council

Individual centres are offered considerable assistance with the exploitation of ICT. Since 2001, BC teaching centres worldwide have received support from a small team of regionally-based ICT exploitation consultants. These consultants conduct one-week inspections at individual centres during which an ICT report and consensual Action Plan for ICT development are drawn up. The team promote new ICT products, maintain an intranet resource bank (containing lesson plans, ICT factsheets and a software review database) and organise trainer-training for ICT co-ordinators (or ICT-enthusiast teachers). The purpose of this training is the establishment of an ICT 'expert user' network who then cascade training to other teaching staff and support ICT in their own centres. Teachers can also join *techteach* - an ICT discussion forum on the BC Intranet as well as contact an IT Helpdesk. Whether full use is made of this support, however, is another matter.

1.4 Brief description of the BC Kyoto school

¹ Prizes are awarded in each of these three categories: ELT research, teaching/learning materials and products/services.

Not unlike other British Council centres, the Kyoto school is located in modern premises. By BC standards it is relatively small with on average circa 330 students per term, of which two thirds are adults (mostly in their 20s and 30s) and one third Young Learners. As in most BC schools, teaching staff turnover is relatively high with the majority of teachers working around 2 to 3 years before either relocating to another BC school or leaving the network altogether. There are currently 9 teachers employed at the centre: 3 full-timers (on 22 teaching hours), 3 part-timers (on 16 hours), 2 with smaller teaching loads² and 1 hourly paid. Although two members of staff (the Senior Teacher and one full-timer³) have attended the one-week ICT trainer-training courses, the centre does not have an ICT co-ordinator. I have, however, been provisionally relieved of 1 teaching hour per week to help promote the use of ICT in the centre.

1.5 Present ICT facilities

The centre has a total of six classrooms. While these all contain data and power-points, only one (the *Self-Access Centre*) is equipped with computers for classroom and self-study use. Teachers can book the room in advance, although this is not possible on Saturdays as the classroom is needed for lessons. The reception area contains a further 4 computers which are shared with members of the public who benefit from the free internet service provided by the school. Considering the relatively small number of staff, teachers are fortunate to have 6 computers in the teachers' room. All computers mentioned have a number of language-learning software programs installed and conform to a *Global Technical Infrastructure* (GTI) in place at the British Council ensuring the worldwide compatibility of BC computers.

² The Senior Teacher teaches a maximum of 12 hours a week and the Young Learners Co-ordinator has 16 contact hours, 10 of which are spent with adult classes.

³ Myself.

1.6 Exploitation of ICT facilities

It would, however, be false to say that ICT has ‘taken off’ at the centre. In December 2002, following a one-week visit by a British Council ICT Exploitation consultant, it was observed that computer facilities were ‘underused both by classes with their teachers and by members of the public’ (Pill: internal document). This was despite a perceived interest in ICT by teaching staff. Inter alia, the comprehensive report raised the complete absence of the following: a school policy for integrating ICT into the syllabus, supplementary ICT materials produced by teachers, syllabuses cross-referenced to software or websites, evidence of management of how often computers were used each term, resource books on ICT, an ICT training programme and the existence of an ICT co-ordinator.

1.7 ICT Training

The unremitting absence of a locally-based ICT co-ordinator to champion the use of computers in the classroom might, in part, explain the somewhat fitful history of ICT-related training at the school. There are no existing records of training sessions prior to 1999, making it difficult to establish the school’s early use of ICT. With the arrival in 1999 of an in-house ELT CD-ROM (*Network English 2*), staff received a one-hour introductory’ workshop explaining how to navigate the software. Between 1999 and 2003 there were only three formal one-hour ICT training sessions. The school then shared an ICT co-ordinator with the British Council Osaka, who visited the centre for one full-day every fortnight, fixing computer troubles as well as offering ad-hoc training and advice to staff present. Following my return from the ICT trainer-training course, efforts were made to raise the number of formal training sessions delivered at the school with two held in the first term, and three in the second. Nevertheless, the school’s timetable is such that there are at most two hours a week when all teachers can be convened for staff meetings or unpaid training sessions and the latter are not always well-attended.

CHAPTER 2

DESCRIPTION OF *GLOBAL VILLAGE*

2.1 Description of *Global Village*

Global Village is a website built solely for BC students and teachers. Registered members can take part in English language real-time chatting, discussion forums, and interest/hobby groups on any computer with the appropriate system requirements.⁴ It offers e-mailing capabilities (restricted to GV users), personal profile pages where users may introduce themselves as well as individual file storage and URL bookmarking sections with up to 10 MB space. Although students at any language level may register, the site's magazine-style features, listening and reading exercises⁵ and grammar section are aimed at Upper-Intermediate level students. Individual centres can also create a customised web page for their school. The site is accessed via the BC's *LearnEnglish* website and although non-members can experience the design and visual layout via a promotional website (<http://www.gotoglobalvillage.com/>), a screenshot is included in this paper for ease of reference (Figure 2.1).

⁴ *Global Village* system requirements: Screen resolution 800 x 600; Browser version IE / NS 4.0 and above. Internet connection 33.6 kbps or faster ; Pentium 166 or faster ; Shockwave / Flash 4 plug-in ; Operating system Windows 95, 98, 2000 or NT.

⁵ The exercises were generated using Clarity ELT software.



Figure 2.1 Screenshot of my *Global Village* welcome page

After logging on, members are greeted on a personalized welcome page announcing current features in *Global Village's* e-zine. The titles on the left menu are reasonably self-explanatory:

- *My Page*: Here members can view and send messages, store files, bookmark favourite websites and update their online profile.
- *Culture Vulture*, *Global issues*, *Globetrotter* and *UK profile*: Mainly written texts of roughly 600 words with some listening material. All texts are by BC teachers and GV writers and come accompanied with language exercises. *Culture Vulture* spotlights places in the UK, *Global Issues* topics such as recycling, the human genome project and eco-tourism, while *Globetrotters* contains travelogues/life-abroad experiences and *UK profile* focusses on UK culture and celebrities.
- *Your Shout*: Mostly written replies from students to topics raised on the site with accompanying language exercises.

- *Ask William*: Potted explanations of traditional grammar points. Students can send in language questions they want answered.
- *Resources*: Links to the *Ashridge virtual learning resource centre* and the *Encyclopaedia Britannica*.
- Feedback can be sent to Regional Administrators by clicking on the *Feedback* button on the navigation menu and the *Help* function provides assistance in various languages.

2.2 Target number of *Global Village* members

All BC centres are under obligation to train their teachers in *Global Village* and offer it to students. According to the Council's IT Project Manager, of the estimated 120,000 students attending classes at any one time in BC centres, 10% registered themselves onto the system by June 2003. In the same month, there were a further 40,000 user details uploaded by centres waiting to be activated (Paul Sweeney – personal communication). However, the number of registered members fluctuates throughout the year – figures at the end of May 2003 stood at 7477, falling to 5,777 by the end of September and rising to 10,228 in mid-December. Nevertheless, the project organisers are aiming at 10,000 – 15,000 registered GV members, with a target number of 150 – 300 'simultaneous users'⁶. This figure reflects telecoms companies' rule of thumb that between 1 – 2% of a community website's population will be using the system simultaneously.

2.3 Individuals involved in the site's creation and initial piloting

The site is the result of two earlier BC projects: a network-wide BBS system intended for teachers to use in class for chat and e-mail and an online student magazine started in the BC Singapore school. While the BBS was apparently popular in certain centres, users had expressed concerns about its speed and reliability. To replace it, reports were commissioned and posted on lists such as *techteach*. *Global Village* was then designed by a team of BC network experts including members of the Online English and Network English projects as well as

⁶ Members expected to be online at any one time.

ICT trainers and ICT enthusiasts teachers. In March 2002, the site was piloted by a small number of self-selecting centres and the final version was launched on the *LearnEnglish* website in September 2002.

CHAPTER 3

GLOBAL VILLAGE IMPLEMENTATION STRATEGIES

3.1 Strategies as seen from the developers' perspective

From the developers' perspective, the site was teacher-initiated arising from 'a widespread need for a conferencing and e-mail capability' (Sweeney: personal correspondence). By aiming to improve on an earlier BBS system running since 1997 and include teachers in the initial design and evaluation stages, the developers used a problem-solving model of innovation. Such a model aims to produce an innovation with the strongest user-commitment and best chances of long-term survival (White, 1988: 124). Normative re-educative strategies, which are often used with this model, seek to involve all participants from the outset in collaborative discussions regarding the 'degree and manner of change [participants] wish to accept' (Kennedy, 1987: 164), promoting a sense of ownership without which 'sustainability is unlikely' (Hayes, 2000: 139). They acknowledge that innovations require teachers to change their own teaching theories and that 'without such changes, change will be superficial and short-lived' (White, *ibid.*: 129). Consequently, normative re-educative strategies are favoured by ELT writers (Kennedy 1987, Woods 1988, White 1991, Stephenson 1994, Waters and Vilches, 2001 et al.) and accord with beliefs that educational change should be a 'shared undertaking' (Hopkins and Jackson, 2003: 100). The expectation for ICT enthusiasts to share GV-related insights and material on the *techteach* discussion lists and the site's teacher forums, also suggests a social-interaction model of innovation, in which social relationships and communication between participants play key roles (Markee, 1993: 124). Such interactions also facilitate the co-ordination of similar projects for support and increased efficiency (Stephenson, 1994: 143).

3.2 Strategies as seen from the school's perspective

From the Kyoto school perspective, however, pre-implementation efforts to encourage teacher participation failed to secure the centre's involvement. This effectively makes *Global Village* the product of forces *outside* the school, conforming to an RD&D model of innovation, in which each phase of the innovation process 'belongs' to different participants. Drawbacks of this model centre around its reliance on the specialist-researcher and teacher-user distinction that creates a potentially divisive 'us and them' scenario (White, 1988: 122-123).

Not involving the school was, nevertheless, inevitable considering the lack of ICT expertise within the school at the time and the absence of an ICT co-ordinator to raise interest in new ICT products. Moreover, in a large organization like the British Council, decentralising may have proved counterproductive in terms of unified outcomes, co-ordination and use of individuals' time. Kennedy argues, for example, that inclusiveness requires teachers to take on additional roles which can only happen if managers are able to provide participants with the necessary support i.e. information, skills, training, time, space and resources (1996: 82).

By obliging the centre - and indeed all BC centres - to implement the website without specifying sanctions in the event of non-compliance, a weak though discernible power-coercive strategy was employed. Such a strategy is sometimes considered useful in overcoming initial inertia or resistance (White, 1988: 129). However, centres were not specifically obliged to integrate GV into the curriculum, perhaps because with power-coercive strategies, threats of sanctions are not always implemented and teachers can pretend to implement the innovation or openly defy management's decision (Kennedy, 1987: 165). Empirical-rational strategies were therefore employed to persuade teachers, as is witnessed by the provision of dedicated pages on the BC intranet and the network-wide distribution (early in 2002) of tutorial CD-ROMs. While most centres were allotted one CD-ROM per 5 teachers, all Kyoto instructors were fortunate to receive individual copies. Although appeals to reason are common ways to avoid conflict in centralised systems (White,

1988: 129), empirical-rational strategies may only be effective when users are ‘already sympathetic to the arguments produced’ (Kennedy, 1987: 164).

3.3 Planned ‘Local’ strategies

3.3.1 Assignment of *Global Village* Co-ordination Team roles

Upon my return from the ICT training course and the school’s ICT consultancy visit, steps were taken to set the implementation process in motion. Following discussions between the Teaching Centre Manager (TCM), Office Manager, Senior Teacher and myself, roles and responsibilities for the website’s implementation were assigned mid-December 2002. These were allocated in accordance with the BC Intranet’s specifications (see Figure 3.1).

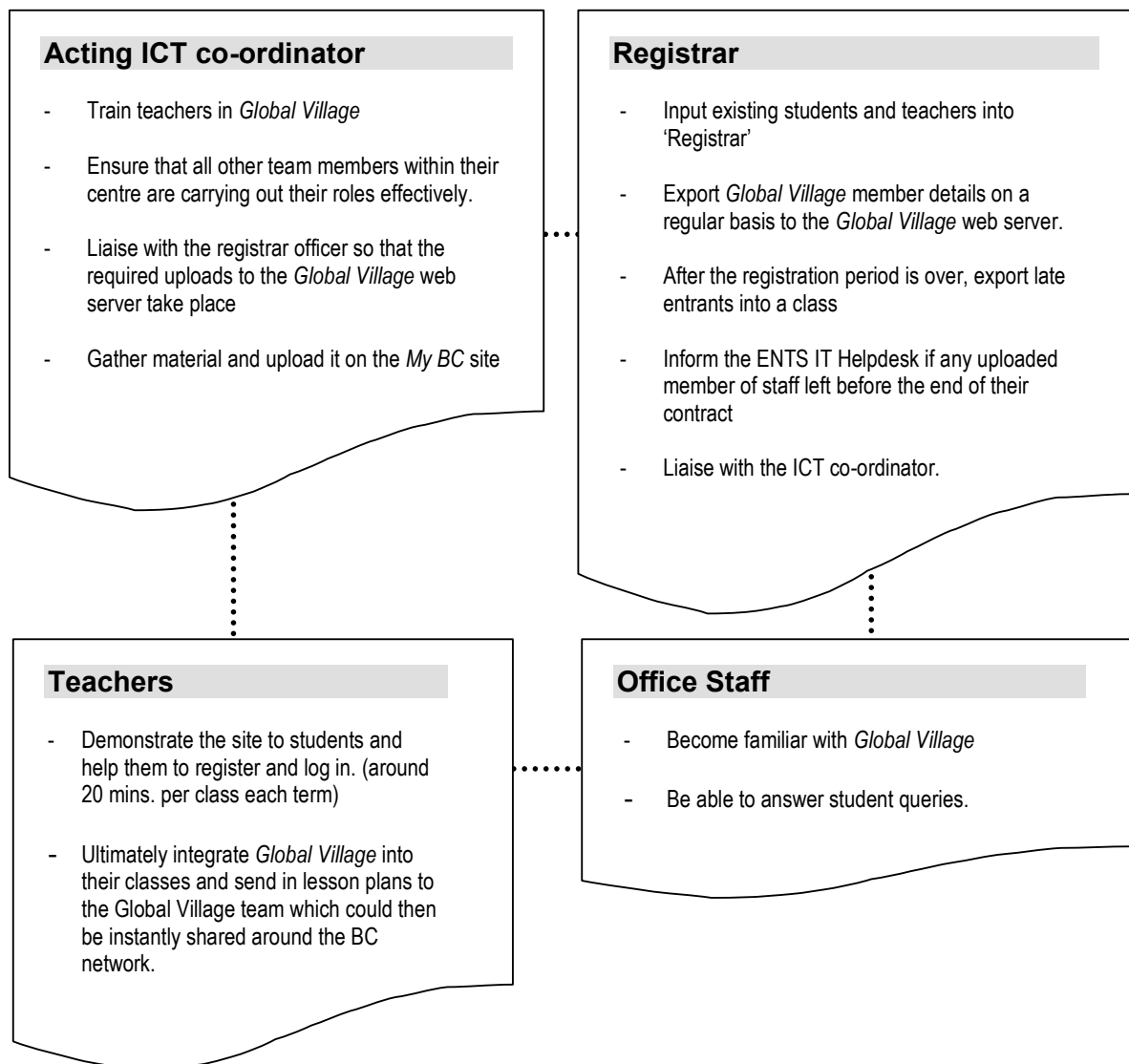


Figure 3.1 Roles and responsibilities as specified on the BC Intranet

This arrangement typified the hyper-rationality associated with centralized monitoring projects, matched the school's role culture and provided management with a clear, ready-made framework.

