ELT Management & Curriculum Development:
How business models can be utilised to inform EFL teaching practice

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(Word count 7921)

Part One: Introduction

I have been teaching EFL in Japan for a number of years and I am especially interested in academic management. As I am a published author who has written several EFL textbooks, in addition to being responsible for the planning and implementation of a number of courses at the various institutions at which I am employed, I have a particular interest in curriculum management and I am actively encouraged to try to create innovative lesson plans and syllabi in order to help students in their pursuit of L2 acquisition and, as a direct result, enhance the reputation of the Language Teaching Organisation (LTO). Academic management is one field falling within the category of English Language Teaching Management (ELTM), a multi-faceted discipline requiring a number of skills, often hitherto unknown, of the person who finds himself/herself being thrust into a managerial position of an LTO. What exactly do these responsibilities involve?

Academic Management
Diversity of Roles

(Boddy, 2008, 7) suggests that 'We live in a world of managed organisations,' and that LTOs are one such organisation, governed by the same principles that apply elsewhere. He later makes mention of Mintzberg's ten management roles before discussing them at length. These roles can be divided into three categories: namely Informational, Interpersonal and Decisional. The following table (1.1) highlights these categories and roles.

Informational	Interpersonal	Decisional
Monitor Disseminator Spokesperson	Figurehead Leader Liaison	Entrepreneur Disturbance handler Resource allocator Negotiator

Table (1.1) Mintzberg's ten management roles.

The table shows that in order to become an academic manager, one has to assume a complicity of roles and

be able to adapt and deal with a variety of issues raised on a daily basis. According to White, Hockley, Horst Jansen and Laughner (2008), an academic manager has a range of responsibilities, both internal and external to the school. As an example, a manager may have to make a speech about his or her institute to a group of potential students or investors, perform ceremonial duties, either within or out with the school, and try to spot and implement potential money-making innovations for the school. Indeed, (Murgatroyd and Morgan, 1994) compare the LTO to a business in that the customer (student or parent) expects a high return on their investment. Consequently, managers are required to run LTOs in the same way as any business and managers need to be fully conversant with current business policy.

Key Issues Related to Academic Management

One of the most important issues related to academic management is in defining exactly what the responsibilities of the position are. (White, et.al. 2008) discuss how the job description depends on the size of the institute, the country in which the LTO is run and the expectations of the senior managers, other staff, students and parents. Although they are discussing positions of leadership, (Bennett, Crawford and Cartwright, 2003) highlight the fact that many teachers, when finding themselves suddenly thrust into a management position, feel ill-prepared for the post as they have little or no training prior to accepting the position.

Necessary Skills

The academic manager is often seen as a middleman between customers and senior managers. This middle position means that the manager has to try to keep everybody happy, and great interpersonal and communication skills are essential in order to achieve this.

The LTO has to be managed at both the macro and micro levels. The functions within a typical institute can be sub-divided into a number of departments and managerial functions such as:

Accounts ➡ Financial management
Student and Academic Services ➡ Operations management
Staffing and legislation ➡ Human Resource management

Adapted from (White et.al. 2001)

(White, et.al. 2008, 204) discuss both the internal and external roles of the academic manager make mention of the following:

➢ *Articulating the mission of the school*

This is a key area of responsibility for an academic manager. White, et.al (2008) mention the importance of everyone in the LTO being aware of the mission of the school. Murgatroyd and Morgan (1994) agree and discuss at length the importance of having a well-defined mission statement and adhering to it. All involved have to have a clear understanding of what the LTO is and where it is going.

➢ *Assessment and evaluation*

White, et.al (2001) discuss the differences between assessment and evaluation when choosing or designing a new curriculum. The opinions of all the stakeholders have to be taken into consideration before any new implementation can be formalised. Graves (2000, 98) also discusses how needs have to be assessed in order to plan and implement a course and of how 'needs assessment is a systematic and on-going process about gathering students' needs and preferences, interpreting the information, and then making the course decision.' There should be no window for stagnation in the process of planning and implementing curriculum design and innovation. This is also true of the academic role in general, as the manager has to constantly learn the latest techniques in both teaching and management, and keep abreast of potential threats form competitors.

➢ *Being accountable to governing bodies such as educational authorities*

Academic managers have an executive role to play and they have to manage the resources of the LTO or their section of it (White, et al., 2008, 205). They also have to show that these resources are being managed adequately. (White, et al.,) also inform us that academic managers have to be skilled educators in order to deal with teachers and students as well as have a command of executive skills when dealing with stakeholders and educational authorities.

➢ *Curriculum management*

Curriculum management is an important aspect within the LTO and, indeed as Murgatroyd and Morgan (1994, 25) allude to, a specific type of curriculum often serves as the prime motivational factor for students when choosing upon which school to attend. The person in charge of any new curriculum is influenced by their previous experiences and will intuitively base their decisions, at least partly, on a curriculum deemed to have proven successful. Indeed (Graves, 2000) makes mention of the fact that the planning and implementation of a language course is a work in progress. I would go further and state that it is something that can never be completed. This is because technology, politics, fashion and other external factors all play a major role in influencing the content of a materials, thereby rendering any new materials obsolete as soon as they have been used.

