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Innovative Ideas for a College English Program: Voices from 71 International Faculty Members

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The purpose of this study is to examine international faculty's perceptions on an English education program of a university in order to discover innovative ideas for curricular innovation. Seventy-one international faculty of different educational and cultural backgrounds were asked to share their views on the following open-ended questions: obstacles to teaching English, perception of their students' level of motivation and communicative abilities, the best way of improving students' English communicative skills, suggestions for regular courses and extracurricular programs, and suggestions for infrastructure and academic support structure. As a result of the survey, it was found that the three most difficult obstacles to enhancing communicative abilities of students were the mixed-level of students in the class, lack of technological support, and raising students' motivation toward English. The three most critical areas for educational innovation were general English education, extracurricular programs, and major English programs. Finally, as a result of the international faculty's investment, a thorough list of effective courses and class activities are suggested along with the list of items to be considered for innovation in infrastructure and academic support structure.

[college English program/curriculum innovation/international faculty investment]

I. INTRODUCTION

The desired objectives of English education at local universities in Korea are to motivate their students to overcome any setbacks in the study of English they may have experienced during high school, provide necessary and sufficient conditions for natural spontaneous language learning, and make sure students become confident and competent users of English. Along this line, the K university located in Gyeongsangbuk-do area has greatly

invested in the faculty force by inviting as many as 80 international professionals with the premise that this will improve its students' English communication abilities and consequently their global mind-set.

For the last three years these English speaking professors from a variety of cultures and nationalities have been teaching English in required freshman and sophomore English courses, other various elective English courses, and some English conversation courses offered by each department of the school. This has been done in order to allow more access to natural English communication in class.

Now that the faculty have been teaching English at the researched school for at least a semester to 2 or 3 years, it was thought that with this experience, they would have their own unique perceptions of what it is like to teach English at their school and could share their ideas for curriculum renewal and related suggestions in developing English education programs in the university.

In order to discover innovative ideas for improving English education curriculum of the university, the following research questions were formulated:

1) To identify obstacles international faculty face in their effort to enhance their students' English communicative abilities;

2) To discover international faculty's perception of their students' motivation to learn English and communicative abilities in English;

3) To find the best way to help students improve their communicative abilities in English;

4) To find the kinds of courses and activities effective in improving students' communicative abilities;

5) To find necessary infrastructure and a support system to help students improve their communicative abilities

II. LITERATURE REVIEW

Study of innovation in language teaching can include introduction of a new textbook, changes in forms and procedures of assessment, the substitution of new methods for old, and the provision of new equipment. Cho, Moon and Lee (1997) emphasizes that the primary consideration in university English education innovation consists of the educational environment and instructional system. For the former, they suggest installation of multimedia systems in the lecture rooms, while for the latter, the following were recommended as necessary: setting up specific educational goals, establishing new

evaluation system, introduction of English courses for junior and senior students, offering practical English courses, fostering and activating small group oriented English classes, organizing level-based class arrangement, installing an independent office for English education, hiring faculty for general English education, inviting more native speaker faculty, and extending cooperative relationship with English speaking countries.

Jung and Kim (2001) provide directions for curricular innovation in general English programs based on a survey with students and graduates. Respondents in their study list the following as areas worthy of research: course related issues such as description of specific course objectives, number of class hours, number of students per course, placement tests as well as effective classroom instruction, selection of course books, and testing and evaluation of courses. They also emphasize the importance of level-based class instruction, offering computer mediated courses, and increasing the number required courses.

Though innovation in the area of educational environment and instructional system suggested by Cho, Moon and Lee (1997) is sure to enhance university students' practical English ability, they have not had in mind those students enrolled in the local universities, whose motivation toward English is comparatively lower than those in urban metropolitan areas. Similarly, the recommendations for curricular innovation in general English programs provided by Jung and Kim (2001) are considered useful in developing effective university English education programs, but their suggestions are also based on the needs of students in urban areas whose motivation for communicative English is relatively higher.

Studies involving a curriculum renewal process have also been implemented. Kim & Chang (2010) conducted a study on curriculum renewal using student surveys and teacher interviews. However, this study does not deal with general university English programs but only with intensive English programs at a university. More recently, Lee (2014) suggested a new proposal of considerations for university general English. He has explored a rationale for employing English for college specific purposes (ECSP) to bridge the gap between EGP (English for General Purposes) and EMI (English Mediated Instruction). His argument for ECSP may serve as another good rationale for developing English courses for intermediate and advanced university students who are relatively well-motivated to learn the content of their major in English. But since he derives his logic mostly from EAP (English for Academic Purposes) perspectives, it fails to cater to the general needs of 'English frustrated students' attending colleges in the local areas. In addition, his argument was not derived from the needs of students enrolled in university classes but from adopting the theoretical rationales of other scholars in the field (Belcher, 2006; Stoller, 2001; Suh, 1990; Wales, 1993; Zohrabi, 2010) .

Joh (2002) has conducted a large scale study of General English Education in Korea in order to examine the current state of general English programs in universities in Korea and suggested new avenues for improving those programs. Interestingly, though 825 students from different universities and 111 English majoring professors indicated overall satisfaction of their school's programs, she took this satisfaction as superficial in that the subjects expressed considerable dissatisfaction when asked about specific aspects of the programs. Thus, it is thought that more situation specific questions need to be asked in order to address situation specific program enhancement.

Han (1999) emphasized the importance of teachers having an in-depth awareness of learners' motivations, learning styles and strategies to be able to incorporate the traditional teacher-centered approach into more learner-based teaching. Han and Choi (1999) proposed a learner-centered communicative syllabus for effective instruction of English conversation at the university. But both Han (1999) and Han and Choi (1999) addressed the need for innovation of university English education programs on a surface level, and also did not provide any major breakthroughs.