3.3.2 Non-coercive approach

Decisions were made by the TCM and Office Manager to display corporate GV promotional material⁷ around the school in January 2003. This material advertised the site and notified newly registered users of a competition where the prize was a flight to the UK. Marketing is, of course, necessary since it is 'important to create a favourable image of the proposed changes with all the relevant parties' (Stephenson, 1994: 225). The TCM felt, however, it was best not to force teachers or students to use the site and suggested the adoption of a non-coercive approach. Thus there was no statement issued such as 'All teachers must do 2 lessons per term on *Global Village*', making the site's integration into lessons optional. However, teachers would have to 'introduce' students to the site and as suggested on the Intranet, devote around 20 minutes with each class to registering new students at the start of term when *Global Village* was launched.

3.3.3 Empirical-rational strategies

While teachers were not specifically required to integrate the site into their teaching, the manager held me responsible for promoting its integration into the curriculum. In keeping with White's definitions of a project co-ordinator, I would not impose my ideas on the group but 'elicit, clarify, encourage, summarize and [...] keep the group on target' (1987: 217). With the TCM's approval, additional empirical-rational strategies I would implement were planned and are presented in Figure 3.2. (Shaded boxes represent initiatives I decided to implement independently).

⁷ Produced and supplied by the British Council's Educational Enterprises department in London.

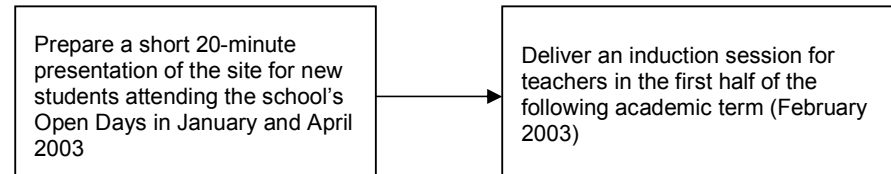
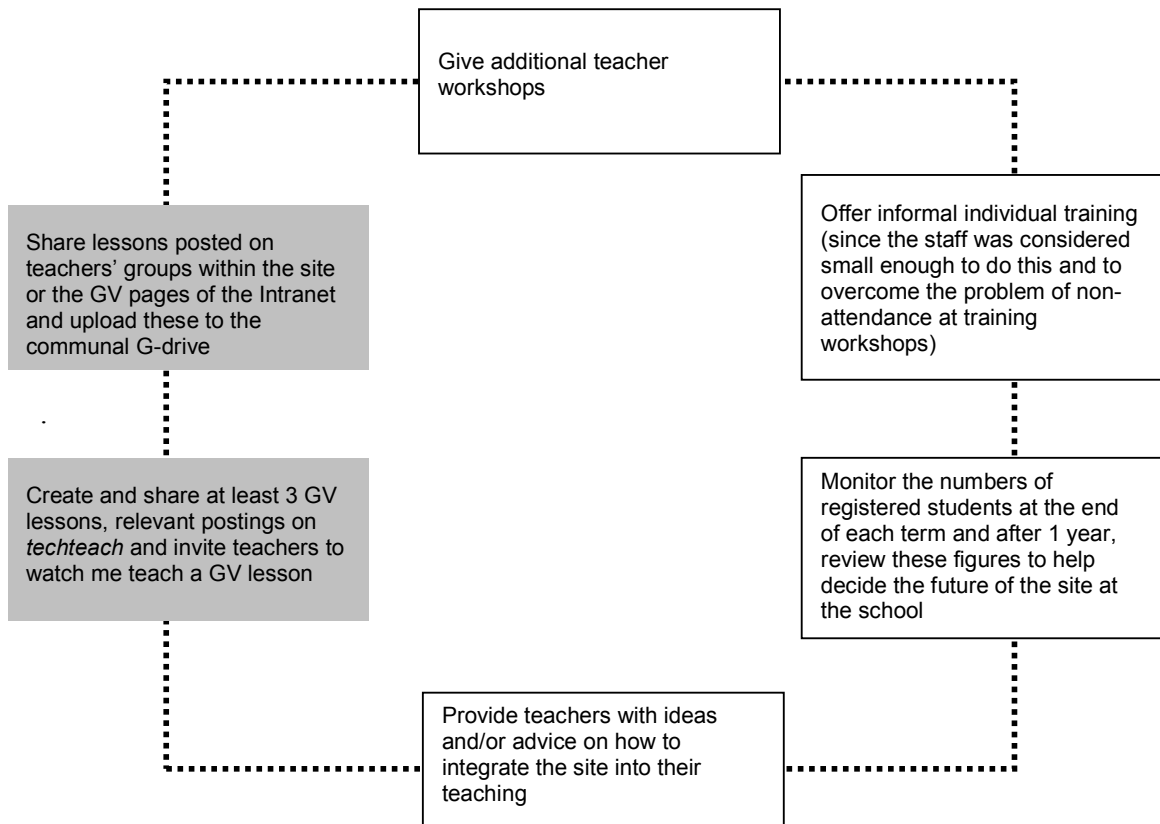
Pre-Implementation**Post-implementation (during 2003)**

Figure 3.2 Locally-planned empirical-rational strategies

3.4 Introduction of normative re-educative strategies

Concerned that the centre had been bypassed in the initial implementation stages, I felt an attempt to introduce normative re-educative strategies was warranted on several grounds. Prior to its implementation, no survey was conducted to verify whether Kyoto users wanted or needed their own community site, what they would like to see on it and whether they felt it should be used in class. Writers agree, however, that a thorough investigation of reasons for present practices and needs analysis must be conducted *prior* to the implementation of an innovation. White calls for planners to find out people's strengths, students' feelings and what people want 'that is different from what they are doing' (1987: 214). Similarly, Stephenson (1994: 229) urges planners to study the centre's history of innovation-implementation and asks them to consider building on existing practices. Since the listening and reading material on the site was aimed at Upper-Intermediate students and above this only constituted 52% of the centre's student population in Spring 2003 whereas students of all levels were initially to be registered (see Table 3.1).

Table 3.1 Adult Students according to level at the British Council, Kyoto, Spring 2003

Level	Number of Students		%
Elementary	25	Non-target students 122	48%
Pre-Intermediate	54		
Intermediate	43		
Upper-Intermediate	48	Target students 113	52%
Advanced	65		
TOTAL	235		

Thus the initial non-participation of Kyoto end-users in the project may have exposed *Global Village* to a high risk of 'tissue rejection' (Holliday in Kennedy and Edwards, 1998: 54).

Secondly, the underuse of ICT at the school indicated GV's implementation could clash with general teaching ideologies. Where underlying principles of an innovation differ from teachers' own theories, teachers' attitudes need to be changed if long-lasting change is to happen (Karavas-Doukas, 1996: 188; Markee, 1993: 120). Since classroom practice is largely affected by teachers' (often

unconscious) educational attitudes and theories (Ramani in Lamb, 1995: 73; Lynch in Richards and Lockhart, 1996: 29), an approach that can challenge and hopefully change these beliefs is often advised. This may particularly be true for experienced teachers (Lamb, 1993: 79). Thus while teachers' workloads were unaffected during the site's design stage, they may not have approved of the site's content. For example, the language exercises, although varied in the language skills tackled and visually well-presented, *test* rather than *teach*. Similarly, the grammar pages focus on sentence-level grammar, in particular the verb phrase and use an entirely deductive approach. Moreover, as Chin and Benne (in Sergeant, 2001: 242) remark, when 'things' such as computers are introduced into schools, one is immediately confronted with 'the human problems of dealing with [.....] resistance, anxieties, threats to morale, conflicts, disrupted interpersonal communications and so on'.

Thirdly, evaluation opportunities did not surface until the post-implementation stage, by which point it may have been a case of 'too little too late'. Writers, including Sharp (1998) and Woods (1988), however, concur that evaluation is vital and should '[feed] into decision making at all stages' (White, 1988: 148).

To encourage teacher debate on the proposed implementation, I decided to create a private online discussion group on *Global Village*. Conflicting schedules made training workshops - during which such discussion might take place - difficult to timetable and teachers were neither paid nor obliged to come to these. Nevertheless, insufficient training was likely to cause problems: learning to use ICT in a pedagogically effective manner may be more complicated than standard ELT classroom activities and requires a particularly high standard of teacher expertise (Sergeant, 1999). Moreover, since every new ICT activity is a 'micro-innovation' requiring teachers to make a pragmatic decision based on potential benefit for the effort and risk involved (ibid.: 241), its chances of implementation are lessened if the program is perceived to be complex or unreliable, regardless of how pedagogically valid a ICT activity may be. Even if the innovation is taken up, the technology alone does not guarantee good teaching. As Cooke and Ramsey

point out, badly set-up ICT activities can result in lessons which are ‘a waste of time, non-interactive, chaotic and embarrassing for the teacher’ (2000: 7).

I also hoped the online discussion group would provide direct but non-threatening experience and practice navigating around the site, which might later help when introducing *Global Village* to students. Thus it met Hayes’ criteria for successful training: a hands-on approach, a non-threatening environment in which to practice skills, opportunities to apply ideas which are both relevant and sensitive to the fluctuating demands of the teaching context, as well as chances to reflect on the rationale behind these ideas (2000: 141-143). Finally, I also decided to elicit informal feedback via e-mails, face-to-face discussions with teachers and during the training workshops.

Although more INSET sessions may have led to a greater degree of teacher expertise and collaboration, this would have meant sacrificing other valuable training opportunities which may have not been welcomed. McKenzie (1999) quotes studies suggesting teacher resistance to computer technology in education is a widespread phenomenon. Although ELT centres are under increasing pressure to offer learners ICT opportunities, it cannot be taken for granted that teachers are able and/or willing to train their students in it (Jones, 2001: 360). This may be related to teachers’ lack of familiarity with computers, fear of being replaced by machines and resentment over the amount of money spent on IT (2001: 365).

A launch date of mid-April 2003 was agreed, giving teachers one term (ten weeks) during which to attend the induction session, familiarize themselves with the site and have a reasonably long period to contribute to the implementation process, which would then evolve as a result of ‘dialogue and questioning’ (Everard and Morris, in White, 1987: 214). It would also give me time to observe and learn from the site’s implementation in other centres (via *techteach*, for example) and avoid an overhasty start. Several writers urge planners to be realistic about timescales since change of any depth is a lengthy process (Woodward, 1991: 7,

Lamb, 1995: 78) and should not be rushed (Sharp, 1998: 143; Prabhu in Hayes, 2000: 138).

CHAPTER 4

THE IMPLEMENTATION PROCESS IN PRACTICE

4.1 Rationale for Research Methods used

Evaluating *Global Village* implementation strategies in an organization the size of the British Council is a massive undertaking, made no less complex by the idiosyncracies each school brings to the innovation process. To date, it is not clear whether the site's designers have begun any formal evaluation or how this is to be organized. Success criteria cannot be judged on registration figures alone : these say nothing about if or how the site is being used. Meanwhile, a top-down summative evaluation can offer only a partial representation, focussing on generalized final outcomes rather than specific processes (Williams and Burden, 1994, Rea-Dickins and Germaine, 1992). There can be no control of variables involved and suggested improvements are unlikely to fit each context. Should the evaluation be formative, its objectives remain the site's successful implementation (Williams and Burden, *ibid.*). While this may be the goal of the designers and is certainly a just reward for their efforts, it is equally important for schools to understand why GV's implementation succeeds (or not) in their own settings. A fuller picture of the situation is required, 'where the evaluator is actually involved in the day-to-day working of the project and, thus attempts to shed light on issues that emerge [and] acknowledge multiple perspectives' (Williams and Burden, 1994: 23).

As the change agent in the first year of *Global Village* at my school, I had first-hand access to the process in practice and documented this in a diary report. For the purposes of objectivity and triangulation of results, the report is supported in

subsequent chapters by findings from informal teacher interviews, registration rate records, a list of *Global Village* material produced and lessons using the site, and a formal survey carried out on teachers and students at the school. The complete diary, organised according to the school's four 10-week academic terms in 2003, is provided in Appendix I.

4.2 Overview of events

Efforts to encourage feedback from students before GV's implementation were non-existent; in the case of teachers, the efforts were ineffective. Steps were not taken to remedy the limited response and teachers registered students without collectively discussing how the site could be integrated into the curriculum or indeed whether this should be done at all. I consequently found myself promoting the site's integration single-handedly, adapting materials on the BC Intranet and *techteach* discussion list. These were shared with staff via e-mail and training sessions, heralding a shift towards empirical-rational strategies. Concerned that this would have limited impact, I requested support via indirect top-down pressure, representing a final concession to power-coercive strategies. A discussion of the causes for these shifts is presented below.

4.2.1 Antecedent conditions at an institutional level

There are several reasons why normative re-educative strategies could not be used successfully. To begin with, there was no history of such strategies being used involving management, teachers and students at the school. While I was not uncomfortable questioning the *modus operandi*, the lack of an immediate precedent, meant the process represented an innovation in itself. Moreover, since management-student dialogue tended to be management-initiated⁸, there was a danger that suggestions to co-ordinate non-standard and increased forms of debate would be interpreted as telling (relatively new) management how to do their job. In the school's clearly delineated role-culture, this may not necessarily have been

⁸ Elicitation of general student opinion at the school has been traditionally limited to end of term feedback forms and 'focus groups' - formal discussions with elected class representatives - but in neither case was it common practice to address the use of ICT. The latter failed to take place under new management, however.

welcomed, particularly since I had no prior experience in either project implementation or management.

Nevertheless, the school was *under obligation* to register its students and had teachers decided not to register or students rejected the site, it would have been disobeying instructions. Thus the official line may have pre-empted the use of such strategies. However, it is not clear what sanctions would have been imposed if the school had not implemented the site. Indeed, prior to its implementation, all the TCM had received was a list of centres who *had* begun to register their students.

It is also self-evident that as a full time teacher, on a Master's course and only one hour a week to perform general IT duties, I faced considerable challenges if I was to pursue normative re-educative strategies effectively. Sergeant argues, moreover, if ICT co-ordinators are not given time to do these activities, the level of CALL use 'decreases in scope and quality' (1999: 247). Irrespective of whether schools can afford to employ such an individual, potential adopters of ICT innovations must assume additional responsibilities such as linking the program to the syllabus and learners' needs, selecting the appropriate level and task, ensuring communicative interaction during activities as well as evaluation and student training (Jones, 2001: 363). Ironically, however, with one less teaching hour and having just returned from the IT training course⁹, I *was* in a privileged position and may have been tempted to demonstrate effectiveness via successful registration figures - a not unachievable task. Finally, it was never discussed whether the innovation figured high enough on management's list of priorities to necessitate the large-scale co-ordination of individuals demanded of normative re-educative strategies.