Curriculum management is said to follow a curriculum model (White, 1998, & White, et.al. 2008) and this is illustrated in figure (1.1).
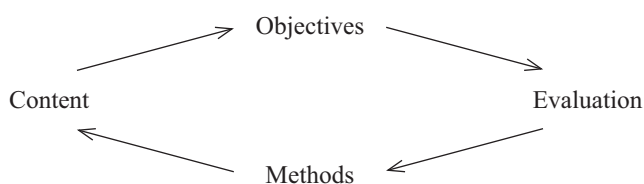
We can see that this creates a continuum, whereby the process is constantly being evaluated and modified. This cycle is important as the curriculum influences the standing of the whole LTO, especially if the curriculum has a particular niche value, which can be used to good effect.

When deciding upon a course of action in management in general and within the LTO specifically, analytical skills are important in order to determine whether a problem exists. Then, a course of action has to be taken to not only address the initial concern, but, by being innovative and demonstrating leadership qualities, to make changes for the better of all concerned.

Part Two: Situation Analysis

At present my school has approximately 520 students. There are four classes of forty students in each year (one, two and three), with an additional special three classes comprising of 15 returnee students in each year. The school has been using debate as a means to improve oral communication skills for a number of years and in one year third year students are able to complete three debates. Second year students complete one debate in English in readiness for third year. The present topic of the second year debating class is 'Which is better, summer or winter?' Murgatroyd and Morgan (1994,25) discuss how schools 'pride themselves on their uniqueness, and I wanted to ensure that my schools' reputation of being able to engage students in debate was justified. Nunan (1994, 211) discusses the importance of formulating a research question at the outset of any kind of research. My question was as follows:

> Can I discover a way in which to alter the debate lesson design or materials to help students come be more efficient in English language acquisition, thereby 'enhancing the niche reputation of the LTO' (Murgatroyd and Morgan, 1994, 57).

Graves (2000, 100) discusses the process of needs assessment as the following:

1. Decide what information to gather and why
2. Decide the best way to gather it
3. Gather the information
4. Act on the information
5. Evaluate the information
6. Decide on further information to gather.'

As I am doing another research paper, I decided to combine both sets of questions on one questionnaire in order to answer a number of questions at one time. In the process, I observed a number of issues that needed to be addressed within the whole debate structure and the main concern is highlighted below:

Many students were not able to articulate their opinions well in English during the 'question and answer' section of the debate, as they seemed to be ill prepared. They were, therefore, underperforming. Boddy (2008, 414), although discussing a business situation, defines a perceived performance gap as one in which people judge the actual performance to be less than expected performance. As the question time (QT) section of a debate is a crucial component, the LTO could not honestly state that students were able to debate well unless they could state opinions and question others without making reference to notes. Carter, Hughes & McCarthy 78, 2013) discuss the marked differences between authentic and scripted dialogues and I wanted to find a way to wean students from the reliance on text.

Boddy (2008, 245) discusses six steps in the Strategic Management Process. They are illustrated below.
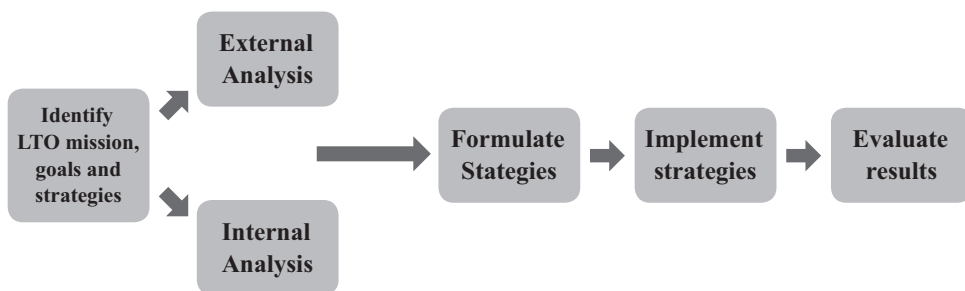
Affinity Diagram

The affinity diagram can be found in Table 1 (appendix one, Page 12). According to (Murgatroyd &Morgan, 1994, 42) a SWOT analysis is a popular choice in education, but as money wasn't a factor at this time, I decided not to use one.

As the debate constitutes three main parts: Opening speech (OP), Question and Answer time (Q&A), and Closing speech (CS), I looked at these three segments separately. As students also hold debates in their own language in other classes, I had to find a way to make the experience more enjoyable and educationally beneficial. I also wanted to find out student views on using IT and to try to discover reasons why they seemed to fall short during the Q&A section of the debate.