4.2.2 Efforts to gather student feedback

A major weakness in the implementation strategy was its failure to give students a say in the implementation process. The later abortive attempt to encourage student feedback through a specially created Kyoto students' discussion group on the *Global Village* site (3rd Aug.) resulted in only 7 out of 151 students joining. Of

⁹ Paid for by the school and during which my lessons had been substituted by other teachers.

these, 5 were my own students and there was no participation whatsoever on any of the group's sections. The SoCQ (10th Dec.) was the only formal investigation of student reactions to the site.

4.2.3 Efforts to gather teacher feedback

Efforts to foster collaboration between teachers at the school were made throughout the implementation process but with varying effectiveness. Attempts via the site itself were wholly unsuccessful. Only 3 teachers became members of the Teachers' discussion group (25th Feb.) and as with the Student's discussion group, no messages were posted on the forums¹⁰. Neither did teachers respond to e-mail requests for feedback (18th April). While this may be due to a preference for non-technology-mediated discourse, achieving face-to-face collaboration was not always possible either. Teachers did not, for example, take up my offers to be observed (18th April) teaching GV lessons¹¹. This might be explained by a lack of interest in the site, the absence of a peer-observation tradition at the school, and conflicting schedules. Of these, the lack of interest in the site is the most significant and perhaps least surprising.

Incorporating evaluative components into the training workshops proved problematic, too. In the one-hour induction (18th Feb.), the complexity of the site meant that there was no time left for debate or evaluation, which was unfortunate since there had been full attendance. Subsequent INSET sessions (22nd July and 28th Oct.) were poorly attended and took place *after* the project's implementation. In the third session, the discussion spilled over into the broader topic of ICT integration at the school indicating a need to resolve more fundamental issues and hone my discussion-management skills. As Nicholls observes, using normative re-educative strategies is 'time-consuming and difficult and requires skills that might not be present in all schools and [might require] support' (cited in White,

¹⁰ Attempts to create a teachers' chat group in the Tokyo school were similarly unsuccessful. This was only made known to the writer *after* the Kyoto one had already been set up.

¹¹ There was one exception but the teacher could not attend the class in the end (9th Dec.).

1988: 130). Perhaps not surprisingly, the most effective methods of obtaining feedback from the teachers, were the individual interviews (9th - 18th July) and SoCQ form (10th Dec.).

4.2.4 Support from other Japan BC centres

Despite efforts to the contrary, the level of synergy between Japan's BC centres was insufficient to provide any major support during the site's implementation. Although Tokyo launched the site early in 2002, there was no GV-related dialogue with Kyoto teaching staff until almost a year later. This was initiated by myself prior to the Kyoto launch and this resulted in technical (13th Jan. – 18th Feb.) and registration (18th – 22nd April) advice. By the time Kyoto had registered, a 'Japan Feature' was ending and was consequently made up almost entirely of contributions from Tokyo teachers and students. There was no collaboration with the other two BC schools regarding the site's implementation, although this is natural since these schools had no ICT co-ordinators. No Japan centre uploaded student work or information onto the site's *My BC* pages and my initial enquiry about how to do so took several months to answer (from 18th Apr. to 12th Dec.). Finally, attempts to promote class online chats (26th Nov.) between the Kyoto and Tokyo schools proved fruitless since GV use in the Tokyo school had reportedly dwindled by then and ICT efforts had shifted to the wholesale introduction of Interactive White Boards.

4.2.5 Links with other network BC centres

As might be expected in an organisation the size of the British Council, there was ample opportunity for schools to discuss reactions to the site. While the *techteach* discussion list did not result in significant bi-lateral collaboration between the Kyoto school and other BC centres - mainly due to local time constraints - the list provided lesson ideas and suggestions, which were used in the training sessions, promotion of the site (5th - 10th May) and distributed to staff. (e.g. 18th Apr., 19th June). It was also useful for comparing registration rates (9th Apr.), gauging other centres' reactions (22nd Aug.) and eventually for organizing a successful online chat lesson with a class in Nepal (9th Dec.). However, there was no concerted

implementation effort between the school and other members of the BC network. Despite contacting fellow participants of the ICT course - where *Global Village* had been introduced – to organise chat exchange lessons (26th Nov.) there was a dispiriting lack of response. Another telling example involved a network school advertising the launch of its new premises including an online GV chat (11th Dec.) with Japanese BC students: not only were the Kyoto school not notified until a couple of days in advance but the session was scheduled to occur during our holiday period.

4.2.6 Effect of strategy shifts

The initial failure to apply normative re-educative strategies and consequent reliance on empirical-rational strategies led to increased pressures on my role as change agent. As the diary suggests, however, my efforts seemed to have little impact and may have been a misguided use of resources. For example, the GV Open Day presentations (7th Jan. and 12th Apr.) were attended by only a handful of prospective students whose language skills may have prevented them from benefitting from it fully.¹² Despite organizing the distribution of promotional prizes for every class in the school (5th May) and reminding teachers to register each term, registration rates were good but not excellent (see Table 4.1).

Table 4.1 Global Village Registration rates (2003)

	Spring	Summer	Autumn	Level Average
Advanced	68	61	63	64
Upper Int.	64	78	62	68
Intermediate	71	58	72	67
Pre-Intermediate	81	78	68	76
Elementary	64	75	75	71
Term Average	69.6	70	68	

¹² For the second Open Day, the change agent requested a Japanese member of staff be on hand. There were approximately 7 prospective students.

Similarly, the inclusion of a short piece about the site on the school newsletter (29th Aug.) aroused little interest in the *Kyoto Student Group*.

More significantly, despite producing, disseminating and storing a range of written documents and lesson plans (see 16th Dec.), most remained unused by teachers. During the informal interviews (9th - 18th July) and End of Year GV use summary, teachers generally admitted as much. Over time this led me to question the impact of my efforts (11th Nov.) and shift the focus of IT training away from *Global Village* (18th Nov.). Moreover, when asked if and how they had exploited GV with classes (January 2004 – see Appendix II) it surfaced that only one of these lessons was ever used once. While three other teachers did use the site in class, they did not type up or store these lesson plans. Therefore, by the end of 2004 there were no locally produced lessons on the communal drive.¹³ Although for the sake of objectivity I opted for an expurgated account of events in the diary, it became increasingly absurd to hide my frustration:

18 th Apr.	Remind teachers to register classes onto GV in Week 3. Invite them to watch me registering in week 2 [<i>No takers</i>] E-mail everyone my schedule, relevant documents ...and request lesson plans [<i>No lesson plans received</i>]
22 nd July	GV training – only 3 teachers attend [<i>Teachers show interest but no one uses the activity with classes</i>]
11 th Nov	My lesson appears on the Intranet mid-January 2004 – [<i>why [has it taken] so long? Will anyone read it anyway?</i>]
26 th Nov	Contact [more than 10 fellow] participants on the ICT ...course[<i>not a single response Is it me or is it GV?</i>]

Nevertheless, I persisted in working outside my normal working hours, collecting GV registration rates at the end of each term even offering to register students during my lunch break (7th Jul.). The latter led to conflicts with my regular duties for which management initially showed little sympathy (17th Jul.), leaving me highly demoralised:

Feel totally taken for granted – is GV more trouble than it is worth? Extremely stressful period ahead including several talks with staff representative and a BC-appointed counsellor. (18th July)

¹³ This may be related to a wider problem of teachers generally not saving material on the communal (G) drive with any regularity. Typing up a lesson plan may be viewed as time-consuming and locating relevant folders within the drive unduly complex. Accessing teaching materials on the G-drive, for instance, involves opening on average 5 folders after which saved material needs to have the British Council logo and an appropriate header identifying level, class code and activity-type.

To be fair, however, *Global Village* was probably not *management's* priority even if it had become mine and eventually the matter was resolved amicably. While I continued to compile and produce GV material for my colleagues, I decided to voice my concerns about the lack of ICT integration at the centre. Consequently, the TCM offered to apply some top-down pressure via teacher Job plans (16th Sept.) and a request for peer term planning which would include ICT integration (6th Oct.). Informed but not consulted about these measures, teachers predictably ignored the optional second measure. However, since teachers' Job Plans are linked to their end-of-year appraisals it is likely this will have greater impact although it cannot hope to change deep-seated beliefs about the role of IT in our teaching.

4.2.7 Problems accessing and using GV

In addition to *Global Village's* size and multi-functionality, new users also had to contend with various site-specific problems which may have influenced their attitudes. These included timing-out problems (2nd July), logging on difficulties (22nd Aug.), and lack of access to listening material for Macintosh users (9th - 18th July). Aside from difficulties setting up groups (18th Feb.), one source of frustration was the difficulty of finding chat exchange partners in appropriate time zones (19th May, 16th July, 3rd Oct., and 4th Oct.) or indeed anywhere in the BC network in one particular term (12th Nov.), as the Class Chat Exchange chart (Figure 4.1) shows. In the case of Kyoto University (8th Oct.), accessing the site during class-time proved impractical due to the institution's room-booking system and row-by-row seating arrangement. Finally, the introduction of new passwords for the Young Learners' version of *Global Village* Kyoto teachers also resulted in repeated lockouts (30th Oct., 8th and 12th Dec.).

4.3 Concluding remark

In seeking to understand why things did not go as planned I have had to focus on possible reasons behind this, which does not create an overly positive account. However, it was never my intention to question the professionalism and dedication

of any of the individuals concerned. Indeed, if anything, I hope I have highlighted the complexity of the situation in which we all sought to find our own solutions.

Intermediate (300 - 600 hours - FCE)						
GMT	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0000 - 0100						
0100 - 0200						pk+Wynpaul Varela, Wynpaul (Japan)
0200 - 0300						pk+Wynpaul Varela, Wynpaul (Japan)
0300 - 0400						pk+Wynpaul Varela, Wynpaul (Japan)
0400 - 0500						pk+Wynpaul Varela, Wynpaul (Japan)
0500 - 0600						pk+Wynpaul Varela, Wynpaul (Japan)
0600 - 0700						pk+Wynpaul Varela, Wynpaul (Japan)
0700 - 0800						pk+Wynpaul Varela, Wynpaul (Japan)
0800 - 0900						pk+Wynpaul Varela, Wynpaul (Japan)
0900 - 1000		pk+Wynpaul Varela, Wynpaul (Japan)				
1000 - 1100		pk+Wynpaul Varela, Wynpaul (Japan)		pk+Wynpaul Varela, Wynpaul (Japan)		
1100 - 1200		pk+Wynpaul Varela, Wynpaul (Japan)		pk+Wynpaul Varela, Wynpaul (Japan)		
1200 - 1300		pk+Wynpaul Varela, Wynpaul (Japan)		pk+Wynpaul Varela, Wynpaul (Japan)		
1300 - 1400						
1400 - 1500						
1500 - 1600						
1600 - 1700						
1700 - 1800						
1800 - 1900	ita-Mickey Roma by, Michael (Italy)			ita-Mickey Roma by, Michael (Italy)		
1900 - 2000	ita-Mickey Roma by, Michael (Italy)			ita-Mickey Roma by, Michael (Italy)		
2000 - 2100						
2100 - 2200						
2200 - 2300						
2300 - 0000						

Figure 4.1 Chat Exchange chart: Intermediate level (November 2003)

CHAPTER 5

INFORMAL TEACHERS' INTERVIEW RESULTS AND ESTIMATED USE OF GV

5.1 Overview

Teacher and student attitudes to *Global Village*'s implementation were assessed via two formal questionnaires at the end of 2003. Unfortunately, time constraints made end-of-year baseline data collection impossible. The findings from the mid-year informal teacher interviews¹⁴ and End-of-Year Summary of GV use are, however, presented to supplement the teachers' SoCQ results.

5.2 Teachers' Informal interview: summary

Apart from two who could not be interviewed, I met eight teachers individually for c.10-15 minutes and asked them a prepared set of questions during which notes were taken. Answers were collated and organized to show general patterns (see Appendix III). It emerged that at this mid-way point, teachers generally had not made significant use of the site or training material on the G-drive. Some felt a more power-coercive strategy would have resulted in increased use of the site. However, feelings about its perceived need and integration into the curriculum were mixed and there was considerable uncertainty about the site's future.

5.2.1 Use of the site

Most teachers admitted to very limited self-initiated visits to the site. Two had never logged on other than when registering students, while one (myself) accessed it regularly. With the exception of two individuals, most encountered problems when introducing classes to *Global Village*. Two teachers referred to time zone incompatibility viz. online chatting and the nuisance of booking the computer room in advance. Other problems included slow internet connection speeds, student confusion when registering, forgetting of passwords, and inability to access listening on Macintosh computers at home.

5.2.2 Perceived need of the site

¹⁴ Conducted between 9th - 18th July 2003.

As for whether the centre needed the site, most teachers were reasonably positive although two were undecided. Responses suggested teachers felt the site was not crucial, with one claiming it was necessary from an ‘image point of view’. Most teachers *themselves* felt they did not need the site. However, reactions were mixed when asked to consider the question from the students’ perspective. One argued the site would not help students improve what he considered his students’ main language learning objective: to speak English. Another felt there was a surplus of BC websites. Nevertheless, other teachers believed students would enjoy the variety it offered, the chance to use English communicatively and ‘access the BC’ from home.

5.2.3 Implementation

Teachers were generally not enthusiastic about the site’s implementation with everyone feeling left out of the design and implementation stages. While one teacher liked Kyoto school’s ‘low-key approach’, three wanted a more coercive strategy. One teacher, however, felt forced to use the site. There was a mixed response regarding the use of *Global Village* in the classroom, with opinions ranging from very motivated to ‘not looking forward to it’. There was also concern that students would not appreciate ‘losing class time’ over the site and that much depended on how user-friendly students perceived it to be.

5.2.4 Positive and negative aspects of the site

Teachers praised the site for its uniqueness to the BC, the potential for users to contribute and interact globally, the UK focus, the change of topics, the ‘edge on competitors’ and novelty value. However, they also felt the site could be improved. Half of the group felt it was visually uninteresting. Two agreed the site was ‘slow’ and lacked listening material. Others objected to its size, complexity, non-user friendliness and insufficient graded language for lower-level students. There was also concern that because of its size, it could turn into ‘the ultimate nightmare if it fails’.

5.2.5 Training

Generally teachers felt resigned to the need for ICT training, although none were enthusiastic, with one teacher describing ICT sessions as ‘high input - low output’. They generally agreed training in other areas was required. As for *Global Village*

training, three teachers remained unsure about how to integrate the site into their teaching. Two felt they should have been pushed into using it in class, one was satisfied with the non-threatening approach but had wanted more time to evaluate the site and another felt more training was needed. When getting to know the site, only one teacher tried the CD-ROM despite everyone having a personal copy. Training material on the G-drive appeared to have a similarly low impact, being used by only two teachers. Most teachers cited the staff meeting¹⁵ as instrumental in their GV training but the majority had familiarized themselves with the site individually.