When implementing the analysis I factored the use of I-pads into the equation as CALL is becoming an ever increasing tool in L2 acquisition. I also had to ensure that any changes implemented in the English department would have a ripple effect on other departments and ultimately be beneficial to the school as a whole.

Questionnaire

Brace (2004) discusses various questionnaire designs and I decided to use a Likert scale, as it seemed the best way of ascertaining student's attitudes to various factors related to debate. I included some open-ended questions and a section inviting students to add extra commentary if they so desired. Palmer (1992) talks at length about the difficulties in evaluating an input-based language teaching program, However, I

felt that as students spend from 25% upwards on debate at my school, it was of utmost importance to try to find ways in which to increase productivity. Stakeholders at my school had already decided that debate was the best way to teach English and the school enjoys a niche in this market. The Questionnaire can be found in Table 1 (appendix two, page 1).

N.B. I am aware of the shortcomings of the questionnaire, but I only had two days to prepare and implement it before a five-week spring break and I wanted to keep the questions easy for students to understand. We are now working on a more detailed questionnaire in the hope that we can better address the students' needs.

Description and Analysis of Findings

The student responses can be found in Table 2 (appendix one, page 13), a table highlighting some more pertinent responses are in Table 3 (appendix 1, page 16), and a chart and table showing percentages of students who were either for or against the questions can be found in Table 5 and Chart 1(appendix 1, page 17).

As to reasons why students failed to do as well in the Q&A section of the debate, I assumed that shyness, time constraints (the main cause of lack of preparation), and motivation to pass written test outweighing that to do well in communicative contexts to be the major problems.

Table 3 illustrates student perceptions toward the debate and a large number of students (47) stated that they could do better at speaking and listening to other's opinions. In addition, (29, 28 and 24) mentioned that they had difficulties with thinking and discussing opinions in English, speaking and listening. The opinions of the students seemed to correlate with my own observations. Finally, the student questionnaire showed that debate is popular amongst most of the students. The following points illustrate this finding:

- ➢ 93% ➡ Debate helped my English ability (Replies to Q2 show student perceptions).
- ➢ 90% ➡ Debate is a god way to learn English
- ➢ 89% ➡ I learned to think more deeply about the topic
- ➢ 84% ➡ I enjoyed using I-pads to research new information
- ➢ 92% ➡ I enjoyed working in a team

Although the findings were mainly positive, only 71% said that they wanted to do more debates. The responses to Q7 can be found in Table 4 (appendix 1, page 17). They show overwhelmingly (63%) that students found the Q&A section of the debate the most difficult.

Recommendations

The five main findings can be found in Table 6 (appendix 1, page 17)

The findings helped me formulate that the following changes to the design of the material have to be implemented in order to better facilitate student needs. It is hoped that these changes can be made initially within the English department before being adopted by every department within the school. I will discuss

how the small changes, when combined, will have an overall effect on the debate class and therefore help the LTO.

Part Three: Change Proposal

According to Boddy (2008, 421) there are four models of change management, namely:

1. Life Cycle Models
2. Emergent Models
3. Participative Models
4. Political Models

Within any educational system, I believe that a participative model of change is the better choice as it 'is the belief that if people are able to take part in planning a change they will be more willing to accept and implement the change' (Boddy, 2008, 424). White, et al. (2001, 178) discuss how innovation is difficult to implement as it requires the myriad stakeholders to reach agreement upon how it should best be initiated. Factors such as cost, time and attitude all have to be factored into the equation. As an example, elderly teachers who have been using the same materials and teaching methods for a number of years might be less enthusiastic about the implementation of change, especially if it champions the use of IT in the classroom, as they may not feel comfortable using the latest technology in front of students who are perhaps more high-tech savvy than they are. Also, the cogs of the wheels of bureaucracy in Japan are notorious for moving slowly and before any change is implemented several lengthy meetings are to be anticipated. White et al (2001, 183) also discuss the difficulties of implementing an innovation which is considered 'highly original,' especially in Japan. Therefore, I feel that any change should be small and easily adopted. By taking small steps, provided they are in the right direction, given time, a great distance can be covered. Everard, Morris & Wilson (2004, 267) discuss the 'domino effect' of how small changes made in one department can, if successful, spread to throughout the whole school.

Although Adair (1986, 155) and Murgatroyd & Morgan (1994, 68) mention that it is wrong to try to rush the implementation of change, I feel that small micro changes at the classroom and department level can easily be made and, it is hoped, positive results will be strong persuasion in implementing larger scale ones. In addition, Scott (2003, 66) discusses how good ideas that are relevant to students and help them learn are easier to implement. We advertise the fact that we debate in English on our homepage and we will hold a demonstration class on debate in October of this year for educators from all over Japan, so it is in our interest to implement some changes sooner rather than later.