5.2.6 Predicted future of the site

While two individuals were optimistic about the site's future, teachers were generally unsure. One mentioned the fate of language labs in ELT while another feared it would not last judging from their experience of other projects during their 10-year stay at the BC. Two said it would probably be used by students at home rather than in class and one predicted under-use if listening material and local teacher participation did not increase. One individual argued the school's largely female population would be reluctant to enter chat rooms and this could be a decisive factor. Another felt much rested on how useful the site was perceived to be. Although teachers generally were in favour of starting a Kyoto students' group, two expressed concern at the amount of work this would involve.

5.3 Brief summary of Teachers' *Global Village* Use in 2003

The extent to which *Global Village* was used by teachers obviously cannot tell us what they actually thought of its implementation. However, it *is* a measure of the site's popularity and should perhaps not be overlooked. Therefore, in January 2004, I met teachers individually to discuss their use of *Global Village* during the previous three terms (see Appendix II). For five out of ten, use of the site appears to have been mostly limited to the registration of students although one had used a lesson saved on the G-drive. A couple of teachers also accessed the *Game Zone* with their adult classes twice a term. However, with adult learners it seems only I had prepared GV-based lessons with

¹⁵ There had, in fact, been full attendance at the *Global Village* induction session. However, two teachers interviewed were recruited after this.

other teachers using the site incidentally.¹⁶ Furthermore, apart from myself, no teacher saved GV-lesson plans on the G-drive. Therefore, by the end of the year, half of the staff was still not using the site while some treated it as an add-on component to their lessons. Therefore, the site did not achieve any great popularity at the school although it would, of course, be short-sighted to blame this entirely on the implementation process.

¹⁶ Two teachers did, however, make regular use of the site with one teenage returnee who appear to have responded enthusiastically to the online chat and forum features. However, this report dealt with the effect of the site's implementation on mainstream adult classes of which this class was not a part.

CHAPTER 6

STAGES OF CONCERN QUESTIONNAIRES (SoCQS)

6.1 Alternative forms of assessing attitudes

Formal investigation of teachers' attitudes towards curricular innovations is generally neglected in second language classroom research despite its importance in 'determining the successful implementation of innovatory ideas' (Karavas-Doukas, 1996: 188). For students, insufficient consultation appears to be rife (Sergeant, 2001: 24), although evidence suggests students are generally willing and able to articulate their attitudes to learning (Long, 1997).

Attitudes can be assessed by, for example, analysing transcribed interviews with participants, journals, and logs (Nehls, 1999). Such interpretive phenomenological research requires selecting a representative sample of participants and while the approach yields rich data, interpretations are not generalizable. Karavas-Doukas refers to alternative methods such as the use of stimulated recall and standard open-ended (and closed) item questionnaires but, citing Moser and Kalton, criticizes their inability to gauge 'the extremity and intensity of overall attitude' (1996: 189) since they focus on the content of the concern not its intensity. She proposes the use of Likert surveys - carefully selected statements for which respondents rate how much they agree or disagree. These are commonly used when measuring attitudes (Barnette, 2001) and, therefore, I felt this would be the most appropriate form to gather data in my own investigation.

6.2 Why the SoCQ?

The *Stages of Concern Questionnaire*, or SoCQ, has been used extensively to measure teachers' 'concerns', which is to say:

'The composite representation of the feelings, preoccupation, thought and consideration given to a particular issue or task' (Hall, George and Rutherford, 1979: 5).

during the implementation of an innovation (Shotsberger & Crawford, 1999). It was developed over 3 and a half years at the Research and Development Center for Teacher Education of The University of Texas at Austin during the mid-1970s. The SoCQ's

reliability and validity were confirmed in a series of cross-sectional and longitudinal studies with the instrument demonstrating high internal reliability estimates ranging from 0.64 to 0.83 (Hall, George and Rutherford, 1979: 11). While there has been some debate over the reliability of two sections of the questionnaire¹⁷ from independent researchers, modifications have either not proved satisfactory (Shotsberger and Crawford, 1999: 12) or appear not to have been tested for reliability (Wu: 2002).

6.3 Format of the SoCQ

Based on the *Concerns Based Adoption Model* (cited in Hall, George and Rutherford, 1979), the questionnaire identifies where teachers lie along a hypothesized 7-stage developmental sequence of concerns. Results can be used to address where change agents need to focus attention so that concerns are resolved and teachers can progress through the sequence. As can be seen from Table 6.1, the higher the stage of concern, the more pronounced the user's engagement with the innovation until at Stage 6 they are ready to 'refocus' or move on to something new.

Table 6.1 Stages of Concern about the Innovation

0 Awareness	The teacher may be uninformed about or uninterested in the innovation.
1 Information	The teacher knows of the innovation and wants to find out more.
2 Personal	The teacher is concerned about the demands the innovation will place on them and who is making decisions about its implementation.
3 Management	The teacher is concerned about how to fit the innovation into their existing routine.
4 Consequences	The teacher is concerned about the impact of the innovation on students.
5 Collaboration	The teacher is interested in collaborating with other users regarding the use of the innovation.
6 Refocusing	The teacher is considering changing or replacing the innovation.

(Adapted from Hall, George and Rutherford (1979: 7))

The SoCQ contains 35 statements about the innovation with five statements per stage of concern. For each statement respondents indicate their level of concern on a Likert

¹⁷ The Awareness and Refocusing stages.

scale with values ranging from 0 (not concerned or irrelevant) to 7 (very concerned). Raw scores are calculated for each of the seven stages and converted to pre-determined normed percentiles (Hall, George and Rutherford, 1979: 27) and finally to a graphic profile for the group of respondents.

6.4 Modification of the SoCQs

Two minor adjustments were made to the teachers' SoCQ. First, since the term 'concern' could be interpreted negatively an explanation was added in the instructions. Secondly, *Global Village* was inserted in place of 'the innovation'.

The students' SoCQ was itself an adaptation of the original SoCQ and was based on the premise that students follow a similar sequence of concerns when faced with a curricular innovation. Until this is proved the results must be treated with caution although they do facilitate the comparison of teacher and student attitudes to *Global Village*. Items were adapted to make them student-centred¹⁸ and the questionnaire was translated into Japanese to minimize the time required for its completion, with English translations being given to teachers. Both SoCQs can be found in the Appendix section (Appendices IV and V).

6.5 Piloting of the student SoCQ

Since it was a new, albeit closely-adapted, questionnaire, the student SoCQ was piloted on one class. While involving more students and teachers in the piloting stage may have been preferable, this was not practicable for several reasons. Teachers were busy completing end-of-term student report cards and Christmas cards for each student and as stated earlier, I was under considerable pressure of time. For similar reasons, individuals were not asked to repeat the survey for purposes of test-retest correlation research. Without immediate access to statistical software, computational analysis of correlation coefficients for items within individual categories was postponed until all results had been received.

¹⁸ Thus for example 'I would like to help other teachers or BC centres in their use of GV' became 'I would like to help other students use GV' and 'I am concerned about how GV affects students' became 'I want to know how GV will improve my English'. It follows that in the stage descriptions, the word 'teacher' can be exchanged with 'student' and in Stage 4, the student is concerned with the innovation's impact on their learning.

In the pilot survey, students did not report difficulties understanding the questions, format or rubric and they completed the test in under 5 minutes. However students identified two errors: an incorrect Kanji character on item 25 and the duplication of another item.¹⁹ The errors were corrected and a revised version was inserted into class folders for teachers to distribute.

6.6 Distribution and Response Rates

The Student SoCQ was distributed to all 183 adult students attending group classes at the school at the end of 2003. There was a response rate of 67% (see Table 6.2), which is attributable to student absences on the days of its distribution, individual teachers forgetting to hand out the SoCQ and instances of student unwillingness to fill in the form. However, all teachers completed the Teacher SoCQ.

Table 6.2 Response Rates for the Student SoCQ

Completed Student SoCQs	Level	%
8	Elementary	53%
21	Pre-Intermediate	75%
33	Intermediate	67%
34	Upper-Intermediate	64%
27	Advanced	71%
TOTAL 123		= 67%

The response rate for Elementary students was perhaps unsurprising since the site was not aimed at low-level learners and students may not have seen the point in answering the questionnaire. The overall figures, however, are relatively representative of the student population.

6.7 Reliability of the Student SoCQ

Cronbach's alpha was used to determine the inter-correlation between items within the seven stages of the Student SoCQ. Cronbach's alpha is often used to measure the internal consistency of items on instruments using Likert scales (Siegle, 2003). A reliability score of .70 means 70% consistency in the scores and is considered a

¹⁹ Since the students were able to deduce the intended kanji character in item 25 and had simply not answered

minimum reliability for research purposes although, as can be seen from the table, the original SoCQ contained an item with a lower reliability score. When Cronbach alpha was computed for the 123 completed questionnaires, the results (see Table 6.3) showed moderately high reliability ratings in five out of the seven stages, although these were not as high as in the original teachers' SoCQ (Hall, George, Rutherford, 1979: 11). The low coefficients for Stages 0 and 3 indicate, however, results for these categories cannot be considered reliable.

Table 6.3 Cronbach-alpha coefficients for the Student SoCQ

Stage	Student SoCQ Cronbach-α	Original SoCQ Cronbach-α
0	0.3942	0.64
1	0.7079	0.78
2	0.7921	0.83
3	0.5965	0.75
4	0.6943	0.76
5	0.6730	0.82
6	0.7186	0.71

CHAPTER 7

DISCUSSION OF FINDINGS FROM THE SoCQs

7.1 Teachers' Aggregate Overview

The aggregate results from the teachers' SoCQ (see Table 7.1 and Figure 7.1) indicate an overall lack of involvement with the site since higher scores are concentrated at the lower stages.

Table 7.1 Teachers' Aggregate Percentiles

Stages	0 <i>Awareness</i>	1 <i>Informational</i>	2 <i>Personal</i>	3 <i>Management</i>	4 <i>Consequence</i>	5 <i>Collaboration</i>	6 <i>Refocusing</i>
Percentiles	93	63	63	69	19	19	30

Teachers' Aggregate Profile

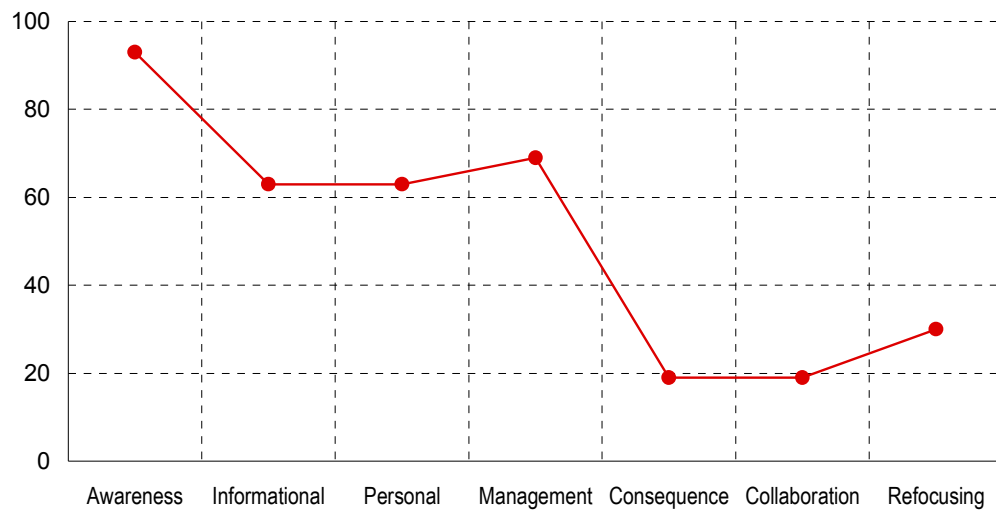


Figure 7.1 Teachers' Aggregate Profile

High stage 0 scores can indicate either 'an experienced user who is more concerned about things not related to the innovation, or a non-user who is just becoming aware of [it]' (Hall, George and Rutherford, 1979: 53). Since teachers had been trained in,

exposed to and registered classes to the site, the first interpretation was selected.²⁰ While teachers want more information about *Global Village*, they are significantly concerned about practical issues and how using the site (or not) affects their job status. Teachers appear to be least concerned about integrating and/or evaluating the site or collaborating with other teachers around the network. The slight rise at the refocusing stage suggests some interest in trying an alternative innovation.

7.1.1 Lack of involvement

The high Awareness score indicates a disassociation with the innovation, which was evident throughout the implementation process: the general underuse of the site, lack of response when asked to encourage contributions for the *MyBC* page and the token support for the *Kyoto Teacher* or *Student Global Village groups*. These are likely results of the non-involvement of participants at various stages of the change process. As Stephenson points out:

Teachers who are invited to comment on, for example, curricular or materials developments at a relatively late stage may, quite rightly, feel that they are simply being paid lip service, and their contribution may lack commitment and effectiveness as a result (1994: 228).

7.1.2 Concern about logistics and demands on time

The second highest peak at the Management level implies teachers are concerned about the logistics involved with implementing the site and consequent demands placed on their time. This was also apparent in the informal interviews: ‘I’m too busy’, ‘It’s an extra and there’s a danger lessons will be decontextualised. I’m leery of time limitations’. The hassle of booking the computer room and the need for Saturday classes to use complicated rotas for registration would have added to teachers’ management concerns. In addition, any technical problems would have raised teachers’ concerns, particularly where IT expertise was low. The effect of these problems and frustrations cannot be underestimated and is obviously not limited to the Kyoto school, as one message posted on *techteach* demonstrates:

Sorry to say but today was another GV wash out. WHEN are we going to have confidence in GV AND be able to instil student confidence too? (*techteach* archives)

7.1.3 Concern about roles and responsibilities

²⁰ Conversely, students who were merely registered onto the site were labeled as non-users.

The percentiles suggest a relative degree of concern at the Informational and Personal stages: some teachers may want to find out more about *Global Village* or are concerned about who is in charge and how their professional status is affected by the innovation's use/non-use. This uncertainty came across during the informal interviews with some teachers suggesting integration remained an issue:

‘[The training] was alright – managed to go in and sign on the students’

‘We need more than just a one-off, perhaps a weekly slot over a month.... I need to become more familiar with it, [and that it is] good value for students and how I can integrate it into my lessons.’

Indeed, the introductory training session had been little more than an introduction to the site. Although lesson ideas and additional information are on the G-drive, teachers may prefer to inform themselves via INSET session(s). Since teachers' initial contact with an innovation is most likely through INSET, the role of training sessions in the innovation process cannot go unnoticed. While some argue that the effect of INSET on teachers' classroom behaviour is not necessarily the one envisioned by trainers (Palmer, 1993: 166, Lamb, 1995: 72) and that cascade training can be of questionable effectiveness when inappropriately implemented (Hayes, 2000: 138), training sessions do offer change agents the chance to foster a sense of ownership in an innovation.

Those opting not to use the site, in effect, challenge the hierarchical nature of the organisation and it would be wrong to imagine individuals quivering beneath a sword of Damocles. As teachers had said of the implementation directive in the informal interview, ‘I would use it if I had to but not enthusiastically’ and ‘I wouldn't like to be forced to use it’. It is also possible, however, that following the introduction of ICT integration into Job Plans, teachers are anxious to find out how strictly the clause is enforced.