Change Proposal

Any change requires some form of strategic planning, the benefits of which, according to Boddy (2008,

244) are that it:

> ➢ 'Reduces uncertainty
> ➢ Links long and short term
> ➢ Clarifies and unifies purpose
> ➢ Enables control'

Boddy then defines the strategy of planning as that which 'involves dealing with what is to be achieved, for whom and how. Naturally, any change will initially affect stakeholders such as the students, their parents, and teachers in the English department, as they are the ones who experience the change from the onset. However, given time, the change will filter through to other departments and eventually the whole school. If the change proves to be beneficial, other schools throughout the country may adopt it. Everard et al (2004, 253-260) discuss the need to apply a systematic approach to change in order to remain focused and follow the change process to its inevitable conclusion.

Several steps are involved in the strategic management process, and I have highlighted them in the following diagram, which is adapted from Boddy's figure 8.1 (2008, 245):
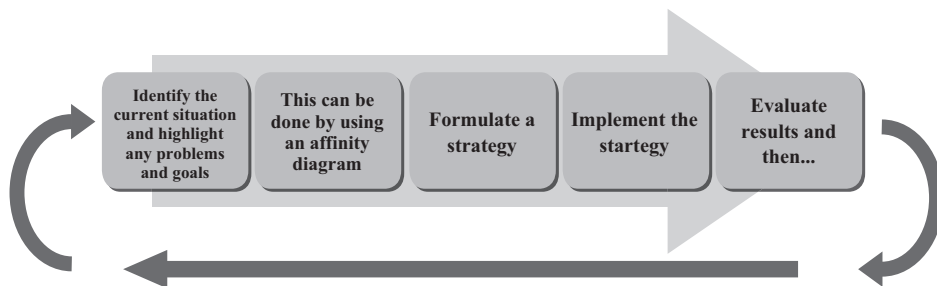
Interview

I interviewed 15 teachers and 141 university students and asked them if they had ever taught debate at the junior high or high school level. Only four students answered in the affirmative. As I have been able to experience the benefits of doing debate, I feel that it is imperative to continue with this style of class to expand the reputation of the school by making the lessons easier for other schools to follow, and to find ways in which students can have a more fulfilling language learning experience;. In any business customer satisfaction has to be the major goal.

Boddy (2008, 248) discusses unique resources as those 'resources which others cannot obtain.' My school enjoys a good reputation for excellence. However, there are a growing number of private competitors providing better facilities, cuter uniforms (a major factor among female students), and foreign exchange holidays, etc. By helping to make my school a leader in providing lessons in which students can be

creative and critical in thought can only enhance its reputation and ensure that a standard of excellence is achieved. The school statement is to 'Let students be creative, public-minded and mentally strong.' To that end, I believe that finding a better way to implement the above proposed changes to debate would not only help the students to become better language learners but, if adopted by other departments, the standing of the whole school within the community would greatly increase.

Objectives and Strategic Goal Implementation

As a result of the findings of the questionnaire, affinity diagram, appreciative inquiry, teacher team talk, and surveys I determined that the following five points need to be addressed and/ or changed in order to help students perform better during debate classes and, as a direct result, help my school gain more of a foothold in this niche market. I have added reasons for my decision.

1. ***Students benefit from doing research and they are able to think more deeply about issues as a direct result. They should, therefore, have more access to CALL.***

    IT is the future and the future is here. Therefore, the sooner we embrace the technology and allow students to become familiar with it the better. Indeed, a number of students, although in the minority, had problems using I-pads, and some teachers were unsure about how to help the students.

2. ***To find more time to allow students to prepare for the debate (Replies to Q4).***

    As a significant number of students found time to be a major factor, it is important to either find more time or to utilize the time we have better.

3. ***To find a way to help students better absorb the lesson and interact with the material.***

    Some students lost their hand outs, or forgot to bring them to class. I want to have students feel more responsible and to treat debate class as a distinct entity within their English studies.

4. ***To find a way in which to enhance both Intrinsic and extrinsic motivation.***

    Some students are not interested in English or in debating in English. I felt that by engaging them all, better results would be achieved.

5. ***To find a way to help students see how they have improved and for teachers to monitor and evaluate and assess this progress.***

    A number of students find it difficult to monitor their progress and, in Japan more so than in many other countries due to the heavy burden imposed by the exam system, need the reassurance of having their progress measured by test scores.

Part Four

Implementation

Before consideration is given to the implementation of any project, the expected outcomes have to be clearly defined (Lock, 2013, 33). White (1998, 37) discusses at length the various approaches to curriculum

design and he states that in order to implement change a set process should be adhered to. He clarifies this point by making use of Skilbeck's 'summary of his situational model for school-based curriculum development'.