7.1.4 Possible interest in other innovations

The slight rise at Stage 6 indicates that teachers would rather try an alternative innovation rather than address concerns at the Management level. This may be because BC teachers are used to dealing with a flood of innovations and can always

hope that ‘something better will come along’. However, the corollary is a cynicism apparent in comments such as ‘I’ve worked at the BC for 10 years and have seen a lot of products come and go....’ and ‘innovation fatigue’ (Kennedy and Edwards, 2001: 81). Stage 6 scores also imply teachers are interested in improving the innovation, which coincides with suggestions made during the informal interview such as improving the visual layout, ease of navigation and content of the site.

7.1.5 Marginal interest in integration, evaluation or collaboration

The lowest percentiles observed are at Stages 4 and 5. Perhaps teachers are not currently concerned with maximising or assessing the site’s impact on their students’ learning outcomes (Stage 4) and are not thinking about coordinating with other BC-network teachers (Stage 5). Assessing the impact on students’ learning outcomes implies firstly that the site is used regularly, which would require a possibly forced change in teaching styles and secondly that time is allotted for in-depth evaluation. With no recent history of Kyoto BC teaching staff formally assessing the impact of innovations at the school or systems in place to assist this, it is perhaps natural that teachers would not express an interest in this area. Meanwhile, the lack of enthusiasm to collaborate with others could be typical of the teaching profession where individual cultures somehow prevail due to ‘the nature of teaching individuals’ sense of responsibilities to their pupils, their organisation of the school, the compartmentalisation of the curriculum, the lack of time, elements of competition and promotion’ (Kennedy, 1996: 82). Moreover, due to the size and structure of the British Council, teachers may simply not know who to contact and the concept of collaborating with like-minded but faceless colleagues in cyberspace may still need some reinforcing. Indeed, one cannot not assume that the opportunity for collaboration necessarily results in collaboration since one must contend with the rational and non-rational interaction patterns found in networks of relationships (Emmet in White, 1988: 116). This is witnessed by the lack of real synergy between Japan BC schools during the site’s implementation and the difficulty in finding chat exchange partners.

7.1.6 Comparison of teachers’ percentiles

Since the aggregate profile is an average of teachers' scores, sensitivity to individual data may have been affected (Hall, George and Rutherford, 1979: 29), making comparison of teachers' percentiles necessary (see Table 7.2).

Table 7.2 Comparison of teachers' percentiles

Teachers	0 <i>Awareness</i>	1 <i>Informational</i>	2 <i>Personal</i>	3 <i>Management</i>	4 <i>Consequence</i>	5 <i>Collaboration</i>	6 <i>Refocusing</i>
A	95	66	25	39	11	10	47
B	77	75	31	23	1	1	1
C	99	96	97	92	30	3	38
D	99	90	78	83	27	44	47
E	81	43	52	27	4	5	6
F	99	48	41	80	13	16	5
G	46	54	63	73	63	59	87
H	97	37	63	65	5	3	11
I	91	80	80	80	24	72	60
J	29	34	85	90	86	55	69

While the percentiles suggest teachers are generally more concerned with other matters (Stage 0), there are two exceptions. Teacher G's highest scores on the Refocusing stage suggest strong concerns about improving or removing the innovation. This individual predicted in the informal interview that unless there was more listening on the site, *Global Village* would be underused. They also seem to have used the innovation more than most (Appendix II), particularly with their teenage returnee class and may have therefore encountered more weaknesses in it. In addition, as the teacher responsible for setting up the *Self-Access Centre*, they would have greater knowledge of alternative products.

Meanwhile, Teacher J seems mostly concerned with logistics, time and management issues related to the site's implementation. It may not take much guesswork to deduce that I am Teacher J - of all the staff I was undoubtedly the most burdened by such

concerns. I would also agree with the high percentile scores at the Personal and Consequence stages. During the implementation of the site I felt increasingly responsible for its success, while fully aware that the work I was putting in bore no connection to my Job Description. When it became clear that the attempt to use normative re-educative strategies had failed and I was fighting a losing battle, I began to question how I was benefiting from the experience.

Three teachers have particularly low percentiles at Stages 4,5, and 6. Two of these (Teachers E and H) joined the school after the site's introduction and had received no training. It is therefore natural that they would show very low percentiles on these stages. Teacher B had the lowest percentiles of the three but only taught one class at the school. They also had the least developed computer skills of the staff but their scores for Stage 1 showed willingness to find out more about the site.²¹

Finally, teacher C scored very highly across all the first four stages. This might be because of a tendency among some respondents to choose extreme responses or answer in a confused manner when feeling pressured into answering a questionnaire (Nunnally in Barnette, 2001: 3). Moreover, this teacher claimed never to have visited the site except when registering students during the informal interview and openly questioned the pedagogic value of GV (18th Feb.).

7.2 Students' Aggregate Overview

Due to the time restrictions, interpretation of students' aggregate profile was based exclusively on the Student SoCQ and interviews could not be conducted to triangulate the findings. As can be seen from Table 7.3 and Figure 7.3, percentiles are elevated at the lower stages implying a correspondingly low degree of involvement with the innovation, which mirrors the results for the teachers.

²¹ At the end of the questionnaire this teacher also added 'I am a total non-user but would like to know more'.

Table 7.3 Students' Aggregate Percentiles

Stages	0 <i>Awareness</i>	1 <i>Informational</i>	2 <i>Personal</i>	3 <i>Management</i>	4 <i>Consequence</i>	5 <i>Collaboration</i>	6 <i>Refocusing</i>
Percentiles	[93]	66	57	[52]	21	22	38

Students' Aggregate Profile

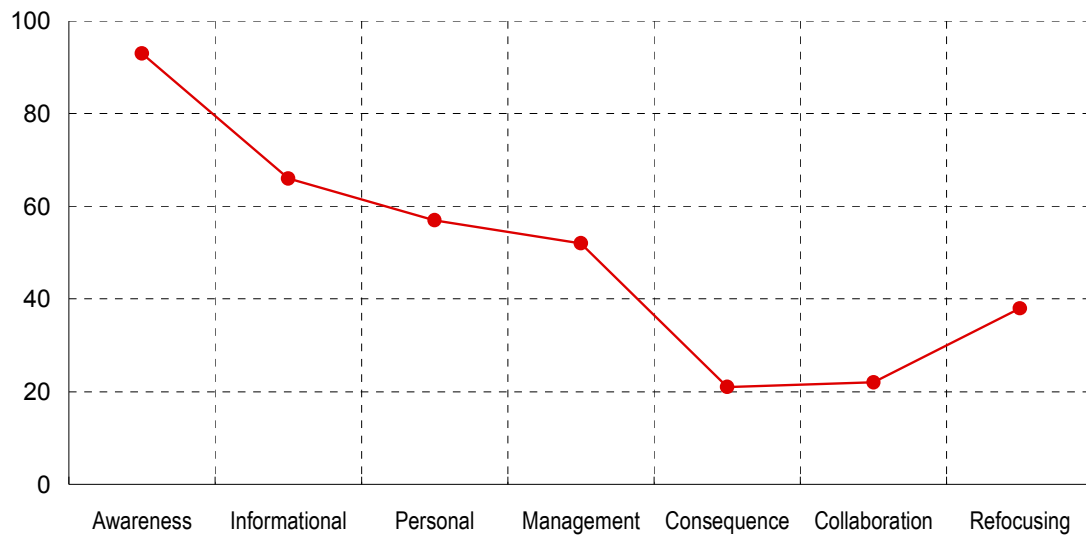


Figure 7.3 Students' Aggregate Profile

Although the results for Stages 0 and 3 are not statistically reliable, the high scores at the Informational and Personal stages suggest students want to find out more about the innovation and are generally uneasy about it. The lowest scores for the Consequence and Collaboration stages indicate students may not be giving much thought to how the site can help them learn English and are not ready to help other students benefit from it. The slight rise at the Refocusing stage suggests students either have ideas about how the innovation could be improved or would welcome a different innovation perhaps more suited to their needs.

7.2.1 Need for more information

The high scores for the Informational and Personal stages are understandable since half of the teachers simply registered their classes, presumably hoping students would

explore the somewhat complex site on their own. In many cases, students would therefore have had minimal exposure to a site about which they were never consulted and into which they had had no input. As White suggests, failure to promote opportunities for involvement from the start may give rise to ‘the suppression of doubts or alternative views [which tend] in the long run, to be counter-productive....’ (1991: 27). The feelings of uneasiness could also be related to the act of communicating online with strangers (Galloway and O’Brien in Jones, 2001: 363). These are unsettling results since, as Sergeant notes, students tend to be the least consulted in a process where they are the ‘most disadvantaged if [ICT] is not effectively implemented’ (Sergeant, 2001: 240).

7.2.2 Interest in improving GV or finding alternatives

There may be several explanations for the rise in percentiles at the Refocusing stage. The question of whether student needs are met by the implementation of *Global Village* seems, however, to be paramount. As teacher C remarked in the informal interview:

‘It’s not [necessary for students]. They want to *speak* English. Discourse generated [in Chat rooms] is not as well structured as a final piece of writing but it is still writing’.

Even if the site is used in class, much will depend on how the lesson is set up by the teacher - a lesson involving writing can still contain communicative elements and obviously does not need to be conducted in silence. Nevertheless, what is ‘communicative’ to the teachers, may not be interpreted as such by their students:

I enjoyed Tuesday’s lesson based on *Global Village*. It was quite new for me. However, as you know, I don’t like computer so much, I prefer the lessons based on textbook or handouts. If you like *Global Village*, of course I will use it. I’m afraid it is rare case, but I do not have a computer in home, so I have to do *Global Village* homework in my office during rest time. I am OK using *Global Village* a few times a term in the classroom. But I think if we use computer room, some students don’t speak English while we are using computer including me. However I know a few students who often use *Global Village* privately. It is very useful for them. (Kyoto student, Nov.13)

Students can therefore enjoy using the site and still feel robbed of valuable speaking practice. This is interesting since according to the lesson plan, (see Appendix VI) only 20 minutes were devoted to reading during which several students discussed the meaning of unknown words and helped each other complete the activity. The rest of the lesson, however, was geared primarily around speaking.²² At approximately 3,000

²² Indeed, after the class the teacher in the next room commented on how much talk and excitement they had heard through the walls.

yen an hour it is, however, understandable that students are highly conscious of how class time is used. Migrating to and from the *Self-Access Centre* while juggling both IT and English skills on a site they rarely visit may inadvertently increase anxiety levels.

7.2.3 Minimal interest in the site's educational usefulness or helping others benefit

The lowest percentiles at the Consequence and Collaboration stages suggesting students are unsure about how the site can help their language learning (Stage 4) and are not ready to assist other students in its use (Stage 5). Neither of these is surprising since the site was not integrated into the curriculum and there is no culture of student collaboration at the school. It may be, however, that student collaboration is rarely encountered in language schools although this point is discussed later. A significant factor may be learner resistance to IT (Sergeant, 2001: 240). Learners may simply want a break from IT in their lives. As Cooke and Ramsay observe, '....students who spend hours surfing the Net at home may find it difficult to identify the learning benefit of using the technology in school time' (2000: 6). While some argue that language teachers should prepare their students for the information age (Warschauer and Healey, 1998: 11), one cannot assume learners are interested in IT (Jones: 2001).

7.2.4 Comparison of language level profiles

The profiles for the Advanced and Elementary levels are perhaps the most atypical as can be seen from Table 7.4.

Table 7.4 Comparison of student profiles by language level

Levels	0 <i>Awareness</i>	1 <i>Informational</i>	2 <i>Personal</i>	3 <i>Management</i>	4 <i>Consequence</i>	5 <i>Collaboration</i>	6 <i>Refocusing</i>
Elementary	93	19	67	69	27	40	52
Pre-Int.	93	66	57	65	24	22	42

Int.	91	80	59	56	30	22	38
Upper Int.	98	66	63	60	21	31	42
Advanced	93	66	57	65	24	22	42

Since *Global Village* was not aimed at Elementary-level students and teachers may have promoted and used the site less at this level, it is perhaps natural that these students would have felt the most alienated. It is puzzling, however that they had enjoyed the second highest registration rate average (see Table 4.1).

Perhaps their teachers were those most concerned by repercussions if registration rates were low, although it is difficult to claim any causality since students change levels during the year and the year had seen some staff changes. Nevertheless, alienation could have caused confusion when completing the SoCQ and would explain the highly erratic percentiles.²³ For example, although they appear to have the lowest concerns in finding out about the site, Stage 6 scores suggest they may want to modify it or try out other alternatives.

The Advanced level profile is unusual in that percentiles at the Informational, Personal and Management levels are almost equal. However, four of the five Advanced classes would have been unlikely to consider *Global Village* a priority. CPE, Current Affairs and Academic Writing are somewhat serious once-a-week classes and the other is a long-standing group of students not known for their love of IT. Moreover, as Table 7.5 shows, the Advanced level had the lowest average registration rate. Thus it is possible that the student SoCQ may have also prompted hasty or confused responses. Indeed at the end of the questionnaire, where students were thanked for their co-operation, one Academic Writing student had taken the trouble to add ‘No, thank YOU - I don’t know even know what *Global Village* is.’

²³ It is also worth remembering that in one of the Elementary classes no responses were given at all because students could not remember using *Global Village*.

In general, however, profiles for different levels follow similar paths. While there is an overall marked drop in percentiles at the Management and Consequence stages, Upper-Intermediate and Advanced students have slightly higher percentiles at the Collaboration stage. This could be because at this level, students recognise that the site is aimed primarily at them and are therefore more willing to invest time and effort into helping each other use it. With my own Upper-Intermediate classes I occasionally witnessed students leading less computer-literate classmates into the *Self-Access Centre* after the lesson for ad-hoc *Global Village* brush-up sessions although, admittedly, this occurred when there was GV-related homework.

7.3 Weakness of the current research

There were several weakness of this section of the report. Firstly, the lack of formal baseline data collection made interpretation and triangulation of results difficult, particularly in the students' case. Secondly, the Student SoCQ yielded less data than the teachers' version since Stages 0 and 3 were statistically unreliable. Moreover, percentiles for the student SoCQ were calculated from the original SoCQ Quick scoring device which was intended for the teachers' SoCQ. If the Student SoCQ were to be distributed again, one option would be to extract the most 'damaging' item from each stage. This would leave four items per stage and a raw total of 28 items. Cronbach-alpha tests were run to identify the questions lowering the correlation coefficients in each stage. Stage 0 (Awareness) remained unreliable while coefficients in all but two of the stages improved (see Table 7.5).

Table 7.5 Cronbach-alpha coefficients for the Student SoCQ and the suggested revised version

	Student SoCQ	Minus 1 item SoCQ
Stage 0	0.3942	0.4978
Stage 1	0.7079	0.7533
Stage 2	0.7921	0.7892*
Stage 3	0.5965	0.6414
Stage 4	0.6943	0.6955
Stage 5	0.6730	0.6547*
Stage 6	0.7186	0.7537

Complete results of correlation coefficients obtained when excluding items are presented in Appendix VII. While this could reduce the information obtained (FitzGerald, 2001), more accurate percentiles could then be calculated for these results and converted into Profile scores.

CHAPTER 8

CONCLUSION

8.1 General outcomes of the study

This study attempted to monitor and evaluate the implementation of an externally imposed innovation on a small British Council school. The planned implementation strategy was followed by an analysis of the implementation in practice and reasons why things did not go as expected. This analysis revealed that the strategy was essentially flawed in several respects. Firstly, participants were not involved from the outset. Moreover, apart from the goal of registering students onto the site, no aims or success criteria relating to the site's integration into lessons were decided and the attempt to remedy lack of teacher involvement by encouraging debate of the innovation online prior to its implementation on the site itself failed. This appears to have been caused by time constraints, the limited amount of earlier IT training and integration at the school and the basic lack of ownership in the project. Also, training in the use of the site was insufficient and did not allow teachers a chance to evaluate collectively whether or how they might use it.

A shift towards normative re-educative strategies and even power-coercive strategies was identified. This led to increased pressure to produce and share material which was generally unexplored by colleagues. In addition, technical and logistical problems affected users' attitudes towards the site and efforts to co-ordinate the implementation with other BC schools were not always effective. By the end of 2003, the use of *Global Village* remained minimal among the majority of teachers and incidental in most other cases. Findings from the two SoCQs showed that for both teachers and students, highest scores were obtained at the lower stages of the Stages of Concern continuum suggesting that after three terms of *Global Village*, adoption-levels of the site remained unimpressive.

8.2 Implications

Evidently hard work and perseverance on the part of a single change agent are unfortunately not always enough to bring about the successful implementation of an innovation via normative re-educative strategies. If, as the literature suggests, such

strategies are to be used (Havelock in Markee, 1993: 123), then certain conditions must be met before they can work.

8.2.1 Establishing effective communication channels

Communication channels need to be in place so that all stakeholders can, at least in theory, be part of discussions. In the case of the Kyoto school, both staff and students are decidedly out of the picture when it comes to the implementation of IT products. If this persists, one can expect similar results in future particularly where a product is perceived to be complex or unreliable - regardless of how pedagogically valid it may appear to those who created it (Sergeant, 2001: 241). In the case of teachers, product managers need to be aware that efforts to encourage initial teacher participation via online discussion lists such as *techteach* may not always be effective since not all schools have ICT co-ordinators let alone teachers who are members of the list. Perhaps increased appeals for involvement are necessary. There has, however, been some progress: all Japan BC centres recently had their first video-conferencing meeting to discuss ICT training and implementation strategies.

8.2.2 Dealing with (ICT) innovations in task-groups

If small schools are unable to fund an ICT co-ordinator to implement a project, then it may be preferable to harness the energies of interested teachers in the form of task-groups. This would spread the workload and automatically increase ownership. Having more 'change agents' would hopefully add impetus to the implementation process. Ideally, workshops could be organised by objective external consultants covering areas such as team-building, objective setting and conflict solving. Indeed, team-building has been described as 'pivotal in developing the attitudes and skills required to tackle subsequent tasks' (Jennings and Doyle, 1996: 171). Task-groups could also engage in collaborative action research to find ways to integrate the innovation into the curriculum in a way which is contextually appropriate and potentially more dynamic, empowering and influential than research carried out by individuals (Burns, 1999: 13). Managers might even offer staff incentives (Sharp, 1998: 143, Woods, 1998: 197 et al.).

8.2.3 Increased commitment to ICT training

Developing expertise requires a sustained and concerted effort. Training could consist of a short induction course for new staff, provision of written information, informal sharing of expertise between teachers and formal training from an ICT co-ordinator possibly leading to certification (Sergeant, 2001). Time therefore needs to be found for technical and pedagogical training, revision of the curriculum to ensure ICT's integration and learner training (Jones, 2001). Satisfying teachers with the amount of ICT training in INSET courses, however, may always remain a problem (Krajka, 2002: 37) and the most significant reason for teacher resistance to ICT innovations may in fact be time to practice what has been learnt in training sessions (Jones, 2001: 365).

8.2.4 Refining future evaluations of implementation projects

Summative evaluation of *Global Village* and similar large-scale projects may need to be viewed with caution. It will not be enough to know how often the product is used and by how many users. What is needed is an investigation of how ordinary teachers and, just as importantly, their students have been affected by the implementation process. In particular, we need to assess the impact of such products on our students' learning. To assess student concerns during the implementation of an innovation, studies need to be conducted to see if the CBAM 7 Stages of Concern for teachers actually hold true for students. If they do, further improvements to the Student SoCQ are necessary and suggestions have been made in this paper to further this end.

8.2.5 Increased implementation strategies training

The *Global Village* site on the Intranet is soon expected to contain training material to assist in the implementation of the project. This would definitely have been appreciated at the Kyoto school and is certainly a positive step forward. However, it is important that such training material takes into account the needs of small centres and covers those areas commonly neglected in the implementation process: curriculum development, teacher learning, trainer learning and ELT manager needs (Waters and Vilches, 2001). Hopefully, the concerns of small schools are being taken seriously elsewhere, as a recent personal e-mail from the British Council's IT Systems Consultant suggests:

‘I don’t believe [the GV Intranet pages has a section [about implementation strategies] for smaller centres, but this is something that we could try and add. I do have sympathy for your situation (having taught in a pretty small centre myself), but I’m not sure [we] are in the best position to comment. Perhaps you’d be able to give us a few ideas based on your experiences - lessons learnt, what help you’d like/would have liked.’ (Snowdon, D. Personal communication).

APPENDIX I

Diary Report

Winter Term (13th Jan. - 22nd Mar.)

Registration week

7th Jan	20-minute presentation is given to a small group of prospective students during the school’s Open Day. Several of those present have low-level language skills and despite grading of language, have some difficulty following the presentation.
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Weeks 1 -4

13th Jan. -
18th Feb.

Collect, adapt and store introductory GV information, suggested lesson plans and lockstep registration instructions from the Intranet/GV and set up a GV file on the teachers' G-drive to store these documents. Teachers are reminded to look at GV training CD-ROM [*None of the suggested lessons are eventually used, neither is the CD-ROM*]

Talk with TCM. He feels a realistic goal for next term is to introduce GV as a self-access resource. [*We will need to find out if students are using it at home and what their attitudes to GV are. Also, who decides whether this goal will change and at what point?*]

Maintain regular e-mail contact with Tokyo BC ICT co-ordinator²⁴ regarding how to introduce and contribute to the site. Explains how to book chat rooms.

Week 6

18th Feb.

One-hour GV teacher induction session is attended by *all* teaching staff. The workshop's content - offered for network sharing on *techteach* -emphasises a hands-on approach, introducing teachers to the site's capabilities. [*Run out of time for teachers to evaluate the site or suggest possible ways to use or implement it.*]

Weeks 6 and 7

20th Feb.

In response to writer's queries Tokyo ICT co-ordinator says student' work can be uploaded onto GV's *Japan Feature* but the feature ends in a couple of weeks. All Japan centres will need to co-ordinate before uploading their pages onto MyBC. [*This situation eventually takes 10 months to resolve*] As for teacher involvement in GV material design, teachers can, in theory, be interviewed for *Culture Vulture* and *Globe Trotter* sections.

18th Feb.-
25th Feb.

After several attempts - more than one request to GV administrators is unanswered - set up GV Kyoto Teachers discussion group. [*Only 3 teachers eventually join and no-one posts messages in the forums. The group eventually will become the – equally unsuccessful Kyoto students' group*]

Teacher in staffroom openly berates the pedagogic value of GV and in particular, the discourse students will produce. [*Not having seen for myself, it is difficult to counter-attack and suggest we should perhaps give the site a try first.*]

Spring Term (14th April - 28th June)**Registration Week**

9th Apr.

techteach member requests GV registration percentages in other centres - around one sixth of students in their centre are registered. Recommends organizing an internal competition with prizes. Mentions not all teachers feel comfortable with GV despite training - [*I eventually use the internal competition idea later when we register Kyoto students*]

12th Apr.

Short Open Day GV presentation for prospective students. Only about 6 people attended but this time Japanese member of staff translates for me.

Week 1

18th Apr.

Remind teachers to register classes onto GV in Week 3. Invite them to watch me registering in week 2 [*No takers*]. E-mail everyone my schedule, relevant documents (including simplified

²⁴ The Tokyo ICT co-ordinator was one of the *Global Village* writers and had met the writer at the ICT Power User training session earlier in November 2002. The Tokyo BC centre had already introduced early in 2002 and some of the teachers had been involved in the writing of materials. Kyoto teachers were unaware of this at the time.

instructions for students wishing to register independently) and request GV lesson plans. [*No lesson plans received*]

Upload new GV lesson plan from *teachteach* and inform Kyoto teachers.

Week 2

18th-22nd Apr. Help teachers informally with registration over the week.

Tokyo ICT co-ordinator says Tokyo BC teachers' use of GV fluctuates and requires considerable support. Recommends registering students during induction sessions but we do not have these in Kyoto. Agrees that registration is 'a handful first time round' and says it is important to maintain/create links between the Japan BC centres (in Tokyo, Osaka, Nagoya and Kyoto). He tried setting up a chat exchange group for teachers with limited success as teachers seemed overwhelmed by the different features. Informs me he is leaving his position and will be replaced. [*Disruption of link with other Japan centres over GV*]

Kyoto Senior teacher hears that other centres he has worked in consider GV to be something of a white elephant.

25th Apr. Congratulated by ICT regional consultant for my GV work. He agrees with my TCM that the site is probably best used as a supplementary resource at home or in the *Self-Access Centre* as optional homework.

28th Apr. GV excel spreadsheet received from *teachteach* member - can be used to make lists of individual classes with GV keys and ID numbers. [*Kyoto registrar is not sure how to use the Discoverer application needed accompanying this and shelves the product.*]

Week 3

5th-10th May Teachers begin to register their classes. Two prefer to let students register themselves at home as they do not want to use up class time for this. Teachers given GV registration numbers and user IDs for *all* BC students in case any forget.

As part of promotional initiative, distribute give-away BC pens and notebooks for students answering GV quiz. [*Pales in comparison with the prize to London offered on GV in Dec. 2002 but most teachers do it anyway.*]

Saturday registration is problematic as the Computer Room is used for lessons. Create a rota whereby teachers swap rooms over a two-week period so that all Saturday classes can be registered. [*Do not hear of any complaints from teachers or students about this arrangement but perhaps something different can be tried next term.*]

Week 5

19th May *teachteach* invites students to online GV chat debate on 3 days this month. [*Not taken up as teachers seem overloaded with registration and chat times are inconvenient (14.30 - 15.30 GMT is 23.30 - 24.30 in Japan)*]

Week 7

4th Jun. Receive a reply from GV Project Manager to my questions. Says GV was teacher-initiated and teachers were involved in its design. Currently 10% of students are registered and the target is between 10 -15,000 regular users of which 150-300 should be 'simultaneous users'. [*I have, however, often been the only person on GV when logging on.*] Few centres have carried out surveys to find out student or teacher attitudes to GV and all centres are 'under obligation to train up [sic] their teachers and offer it to students'.

Week 9

19th Jun GV projects and lesson plans for teenagers and Young Learners posted on *teachteach*. Save on G-drive. [*Still wondering whether to use the YL site as our students are not at the right level*]

20th Jun. First [*and only*] suggested GV activity received from a Kyoto BC teacher. The activity is offered as a 'counselling session activity' when the teacher is not in the room. Students read an article on *Global Issues*, do the follow-up activity and express their opinions in *Your Shout*.

Summer Term (7th July - 27th Sept.)

2nd July GV problem posted on *techteach*: students get locked out if taking over 20 minutes to write a letter on a forum. Recommended solution is to write the letter on Word first then paste onto the Forum. Message forwarded to teachers. [*A couple of students have commented about this to me privately too.*]

Week 1

7th July To avoid the Saturday GV registration hassles of last term, I offer to register students in between classes. [*This means going without lunch and breaking Japanese law by working 7 continuous hours.*] Teachers return lists of Saturday students needing to be registered.

9th – 18th July Interview teachers about GV so far. Notice I suddenly cannot listen to audio exercises on my Macintosh. Some of my students also using Macs confirm this is the case but we were not warned this would happen.

16th July Request for chat exchange request for an Upper Intermediate teenager group. [*Not followed up as our teenagers are not this level. Times, in any case, do not fit our times and Young Learners need to be on the premises to access their GV accounts.*]

Week 2

14th–19th July Teachers register *new* or previously unregistered students for the second term.
18th July Receive a formal letter of reprimand from the Senior Teacher and TCM for not agreeing to substitute for a sick teacher. Have already substituted for the same teacher earlier this week and am going to work through my lunch break tomorrow in order to register students onto GV. The TCM goes on holiday and promises to resolve the issue after the summer holiday i.e. in one month. [*Feel totally taken for granted - is GV more trouble than it is worth? Extremely stressful period ahead including several talks with staff representative and a BC-appointed counsellor*].

Week 3

22nd July Kyoto GV training - only 3 teachers attend. Loop input session: teachers read three MyBC pages and discuss their preferences and what they would like to see on the Kyoto MyBC. Training content is adapted from a session posted on *techteach* [*Teachers show interest but no one uses the activity with classes*]

3rd Aug. Via GV send invitations to Kyoto students to join a new Kyoto *Global Village* group for students. The site will selected language learning links on the Bookmarks section and a chance for students to express their opinions about the site and the school in general. [*In the informal interview with teachers, several had agreed this might be a good idea. Takes me almost 2 hours, as students need to be selected from a class-by-class drop-down list.*]

Week 5

18th Aug. Formal Reprimand is finally withdrawn from my file after a formal meeting with TCM, Senior Teacher and Staff Representative.

22nd Aug. On *techteach*, a teacher complains bitterly about technical glitches during GV registration/ logging and the negative impression this is having on teachers and students.

1 Kyoto teacher experiences problems logging on. Send message to *Global Village* Administrator. Another teacher informs me 3 of his students also have repeated problems logging in.

26th Aug. Send teacher who is writing the school newsletter a ready-made section on *Global Village* encouraging students to (a) join the new Kyoto BC group and (b) send in contributions for the Kyoto MyBC page. Includes information such as how contributions should be made and by when.

29th Aug. School newsletter published and distributed to the classes. *[Perhaps more teachers should have been involved and the group advertised much earlier? Perhaps it is simply superfluous? The fact is, only 7 students join by the end of the year. 5 of these are my own students. No one participates in the forums or places material in the File Store. Also, only one student produces something towards the end of the Winter Term – several months after the deadline]*

c.29th Aug. E-mail ICT co-ordinator about My BC uploading procedures.

Week 9

16th Sept. Talk to TCM about non-integration of CALL at the centre. Agrees to include a clause in teachers' compulsory job-plans wherein staff agree to use CALL twice a term with each of their classes. *[This is raised at the next staff meeting but by January 2004, teachers have still not included it in their Job Plans and there is no reminder or check that CALL is indeed being implemented]*

Week 10

27th Sept. GV introduction powerpoint posted on *techteach*. Saved on G-drive *[Teachers in Kyoto may not be comfortable using Powerpoint as they have not been trained. The way the CPU is attached to the workstations make it very difficult to connect the projector cables to the computers - it takes me about 15 minutes]*

c.28th Aug. GV Administrator replies to my 22nd Aug. e-mail - usernames and passwords are now case-sensitive. Solves the problem with new password.