Analyse the situation
⬇
Define the Objectives
⬇
Design the teaching-learning programme
⬇
Interpret and implement the programme
⬇
Assess and evaluate

Plan

Pinar (1999, 66) mentions the fact that changes made at the macro level often fail as those most concerned with the change are excluded from the process. This is my main reason for attempting to make the changes at the micro level after consulting the stakeholders who are most likely to be influenced by the change. Widespread changes made with little thought can have an adverse affect on all involved. However, small changes, if nurtured and prove to be successful, can grow and spread. Moreover, little damage is caused as a result of micro changes proving to be unsuccessful. Lock (2013,79) mentions that at the onset of any project there is a lack of information as to the tasks that have to be achieved. I therefore decided to use a Gantt Chart to help plot a timeframe, objectives and desired outcomes. Lock (2013, 197) states that 'Gantt charts need little explanation and no training,' so as my plan takes the form of a calendar, I felt that this type of chart is the most user friendly and easiest to work to. Boddy (2008, 421) also states that the Gantt chart is a useful tool when those involved are able to make 'reasonably accurate estimates' of the timeframe needed to finish tasks. The Gantt chart can be found in Appendix One (p). Boddy (2001, 416) mentions that any change consists of several elements, or that a change to one element will have a ripple effect on others. The table showing changes to my change can be seen in Appendix One (p).

I mentioned the five main objectives in part three. We considered the following as possible solutions to help in overcoming the problem areas:

1. *Students benefit from doing research and they are able to think more deeply about issues as a direct result. They should have more access to CALL.*
2. *To find more time to allow students to prepare for the debate (Replies to Q4).*
3. *To find a way to help students better absorb the lesson and interact with the material.*
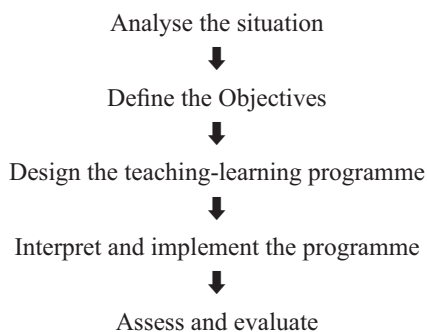4. *To find a way in which to enhance both Intrinsic and extrinsic motivation.*
5. *To find a way to help students see how they have improved and for teachers to monitor and evaluate this progress.*

The following shows the Key Stages involved when implementing any innovation.

Key Stages

    1. Management of people/resources

    2. Impact and outcomes

    3. Evaluation

    4. Constraints

Desired out comes are as follows:

    1. Advocate that every student is given his or her own personal I-pad.

    2. More time is needed to allow students to prepare for the debate.

    3. The debate booklet is administered to each student with practical advice on how to debate.

    4. Videos of the debate are uploaded on the school Moodle in order for students to review and study at home.

    5. A school wide debate contest is initiated with prizes for the winning team. This can also be made into a national contest.

    6. A final spoken test is administered to test student communicative skills.

    7. All debates take place in a different room to the regular classroom.

    8. Students are taught basic computer skills before preparing for the debate.

    9. To increase motivation and improve the school's reputation, I recommended that the local TV Company be contacted with a view to filming a debate between the school debate winners. If successful, this could be made into a regular program.

Sergeant (2005, 240) discusses the difficulties involved in implementing Computer-Assisted Language Learning (CALL) into education. Since his article was written, however, major strides have been made in the implementation of CALL and a majority of students today would probably think it strange to find themselves in a learning environment that did not utilise the latest technological advances. CALL allowed the second year students in this particular class to research deeply on their ideas concerning summer and winter and to highlight their findings by making use of graphs, charts and diagrams. Without this access, they would never have been able to discuss terms such as basal metabolism. Indeed, in previous debates, topics such as ice cream and swimming in the sea were the only topics within their grasp.

White et al. (2008, 161) talk about the need to have clear goals and this was taken into consideration when deciding

Part Five: Conclusion

I mentioned at the beginning that curriculum design was a never ending process and this I have shown how

the process evolves. Everard et al (2004) discuss how businesses that embrace change, stay focused and have clear objectives flourish whilst those that do not are left by the wayside. Murgatroyd and Morgan (1994) discuss how LTOs that are able to find a niche in the market are better able to survive than those without a clear plan. I have shown that by offering English debate classes my school is able to attract a large number of high-level students, and that we cannot afford to rest on our laurels. The introduction of CALL in classrooms has meant a radical re-think of how classes should be planned and lessons implemented. However, by implementing a number of analytical tools and making use of various management strategies we are able to overcome obstacles and offer a more attractive course of study for our students. By thinking about 'outrageous goals' as suggested by Murgatroyd and Morgan, we not only prepare for short-term satisfaction but ensure that long term strategy is also covered. The end result is that all stakeholders are winners.

Appendices (One)

1. Table 1 (Affinity Diagram)

The following tables show some problems we are experiencing with the debate process

> - Some students are shy
> - Some students lack motivation
> - Some students find it difficult to ask questions and respond to answers
> - Some students do not see the purpose in debating
> - Students need more practice before the debate
> - Students need more time during the debate
> - Students do not see their improvement
> - Students find it hard to use I-pads
> - Students cannot see the connection between doing the debate and studying for exams
> - Some students do not work well in a team
> - Some students are reluctant to speak
> - Some students lack IT skills
> - Some teachers lack IT skills
> - Students cannot respond quickly to questions during Question and Answer time (Q & A) during the debate.
> - The use of IT means that when students do research they use vocabulary that their classmates do not understand

2. Appreciative Inquiry: The 5D Approach (Define, Discovery, Dream, Design, Deliver)

This approach is used to try to find ways to improve the system by looking at positive factors and trying to build upon them

Define the problem
We have been using debate at our school for a number of years and we need to find a way of improving the system so that more students can benefit from the experience

Discovery
> - Few schools use debate and students from our school do well in speech contests and score higher than average in exams.
> - Students prepare well for debate
> - Using IT means that students are able to do real time research and think deeply about issues
> - Students should learn how to use their allotted time well

Dream
- We should utilise the fact that we are one of the few schools that do debate to better affect and advertise this more to enhance the reputation of the LTO
- Realise that preparation time is time well spent as students are collaborating together
- Rejoice that students are being creative and thinking critically as this is one of the schools' mission statements
- Advise students how to better utilise their time or allocate more time to them

Design and Deliver
- A number of alterations were made and plans to make others have been discussed. Some of the changes can be found in Appendix 2.

2. Table 2 (Student Responses to Questionnaire)

1. What topics do you want to debate?
2. How has your English improved?
3. How can you do better in the next debate?
4. Do you need more time to prepare?
5. Did the debate help you to have a more balanced opinion and to better understand the opinions of your friends?
6. Other opinions.

2E Replies

1. Middle school students going to foreign countries on field trips. Facebook or Instagram? Handsome or poor V Rich but not good-looking Should we abolish weapons? Education. Spring or fall. Pencil or mechanical pencil. Rice or bread? Cats or dogs × 2 Car or bikes? Who would you marry, an ugly but rich or good-looking but poor person? Food ex: Mos V McDonalds Love or money.	2. Express feelings. Now I am able to speak English more accurate than before. I can now be more polite. Putting emphasis. I learned how to say, 'Please look at this graph.' I learned new words. I studied many new words/I could improve my grammar. I learned many difficult words. I learned how to speak using a graph. I learned new phrases. I learned new words × 2 Speaking.	3. The group should work together more on research. Make more specific script, so I can speak more smoothly. Listen to other people's opinions more. I now know what to do in the next debate. Talk. Speak slowly. I can use new words and new grammar. Use more graphs × 3 Prepare more information data. I could add more information (facts), not just opinions. More deeply. Get ready.
4. Yes × 5 No × 8	5. Yes × 13 No × 0	6. No comments

2B Replies

1. Which is more important, money or love? Which is better, Hanshin or Kyoshin? × 2 Baseball or soccer? × 3 Mountains or seas × 3 Is school club time too long or not? Comic books or cartoons? × 3 Rice or bread? Western or Japanese? Vegetables or fruit? Are banks and toy stores profitable? Star Wars or Back to the Future? Comics or games? Do young people need to study English? Which do you like, a or b (subjects)? Which do you prefer, novels or movies? Comic books or novels? Baseball or soccer? Disney or USJ? City or country? Smart phones versus regular phones × 2 Japanese or American songs? Do we have to learn another language? Would you rather be a dog or a cat? Which is more important, holidays or weekends? Which do you prefer, school days or holidays? Hot or cold? Regular pencils or mechanical pencils?	2. I can tell my feelings in English. I could improve my use of everyday English. I can write better. Making English × 2 I was able to make comparisons. It was useful for making questions. I was able to use my English. Learn new words × 3 Listening and grammar × 3 I couldn't answer quickly, but now I can. I can think and speak better in English × 4 Questions × 2 Talking in English is fun. Communication, answer quickly. I can discuss my opinion in English better than before × 3 The speech that is easy for partners to understand. Grammar. I was able to speak without being nervous and I could use long sentences. To speak without a draft. Speaking × 2 To make sentences more quickly English sentences. To make sentences in my head. I was able to say the things I wanted to say.	3. I think I can answer your questions × 2 I hope to prepare better for questions × 2 Making English more quickly. This way is good. Very exciting. I will think more about the content. I can show some data. I want to learn new words and increase my listening power. Then the debate will be more enjoyable. I'll prepare better and I'll use easy English. I think I'll think up more questions. I want to say more opinions. I will have a more balanced opinion. I think I can speak more clearly and more quickly. Be able to give my opinion on lots of data. I have to learn a lot of words about the topic to speak in the debate. I want to speak perfect English. I want to have better eye contact. Speak English smoothly. Speak in a loud voice. I want to think and speak more quickly. Eye contact × 2 I want to think more about the content. To have a good debate. I think I can talk more. I can ask more questions. I want to speak without thinking. Argue my opinion and have a smooth discussion.
4. Yes × 24 No × 15	5. Yes × 39 No × 0	6. I could state my opinions without thinking. Debate is difficult but exciting. I want many debate classes. I think we should judge the debaters better. I enjoy it, but it's difficult. It is very interesting for us. And we can study many new words about the topic. I want to do many debates next year. Debate is very interesting. I like it because I can learn many techniques. I want to speak English very well. I feel more confident about speaking English, I enjoyed the debate very much and I want to learn more English and speak a lot. Debate was very interesting. Thank you. I like debate.