29th Sept. Cookies now installed for the Young Learners' version of GV on Room 1 computers. New password and username issued to teachers wishing to use GV for Young Learners. *[Could be difficult for teachers as there are now 2 different IDs]*

Autumn Term (6th Oct.- 13th Dec.)

3rd Oct. GV chat request on *techteach*. *[Unsuitable times so not followed up.]*

4th Oct. GV Chat request on *techteach* *[Again, totally unsuitable times]*

Week 1

6th Oct. Senior Teacher reminds teachers teaching the same levels this term to meet and plan ahead for the term. *[Distributes a Word document with a table for teachers to take notes on – includes a column for teachers to write down how they will integrate IT into their classes. No teachers actually meet up to do this.]*

9th Oct. Teachers individually check that 16 software programmes are working on their computers. *[All teachers quick to respond]* Collate the information and send it to IT team in Tokyo.

8th Oct. Present GV to our off-site Kyoto University students. *[The university's complicated booking system and row by row seating arrangement means that I will not use GV in class but for homework instead.]*

10th Oct. Agree to be part of Japan IT strategy project which aims (in part) to create links between the various BC centres.

Week 3

20th Oct. Teachers register new students on GV. Hand-written reminder hastily put up on new teachers' white board *[One teacher comments how seeing this on the board is actually far more effective than receiving any number of e-mails reminding him.]*

Week 4

- 27th Oct. Tokyo BC are introducing Interactive Whiteboards to their classes - training sessions every week. GV is being used less there. *[As with GV, we are behind Tokyo.]*
- 28th Oct. IT training: GV Chat groups and introduction to SearchEnglish website. *[Only 4 teachers attend. Session goes off track - as we begin to discuss our views on GV chat discussion veers into the bigger topic of the lack of an overall IT strategy from management. Very frustrating. No teachers use Chat groups this year in the end.]*
- 30th Oct. Students locked out of YL GV site. *[Easy to do - if the password is entered incorrectly on one computer it locks out the whole room]* Unlocked by Tokyo on the same day.

Week 5

- 5th Nov. Create a GV lesson and send the lesson plan to all teachers. Feedback invited - one teacher thanks me and says it looks good, no response from others *[Am I wasting my time?]*

Week 6

- 11th Nov. Share another GV lesson with teachers. This time it ties in with a coursebook *[I teacher uses it in class - says it went well]*. Send lesson to *Global Village* team for it to be put in the Intranet's Lesson Bank - receive a very positive reply from GV. Inform my TCM. *[My lesson appears on the Intranet mid-January 2004 - why so long? Will anyone read it anyway?]*
- 12th Nov. Tokyo IT team adds new CALL programs our computers. Ask teachers to check they have 67. *[Not all teachers have the same number for some reason. When will we ever find time to train teachers on all these? At most only a couple of these seem to be currently used: Network English, Mindgames and a couple of the YL Learners' disks]*

Receive GV chat exchange lists for this term. *[At Intermediate level the chart below suggests I am one of 2 teachers in the whole of the BC network offering chat exchanges. There is also a mistake - I have no classes on Sunday]*

Global Village

Class Chat Exchange

Chart

Intermediate (300 - 600 hours - FCE)							
GMT	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
0000 - 0100						jak+Wynnpaul Varela, Wynnpaul (Japan)	
0100 - 0200						jak+Wynnpaul Varela, Wynnpaul (Japan)	
0200 - 0300						jak+Wynnpaul Varela, Wynnpaul (Japan)	
0300 - 0400						jak+Wynnpaul Varela, Wynnpaul (Japan)	
0400 - 0500							jak+Wynnpaul Varela, Wynnpaul (Japan)
0500 - 0600							jak+Wynnpaul Varela, Wynnpaul (Japan)
0600 - 0700							jak+Wynnpaul Varela, Wynnpaul (Japan)
0700 - 0800							
0800 - 0900							
0900 - 1000		jak+Wynnpaul Varela, Wynnpaul (Japan)		jak+Wynnpaul Varela, Wynnpaul (Japan)			
1000 - 1100		jak+Wynnpaul Varela, Wynnpaul (Japan)		jak+Wynnpaul Varela, Wynnpaul (Japan)			
1100 - 1200		jak+Wynnpaul Varela, Wynnpaul (Japan)		jak+Wynnpaul Varela, Wynnpaul (Japan)			
1200 - 1300		jak+Wynnpaul Varela, Wynnpaul (Japan)		jak+Wynnpaul Varela, Wynnpaul (Japan)			
1300 - 1400							
1400 - 1500							
1500 - 1600							
1600 - 1700							
1700 - 1800							
1800 - 1900		isa+Mickey/Roma Ixy, Michael (Italy)		isa+Mickey/Roma Ixy, Michael (Italy)			
1900 - 2000		isa+Mickey/Roma Ixy, Michael (Italy)		isa+Mickey/Roma Ixy, Michael (Italy)			
2000 - 2100							
2100 - 2200							
2200 - 2300							
2300 - 0000							

GV Administrator suggests I contact teaching centres directly.

Week 7

- 18th Nov. IT training: Using Clipart and Phonmap/Inserting hyperlinks *[6 teachers attend. Decide to avoid GV overkill and choose a different focus. Well-received session. Teachers' worksheets uploaded onto G-drive.]*

techteach request for any Coursebook-GV cross-referencing done *[Could this encourage more use?]*

Week 8

- 25th Nov. After school, pack one teacher's CPU that is causing trouble and send it to Tokyo IT team.

26th Nov. Contact other (10+) participants on the ICT Power User course in Hong Kong and ask if anyone is interested in GV Chat exchange. Give days, times, levels and suggest possible cross-cultural discussion topic - comparing end of year celebrations *[All addressees are in approximately the 'right' time zones - not a single response, however. Is it me or is it GV? Is the timing wrong?]*

New login page designed by GV team. *Techteach* invites teachers to new-look page on a website. *[Means all GV registration documents need to be changed as they contain screen shots! Will wait for someone to post something on techteach]*

Contact Tokyo teacher about the possibility of GV chat-exchange but teachers are busy there with Interactive White Board training.

1 Kyoto teacher uses my GV election lesson.

29th Nov. Stay behind after school to pack and send off faulty teacher's computer to Tokyo IT team.

Week 9

4th Dec. Share a third GV lesson with teachers. Upper Intermediate students discuss possible meaning of song in Chatrooms during counselling. Send teachers the lesson plan along with internet link for the song and show them the transcript *[Lesson works well and students are very enthusiastic. No teachers take up the lesson]*

5th Dec. GV chat request on *techteach*. Appropriate times *[at last!]* - followed up immediately. Teacher replies. We arrange a time for our classes to meet. *[We are both rather nervous but students at both ends are excited]*

6th Dec. Ask GV administrators about uploading onto MyBC from Kyoto school. Told to contact Tokyo.

Remind Tokyo ICT co-ordinator about MyBC pages - promises to contact GV administrators. Prompt reply - told to contact GV administrators. *[Things are going round in circles!]*

Week 10

8th Dec. Locked out of YL site again.

9th Dec. New self-registration document posted on *techteach*. Adapt for Kyoto students and save for use next term.

One of my classes has a GV chat with Nepali students *[The imbalance of student numbers (Kyoto 4 : Nepal 14) makes managing conversations difficult. Nevertheless students seem very excited. Another Kyoto teacher requests to observe the class but is teaching at the same time unfortunately]*

10th Dec. Ask teachers to fill out my GV questionnaire. Chocolates and sweets for all who take part.

Tokyo ICT co-ordinator admits current student use of GV has died out - teachers there have problems demonstrating/exploiting GV in class as the computer room is closed down and other rooms do not have enough computers.

11th Dec. Very positive response to combined lesson from Nepal Chat exchange teacher.

Poster advertising GV Kandy's 15th Dec. online chat - coincides with launch of their new centre *[Claims to have students from different countries including Japan but in Kyoto we are on winter holiday from that day.]*

GV Excel spreadsheet - posted on *techteach* earlier - is nominated for BC innovation award.

12th Dec. Locked out of YL GV again.

Receive My BC Codes from ICT Co-ordinator Tokyo. *[The original request was in late August.]*

16th Dec. *techteach* proudly informs GV currently has 10,228 registered students [*But how many are using it?*]

Write out an end-of-term GV registration results. [*Takes 4.5 hours to do this manually. Each class needs to be accessed individually on the GV site (as I do not have access to Registrar) and cross-referenced with the actual timetable as some classes which did not open remain on the GV list.*]

APPENDIX II

END-OF-YEAR SUMMARY OF GV USE BY TEACHERS

(Teachers are coded A-K for the sake of anonymity.)

J	Used it at least twice with his classes. GV lessons were incorporated into the term's curriculum. Students posted opinions on forums, discussed ideas for the My BC page, used Chat to discuss the meaning of a song during counselling, and with one class organized a chat exchange lesson. For homework some classes were required to read articles which linked in with the themes in the coursebook and regularly exchanged e-mail correspondence with students regarding homework and/or lesson queries.
G	With returnee students on a weekly basis. Established e-mail replies with European students and posted opinions on forums. Once a twice a term with other classes - often using the language games on the game zone section. Did not use it with more serious classes like the IELTS or Academic Writing.
F	Returnees - every week during the first term. One lesson with the FCE class - students read an article on the e-zine and sent in their opinions.
I	Twice a term with most classes - usually the grammar or games section but did not plan any lessons around it.
A	Used a lesson made and saved on the G-drive by the change agent.
C, B,D	Only registered their students.
E, H	Did not register their students
K	Left the school - not interviewed.

Material produced on the G-drive during 2003

- 9 Word documents explaining the different functions, teaching rationale and use of the site's different sections
- 2 Orientation quizzes
- 9 lesson plans and activities (including 3 lessons made by the writer and example transcripts of Chat Exchange lessons)
- Separate step-by-step instructions for higher and lower levels wishing to register by themselves
- 2 Powerpoint introductions to GV
- Global Village instructions for students (laminated and displayed on the walls of the Self -Access Centre)

[None of the lessons above came from other teachers within the Kyoto school and most were adapted from sources on the Intranet and techteach]

APPENDIX III

INFORMAL TEACHERS' INTERVIEW RESULTS

USE

□ Apart from registering students, how often have you visited the GV site?

never

- K Never
C Never

very occasionally

- G Just to look for possible problems students could have and at individual parts of the site so that we don't just wander around
A At home a couple of times to practice logging on
F Just played around with it with Returnees Class
D Just to check it out
I Not often. Initially to learn how to log on.

often

- J Regularly

□ Have you experienced any problems so far? If so, what?

- K Connection was slow when I tried using the chat rooms in class.
C No
G Student confusion when registering and logging on. Small number of students in Asia - there seems to be a **time zone problem**
A Not really other than **booking** the computer room
F Can't remember my password. It's a hassle **booking** the computer room.
D Nobody was in chat rooms when I checked in – **different time zones** will be a problem
I No.
J Can't access the listening material from my Macintosh.

PERCEIVED NEED OF GLOBAL VILLAGE

□ As a centre how necessary is GV?

+

- K Could do without it although it's potentially a useful resource.
C Links in with BC's image so it's necessary from an 'image' point of view
A Great as a resource but I would like to just dip into it.
D Nice 'add on' service to customers
J Useful for self-access.

?

- G Should be discussed at the next staff meeting.
I Don't know.

□ **How about as a teacher?**

-

- K I'm too busy
 C It's not - I've got enough resources but it's a nice thing to have. Teachers are a naturally conservative lot.
 G It's an extra and there's a danger lessons will be decontextualised. Leery of time limitations
 D Not necessary unless it starts being used.
 I It's not.

+

- A I want to exploit it more
 J Could be useful to share lesson plans with other teachers but we are all quite busy already.

□ **How about for your students?**

-

- C It's not. They want to *speak* English. Discourse generated [in Chat Rooms] is not as well structured as a final piece of writing but it is still writing
 G They don't seem to perceive a difference with Learn English. Why so many BC sites?

+

- A Nice add-on - 'BC at home'.
 F Great for variety - especially the higher levels. It's ready and easy.

- / +

- D Not useful unless it's used.
 I Potentially useful for talking to other students around the world but time differences mean Japanese students will have trouble finding partners.
 J If I were a student I'd use it as it's an opportunity to use English communicatively with other students. Students are always saying they'd like to use their English and 'make foreign friends'.

IMPLEMENTATION

□ **How do you feel about the way GV has been introduced to teachers and students?**

-

- K Low-level students should have been given a sheet in Japanese. It was introduced gradually but should be pushed more now if people are to become familiar with it.
 A How much did students know about it before?
 F Shocking advertising. Should have been introduced more forcefully at the start. In Osaka teachers were forced to incorporate IT into their teaching and it worked.
 J Not forceful but probably too indirect.

?

- C Felt obliged as a teacher but not necessarily a bad thing as I wouldn't have introduced it otherwise. Not badly for students
 I What we need is an IT training program - right now some teachers don't find IT relevant, others need basic skills training.

+

G Liked the low-key way it was done.

□ **How involved did you feel in the design and implementation of GV?**

-

K I didn't.
 C I didn't.
 G Not at all.
 A Didn't except for the evaluation now.
 F Not at all
 D I didn't.
 I Not at all
 J Not at all.

□ **How do you feel about using GV in the classroom?**

-

K Not looking forward to it. It's something students could do in their own time.
 C Would use it if I had to but not enthusiastically.
 A Wouldn't like to be forced to use it.

?

G Leery of using it in class. Perhaps there could be a student project with students creating their own group but students don't want to lose speaking time.
 D If it's practical and highly teacher-friendly I'll use it but not if it seems to 'techie'

+

F I want to use it - I'm very motivated
 I I'll use it once with each class.
 J Want to give it a good try.

GV – THE PRODUCT

□ **What do you like about GV?**

C Like it as an idea, a concept and its uniqueness to the BC
 G Its potential to communicate globally.
 F It's interactive, we can contribute, it's about the UK and the topics change
 D Has potential, is well-intentioned
 I The concept of 'groups' and the fact that it gives the school an edge on competitors
 J You can organize your own sections and be in touch with people around the network. It's something new.

□ **What would you improve?**

L Dull to **look** at and slow
 C It's all a bit **overwhelming** and the idea of a chatroom is a bit lame
 G More **listening** with a greater variety of accents.
 F Its image - some people are a bit negative. The language is not so graded for all students - could students not send in their own material? Generally more visibility please.
 D It's too big and could be the ultimate nightmare if it fails
 I It feels **slow**, is visually **drab**, **hard** to navigate and the click-on icons are too small. Setting up chat exchanges looks time consuming and is **not user-friendly**
 J I'd add *much* more **listening**, and make it more visually appealing.

TRAINING

□ **What would you really like training in and where would you rank IT and why?**

- K IT is just as important as other areas because I'm backward IT-wise. But I'm interested in other programs more
- C Language teaching has survived without IT. I need to be drip-fed. I want to know how to apply conversational analysis in the classroom and the stuff I've learned from my MA - like data-driven learning, consciousness-raising for grammar - so IT is low on my list.
- G Want training in pronunciation software
- A IT is not something I enjoy but is something I need to keep ahead.
- F There is no other training. I want to know how to sort out my 'Temporary Files' on the C-drive and know who to ask if there is a problem.
- D IT has a high priority as we use it so much but IT training is an example of high input low output. Other training could have more practical use - e.g. Young Learners. We need more basic IT
- I Lots! High school.... everything
- J The list is endless. There's not enough training at the centre.