2C Replies

1. About future Japan.	2. Argument.	3. Preparation for more data.
Do you like school?	Listening × 8	I'll say my opinions in a big voice.
Dogs or rabbits.	Speaking and listening × 5	I can make eye contact in the next debate.
Cats or dogs × 5	My grammar improved.	Use many data × 2
Desire euthanasia or unwanted euthanasia.	Speaking × 5	Speak grammar
About BBQ and camp,	Speaking many new words.	Eye contact × 10
Animation or comic books,	Tell other people my thoughts.	Know more words than now, so we can speak at a higher level.
What do you want, sleeping time or studying time?	Conversation and grammar.	I want to listen to more words than now.
Regular phones or smart phones × 2	Listening, writing and learning many new words.	Eye contact, speaking loudly.
Reading books or watching TV.	Safe/safety.	I think good talk.
Sunny weather or rainy weather/ robots or humans.	Better than ~, I'll answer ~ etc.	Can talk more.
The sea or the mountain	Writing, speaking, listening × 2	I don't know.
Sports.	Can talk to each other.	Listen to and use opponent's speech.
Blue or red?	Talk about my own opinion.	I want to use a lot of data.
Seas or mountains?	Make a sentence on the spot.	Use more data than this time.
Spring or fall?	I can think of many questions and speak.	I think I will be able to think of a lot of questions next time.
After school activities, studying late.	Grammar.	Big voice.
Japan or America?	Make eye contact, grammar.	Credibility of information.
Japanese or Western music?	Learn new words and make sentences.	I'll be able to ask many questions and show more data.
Which is more important, English or math?	Japanese culture.	I want to make eye contact and use data.
Which do you like better, school lunches or box lunches?	Listening, writing.	Preparation.
Which is better for breakfast, rice or bread?	Speaking, expressions.	Research new information.
Breakfast good, rice or bread?	Think in English first.	I'll use many easy words.
Homework × 2	Speak clearly.	Speak slowly and clearly.
Food.	I came to use 'I think~'	I can make compact passages.
Food, books.		I can use good expressions
Which is more convenient, normal black boards or electronic black boards?		I can object to someone's opinion clearly.
Eating snacks in free time, sleeping time.		
Separate classrooms for girls and boys, eating snacks in the classroom.		
Do we need amusements?		
Which is more important, science or social studies?		
Taking a nap at school.		
Which is better, domestic trips or foreign trips?		
4. Yes × 36 No × 3	5. Yes × 35 No × 4	6. I think we need more time.
		I want more thinking time.
		Get data is difficult.
		I want to talk more about school life.
		We want to win.

2D Replies

Saturday class. Spring or Fall, × 2 need school School uniform × 2 Sailor suit or blazer, boys or girls Rice or bread × 2 PE or Japanese? Comics or novels? Which do you like better, Okinawa or Hokkaido? × 4 Math or Japanese? Women or men? × 2 Who are more gentle, men or women? Fruit or vegetables? Cats or dogs × 3 Do junior high school students need cell phones? × 4 Box lunches or school lunches? Udon or soba? Japanese food or western food? Homework. Boys or girls? × 4 Which is more important, Japanese or English? Are junior high school students children or adults? Is it necessary to bring books to school? Write in PC or write on my hands USJ or Disney × 3	Say my opinion. Expressions in English, listening to other people's opinions, know a lot of words. Grammar × 5 We can use daily life. I think the occasion. Instant thinking strength. Speaking × 6 Understand English. How to use words correctly. Listening × 4 Thinking × 2 Think about my opponents' opinion quickly and change to English quickly. Answering power × 3 Word power. Many opinions. Make English sentences quickly. I can think by myself and I can understand easy English. Say my opinion in English × 4 Communication, I could speak my opinions. I can make brief sentences. I can think deeply. I can say my opinions without looking at the paper.	Answer all of the questions and think about other's views. Very easy data, easy words. Data, grammar. Many questions for opponents. We are able to use the grammar that we learned straight away. Use easy to understand words. Easy to tell. Can speak and answer better. I learned many words. Words are important in the debate. I have more confidence in expressing myself. Listening and grammar. Big voice × 2 Critical. Deep contests. Eye contact × 2 Make opinions more clearly. A lot of opinions. Speak loudly. I will learn a lot of grammar next year so that I can say many things easily. Can see from a different point of view. We can say our opinions smoothly. Can ask questions using data. Make an opinion. I can answer my opponents' questions without looking at my paper.
Yes × 32 No × 6	Yes × 36 No × 2	Very interesting. I want to do again. Gerry is very strong. I need more thinking time.