□ **Any comments about GV training so far?**

- K I need to know why it's **useful** for my teaching
- C Alright - managed to go in and sign on the students
- G OK - not threatening but needed more time to evaluate the site
- A Could have done with one more **push** to do a lesson.
- F Could have been more **forceful**.
- D So far, OK.
- I We need more rather than just a one-off, perhaps a weekly slot over a month at different times to suit different individuals. I need to become more familiar with it, know it's good **value** for students and how I can **integrate** it into my lessons
- J Need to think about **integration** more.

TRAINING MODE

□ **When familiarizing yourself with GV which of the following did you do?**

- | | |
|----------------------------------|---------------------|
| used the CD ROM | A, J |
| played around with GV by myself | I, D, F, G, A, K, J |
| used the material on the G-drive | D, G, J |
| joined the Kyoto Teachers group | D, G, K, J |
| attended the staff training | I, D, C, G, J |
| none of the above | - |

FUTURE OF GLOBAL VILLAGE?

□ **What future do you predict for GV and why?**

+

- K It will be a success because it's a useful resource
- A It will be used more but it'll probably be more useful for the *Self-Access Centre* or homework. It's just another website.

?

- C It *might* take off in the future but look at what happened with language labs.
- G Will be underutilized unless there is more listening and participation from teachers.

- F I'm concerned that students seem scared of the internet - especially women and most of our students are women
- D Scared it won't last - have worked at the BC for 10 years and have seen a lot of products come and go. Not negative, though.
- I It won't go through the roof. Students will use it at home if interested.
- J Will not survive if teachers and students are not convinced it is useful for them.

□ **Is it worth having a group for Kyoto students?**

+

- K Yes
- C Can give it a go.
- G Yes but put it on the main groups list. It may take time for people to get into it though.
- A Good idea but involves a lot of work.
- D Student group, yes.
- J Yes

?

- F Depends on how often people will access it.
- I Maybe but who's going to organise it?

APPENDIX IV

TEACHER SoCQ

Please read the following carefully before taking the survey. The purpose of this questionnaire is to determine what those of us who are using (or thinking about using....) *Global Village* with their students are concerned about. Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with *Global Village*. Note that here being 'concerned' does not mean being 'worried or alarmed' but rather being 'am interested in' or 'am used to giving that issue or task some thought and consideration'.

Please read each of the following 35 questions and then for each item mark an X in the numbered box which most closely matches your level of concern. **A zero indicates it is not true for you, a 7 indicates it is absolutely true.** Thank you very much for taking time to complete this questionnaire!

1	I am concerned about students' attitudes toward GV	0	1	2	3	4	5	6	7
2	I know of some other alternatives that might work better to improve my learners' English.	0	1	2	3	4	5	6	7
3	I don't even know what GV is.	0	1	2	3	4	5	6	7
4	I am concerned about not having enough time to organize myself to use <i>Global Village</i>	0	1	2	3	4	5	6	7
5	I would like to help other teachers or BC centres in their use of GV	0	1	2	3	4	5	6	7
6	I have a very limited knowledge of GV	0	1	2	3	4	5	6	7
7	I would like to know how using GV with my students will affect my role as a teacher	0	1	2	3	4	5	6	7
8	I am concerned about conflict between my interests and my responsibilities	0	1	2	3	4	5	6	7
9	I am concerned about changing the way I use GV with my students.	0	1	2	3	4	5	6	7
10	I would like to develop working relationships with teachers in the centre and other BC centres who are using GV.	0	1	2	3	4	5	6	7
11	I am concerned about how GV affects students.	0	1	2	3	4	5	6	7
12	I am not concerned about GV	0	1	2	3	4	5	6	7
13	I would like to know who will make the decisions regarding GV	0	1	2	3	4	5	6	7
14	I would like to discuss the possibility of using GV	0	1	2	3	4	5	6	7
15	I would like to know what resources (i.e. access to computers, time, training) are available if we decide to adopt GV	0	1	2	3	4	5	6	7
16	I am concerned about my inability to manage all that GV requires.	0	1	2	3	4	5	6	7
17	I would like to know how my teaching or administration duties are supposed to change.	0	1	2	3	4	5	6	7
18	I would like to familiarize other individuals and institutions with the progress of GV	0	1	2	3	4	5	6	7
19	I am concerned about evaluating GV's impact on students	0	1	2	3	4	5	6	7
20	I would like to revise GV's educational approach* (i.e. its underlying theory and methodology)	0	1	2	3	4	5	6	7
21	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22	I would like to modify our use of GV based on the experiences of our students.	0	1	2	3	4	5	6	7

23	Although I don't know about GV, I am concerned about the use of IT in the language learning	0	1	2	3	4	5	6	7
24	I would like to excite my students about their part in using GV.	0	1	2	3	4	5	6	7
25	I am concerned about time spent working with non-teaching problems related to GV.	0	1	2	3	4	5	6	7
26	I would like to know what the use of GV will require in the immediate future.	0	1	2	3	4	5	6	7
27	I would like to co-ordinate my effort with others to maximize GV's effects.	0	1	2	3	4	5	6	7
28	I would like to have more information on time and energy commitments required by GV.	0	1	2	3	4	5	6	7
29	I would like to know what other schools are doing in this area.	0	1	2	3	4	5	6	7
30	At this time, I am not interested in learning about GV.	0	1	2	3	4	5	6	7
31	I would like to determine how to supplement, enhance or replace GV.	0	1	2	3	4	5	6	7
32	I would like to use feedback from students to change GV.	0	1	2	3	4	5	6	7
33	I would like to know how my role will change when I am using GV	0	1	2	3	4	5	6	7
34	Co-ordination of tasks and people (as a result of GV use) is taking too much of my time.	0	1	2	3	4	5	6	7
35	I would like to know how using GV is better than what we have now.	0	1	2	3	4	5	6	7

APPENDIX V

STUDENT SoCQ (English version*)

*The English translation was given to teachers only.

- 1 I want to know how GV will affect my language learning.
- 2 I think other teaching approaches might work better than using *Global Village*
- 3 I don't know what GV is
- 4 I think I cannot fit *Global Village* into my schedule
- 5 I would like to help other students use GV
- 6 I know very little about GV
- 7 I would like to know how using GV in class will affect my role as a student
- 8 a) I think using GV may not be useful to me as a language learner
- 8 b) I think I have a duty to use GV
- 9 I am thinking about changing how I use GV.
- 10 I would like to work with other students in order to find out how to exploit GV
- 11 I want to know how GV will improve my English
- 12 I'm not interested in GV
- 13 I would like to know who will decide if GV is used in future
- 14 I would like to discuss with my teacher and classmates whether or not we should use GV in class.
- 15 I would like to know how much of my class time will be used if we decide to use GV
- 16 GV is too complicated to use.
- 17 I would like to know how my duties as a student will change if GV is used.
- 18 I would like to tell other people about *Global Village*
- 19 I think we should find out students' opinions about GV
- 20 I would like to change GV in some way so that it helps me learn English better
- 21 I am too busy to use GV.
- 22 I would like to change how GV is used, as a result of my experiences in class so far.
- 23 Although I don't know about GV, I am interested in using computers in class
- 24 I would like other students to be more interested in GV.
- 25 I am worried that learning to use GV will mean less time spent on learning English.
- 26 I would like to know what I will have to do to use GV
- 27 I would like to discuss with others how to promote GV and make it successful.
- 28 I would like to know how much time and energy I will need to learn how to use GV.
- 29 I would like to know what other students are doing with GV
- 30 At this time, I am not interested in learning about GV.
- 31 I would like to find out how to add to, improve or replace GV with something else.
- 32 I would like to use feedback from students to change GV.
- 33 I would like to know how my role as a student will change when I use GV
- 34 Using GV is too time-consuming
- 35 I would like to know how GV is better than what we have now.

STUDENT SoCQ (Japanese version)

Global Village アンケート

この度は、アンケートへのご協力をありがとうございます。
 このアンケートは、「GlobalVillage(GV)」のウェブサイトについて、当校で学ぶ皆様のご意見やご感想を調査するものです。下記の35の質問を読み、各質問に対して回答ボックスへXを書き込んで下さい。評価は0～7まであります。「そう思う」度合いを書き込んでください。0にXを書き込んだ場合は、「全くそうは思わない」、7にXを書き込んだ場合は「非常にそう思う」という意味となります。

1. GVが私の言語習得にどれだけ効果的であるかを知りたい。	0 1 2 3 4 5 6 7
2. GVよりも効果的な教授法が、他にあると思う。	0 1 2 3 4 5 6 7
3. GVが何であるかを知らない。	0 1 2 3 4 5 6 7
4. GVを利用する時間を見つけるのが難しい。	0 1 2 3 4 5 6 7
5. 他の学生がGVを使う時、手助けしてあげたい。	0 1 2 3 4 5 6 7
6. GVについて、あまりよく知らない。	0 1 2 3 4 5 6 7
7. GVが授業に使われることで、自分の学生としての役割にどう影響するのかを知りたい。	0 1 2 3 4 5 6 7
8. (a) 言語学習者として、GV使用は効果があるとは思わない。	0 1 2 3 4 5 6 7
(b) GVを使うことに義務感を感じる。	0 1 2 3 4 5 6 7
9. 私自身のGVの使用法を変えたいと考えている。	0 1 2 3 4 5 6 7
10. GVをよりよく活用するために、他の学生と一緒に利用したい。	0 1 2 3 4 5 6 7
11. GVを利用すると、どれだけ私の英語が上達するかを知りたい。	0 1 2 3 4 5 6 7
12. GVに興味がない。	0 1 2 3 4 5 6 7
13. 将来的なGVの使用を誰が決定するのかを知りたい。	0 1 2 3 4 5 6 7
14. 授業でGVを使うべきかどうか、先生やクラスメートと話し合いたい。	0 1 2 3 4 5 6 7
15. GV使用が決まった場合に、授業の中でどの程度使われるのかを知りたい。	0 1 2 3 4 5 6 7
16. GVは複雑すぎて、使いにくい。	0 1 2 3 4 5 6 7

17. GV が使われたら、私の生徒としての役割がどう変わるかを知りたい。	0 1 2 3 4 5 6 7
18. GV について、他の人に教えてあげたい。	0 1 2 3 4 5 6 7
19. 私たちは、GV に対する生徒の意見を知るべきだ。	0 1 2 3 4 5 6 7
20. 英語の学習により役立つように、何らかの方法でGV の利用法を変えたい。	0 1 2 3 4 5 6 7
21. 忙しくて、GVを利用できない。	0 1 2 3 4 5 6 7
22. 今までに受けた授業の経験から、GV の利用法を変えたいと思う。	0 1 2 3 4 5 6 7
23. GVのことを知らないが、授業中にコンピューターを使うことに興味 がある。	0 1 2 3 4 5 6 7
24. 他の学生に、GV にもっと興味を持ってほしい。	0 1 2 3 4 5 6 7
25. GVの使い方を覚えるために、英語学習の時間が減ってしまうかが心 配だ。	0 1 2 3 4 5 6 7
26. GV を使うために何をしなければならないかを知りたい。	0 1 2 3 4 5 6 7
27. GVを広めて成功させるためにどうすればいいかを、他の人たちと話 し合いたい。	0 1 2 3 4 5 6 7
28. GVの使い方を覚えるために、どれだけの時間と労力を費やさなけれ ばならないかを知りたい。	0 1 2 3 4 5 6 7
29. 他の学生がGV をどのように使っているのかを知りたい。	0 1 2 3 4 5 6 7
30. 今の時点では、GV について知りたいとは思わない。	0 1 2 3 4 5 6 7
31. 何か他のものを付け加えたり、他のものに変えたりして、GV を改善できるかを考えたい。	0 1 2 3 4 5 6 7
32. GV を変えるために、生徒からの意見を取り入れたい。	0 1 2 3 4 5 6 7
33. GVを使う時に、私の生徒としての役割がどのように変わるのかを知 りたい。	0 1 2 3 4 5 6 7
34. GV の使用には時間がかかりすぎる。	0 1 2 3 4 5 6 7
35. GV が今までの学習法より、どれだけ効果的なのかを知りたい。	0 1 2 3 4 5 6 7

APPENDIX VI

GLOBAL VILLAGE LESSON PLAN

Level	Upper Intermediate
Class Type	Adults
Aim(s)	To familiarise students with Global Issues and work together to prepare the policies of a single issue party. Sub Aim: recycle language of persuasion. - Cutting Edge Upper Int Module 8 p.88
Time	1 hour and 30 mins
Lesson Focus	Skills: Reading and speaking
Assumed Knowledge	GV password and username Basic GV site navigation skills
Materials/Preparation	e-worksheet Cutting Edge Upper Intermediate Module 8
Web site(s)	http://www.learnenglish.org.uk/
Procedure	<ol style="list-style-type: none"> 1. Teacher asks students how many people voted in their last elections and how they felt about the results. (5mins) 2. Teacher introduces the concept of Single Issue parties and students discuss the questions on the e-worksheet. Students feedback (10 mins) 3. Students log onto Global Village, click on Global Issues and scroll down to Previous Articles (10 mins) 4. In pairs, students select an issue they would like to read about and do the accompanying exercise. (20 minutes) 5. Using the template on the e-worksheet, students draw up the policies of a single issue party and prepare their speech and responses to possible counter-arguments. (20 minutes) 6. Students listen to their speeches, have a brief question time period and vote for the best party. (Task 4 in Cutting Edge Upper Int. p.89) (25 minutes)

Follow-up/Syllabus Fit

Students send the teacher an e-mail via Global Village explaining what they thought about today's lesson and how it could be improved.

Next lesson: Students do the listening about the eco-warrior on p.89

APPENDIX VII**CORRELATION COEFFICIENTS FOR THE STUDENT SoCQ AND
SUGGESTED REVISIONS**

Stage	Cronbach- α coefficient (for current student SoCQ)	Cronbach- α coefficient (after the specified item is excluded)	Conclusion
Stage 0	0.3942	3 0.285 12 0.2331 21 0.3649 23 0.4978 30 0.2889	Item 23 should be excluded. However, the coefficients remain unacceptably low and results for this stage cannot be considered reliable
Stage 1	0.7079	6 0.7533 14 0.6524 15 0.5836 26 0.6484 35 0.6439	Item 6 could be excluded.
Stage 2	0.7921	7 0.7502 13 0.7892 17 0.7224 28 0.7714 33 0.752	Item 13 could be excluded
Stage 3	0.5965	4 0.6414 8 0.5671 16 0.4533 25 0.5765 34 0.4292	Item 4 could be excluded.
Stage 4	0.6943	1 0.6754 11 0.6123 19 0.5792 24 0.6955 32 0.6444	Item 24 could be excluded.
Stage 5	0.6730	5 0.6547 10 0.6396 18 0.6089 27 0.562 29 0.6419	Item 5 could be excluded.
Stage 6	0.7186	2 0.7537 9 0.6955 20 0.5946 22 0.5922 31 0.6843	Item 2 could be excluded.

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