3. Table 3 (Student Responses (in numbers) to Questions 2, 3, 4, and 5)

The following shows how students responded to the survey questions. In particular, I would like to focus on questions from 2-5. For Qs 2 and Q3, I have made general classifications for the student replies and grouped them accordingly.

2.	
Feelings/expressions	4
Speaking	28
Vocabulary	12
Grammar	16
Graph related	1
Thinking/discussing/using English	29
Writing	5
Making & answering questions	16
Listening	24
Confidence	1
Eye contact	1
Comprehension	4

3.	
Group work	1
Talking/listening to opinions	47
Using new words	7
Using new grammar	7
Data/graphs	13
Preparation	10
Listening	9
Eye contact	16

4. Yes = 97	No = 32
5. Yes = 123	No = 6

4. Table 4

7. Which section of the debate did you find the most difficult: opening speech (OS), question and answer
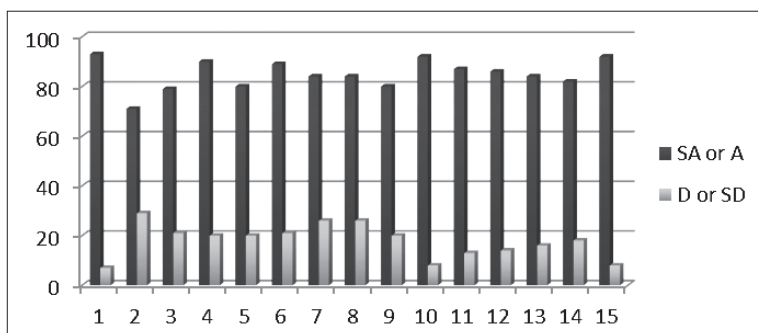   section (Q&A) or closing speech (CS)?

OS: ☐　　Q&A:☐　　CS: ☐

Responses

OS = 17 % Q&A = 63% CS = 20%

4. Table 5 and Chart 1 (Table and Chart showing Percentages of Students who were for or against debate).

	SA or A	D or SD
1	93	7
2	71	29
3	79	21
4	90	20
5	80	20
6	89	21
7	84	26
8	84	26
9	80	20
10	92	8
11	87	13
12	86	14
13	84	16
14	82	18
15	92	8

6. Table 6: Recommendations

1. Students benefit from doing research and they are able to think more deeply about issues as a direct result. We should ensure that they have more access to CALL.
2. More time is needed to allow students to prepare for the debate (Replies to Q4).
3. A way of helping students better absorb the lesson and interact with the material is needed.
4. I have to find a way in which to enhance both Intrinsic and extrinsic motivation.
5. I have to find a way to help students see how they have improved and for teachers to monitor and evaluate this progress.

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Additional Material (add if possible)

Table A. Student Questionnaire

Is summer better than winter? Class:　　M / F

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The debate helped my English ability.				
2. I want to debate more next year.				
3. I feel more confident about speaking English.				
4. Debate is a good way to learn English.				
5. The topic was useful for me.				
6. I learned to think more deeply about the topic.				
7. I enjoyed speaking during the debate.				
8. I enjoyed using the computer to research new information.				
9. I enjoyed the micro-debate best.				
10. I enjoyed the group debate best.				
11. The debate helped me learn many new words.				
12. It was good to listen to the opinions of others.				
13. I now know how to present my opinions.				
14. I learned more about grammar during the debate.				
15. I enjoyed working in a team.				

Table B: Gantt chart

Five Teachers are: Me (G), Mr. T, Mr I, Mr K, Ms N, Japanese Teachers (J), Everybody (E), & Unknown (?)

Task Description	Project Week Number													
	2	4	6	8	10	12	14	16	18	20	22	24	26	28
1. Make information sheet on debate & decide topic.	G													
2. Make debate booklet	N	N												
3. Devise & implement spoken test		E	E	E	E	E								
4. Introduce debate league						J	J	J	J	J		J	J	
5. Introduce class to teach computer skills						T								
6. Video all debates and give DVDs to students										J				
7. Invite TV company to film debate											?	?	?	?
8. Show new teachers bow to do debate	G	G	G	G	G	G	G							
9. Standardize lesson plan	E	E	E	E	E	E	E	E	E	E	E	E	E	E
10. Make new questionnaire and review classes											E	E	E	E

The teachers agreed to use the Gantt chart as a rough guideline for the implementation of the changes. We will all contribute to the dictionary section of the booklet and add new words, phrases and sentences as they come up in class.