This study examines more practical concerns of international faculty in the researched local university whose motive was to improve their students' communicative abilities through implementation of their courses. As stated earlier, since the nationality and educational background of the faculty are varied, it is thought that analysis of their self-asserted difficulties regarding improving their students' communication abilities, and their suggestions for better instruction and class activities would provide significant source materials to be used for effective curricular innovation.

III. RESEARCH DESIGN

1. Participants

There were 80 faculty teaching English at the researched university, whose country of origin was diverse, spanning over 15 different countries: USA, England, Canada, Australia, India, Sri Lanka, Malaysia, Philippines, Pakistan, Nepal, South Africa, Nigeria, Iran, Guyana, and Haiti. The faculty was composed of highly qualified specialists with teaching credentials in diverse fields of expertise. The survey was administered mid-June, 2014, with 71 out of the 80 (88.8%) faculty responding, out of which there were 41 males (57.8%) and 30 females (42.2%); 28 in their 40's (39.4%), 26 in their 30's (36.6), 7 in their 50's (9.9%), 6 in their 60's (8.5%), and 4 in their 20's (5.6%); 11 (15%) had taught more than

15 years, 13 (18%) 11-15 years, 32 (45%) 5-10 years, and 15 (21%) less than 5 years. In short, 24 (33%) had more than 10 years' teaching experience, 32 (45%) more than 5 years' experience, and the rest 15 (21%) less than 5 years' experience; and lastly, 16 (23%) had taught content courses for more than 15 years, 13 (18%) for 11 to 15 years, 21 (30%) for 5 to 10 years, and lastly 21 (30%) for less than 5 years.

Of these respondents, 28 (39%) held Master's degrees, 14 (19%) had Bachelor's degrees, 12 (17%) had Doctorate degrees, 12 (17%) had TESOL/ CELTA and other certifications, and 5 (8%) had a Public School certification. Moreover, their fields of specialization varied. The faculty composition showed a high calibre of qualified specialists with teaching credentials in diverse fields of expertise such as English (20%), Education (13%), Humanities (15%), Social Science (21%), TESOL (14%), and Others (17%).

There were four types of courses taught by the international faculty: International English, Global English Conversation, Major English Conversation, and 10 different Elective English Courses: Sure Talk, English thru Drama, English thru Speech, Tips for Overseas Travel, Enjoy Talk (1), Global Etiquette, Coffee Aroma, Festivals of the World, TOEIC Listening, and TOEIC Speaking. More specifically, out of 71 faculty, 9 (13%) were teaching International English, 17 (24%), Global English Conversation, 6 (9%), Major English Conversation, 38 (53%), Other Elective Courses.

2. Survey

In June, 2014, a faculty survey was implemented in order to collect data for the innovation of the English program at the university. As shown in Table 1, the questionnaire consisted of 10 items focused on getting suggestions as to how their GU students' communicative abilities may be enhanced. Following biographic data, survey item 1 asked obstacles to implementation of their respective courses they were assigned to teach. Items 2 and 3 asked faculty's perception of students' general level of motivation for learning English, and their communicative abilities. Item 4 asked the best approach to improving their students' English communication abilities while items 5 to 9 were open-ended suggestions for improvement of the school's English education program. More specifically, items 5 and 6 asked faculty to suggest regular English courses which could improve the English communication abilities of the students, while item 7 asked types of extracurricular programs and class activities for the fulfilment of said purpose. In the addition, items 8 and 9 asked for the necessary infrastructure and support from school administration for the successful innovation of English education programs at the university.

TABLE 1

Survey Questionnaire

	Suggestions for Enhancing GU Students' English Communicative Abilities
1	What are some obstacles to your teaching English to GU students? ① teaching equipment in the classroom ( ) ② motivating students ( ) ③ mixed level students ( ) ④ small size of class ( ) ⑤ other ( )
2	How do you find GU students' degree of motivation with respect to learning English? ① zero ( ) ② not well ( ) ③ somewhat ( ) ④ well ( ) ⑤ very well ( )
3	What's the percentage of GU students who do not have any communication ability in your class? ① more than 50% ( ) ② between 40-50% ( ) ③ between 30-40% ( ) ④ between 20-30% ( ) ⑤ less than 20% ( )
4	What do you think is the best way for GU faculty to help GU students improve their communicative skills in English? ① innovation in general education English program ( ) ② innovation in major English education program ( ) ③ innovation in extracurricular program ( ) ④ innovation in GU faculty development program ( ) ⑤ innovation in GU staff development ( ) ⑥ Other ( )
5	What regular courses or programs do you think are needed to improve GU students' English proficiency? (Choose 5 from the given courses in order of expected effectiveness.
6	What other courses do you want to recommend for the same purpose? Indicate 3 course titles.
7	What extracurricular programs do you think are needed to help GU students improve their English proficiency?
8	What infrastructure do you think needs to be established in order to promote GU students' communicative competence?
9	What support is needed for the GEC from the school administration for effective management of English classes, in terms of types of courses, technology, class size, textbook or materials, grading system, etc.

IV. RESULTS AND DISCUSSION

1. Obstacles to Educational Enhancement

The first question in the survey was on the obstacles the respondents encounter in teaching English to GU students. As shown in Table 1, there were 5 items to choose from: teaching equipment in the classroom, motivating students, mixed level students, small size of class, and other.

The most difficult obstacle to enhancing student communication was found to be the mixed level of students. Thirty-three faculty (47%) perceived mixed levels to be the most serious obstacle to overcome. Since all the courses taught by international faculty were offered to any student attending the university, without any prerequisite courses designated, it was unavoidable for these courses to have students of different levels within the same class. It would have been difficult to teach a class with high, medium, and low proficiency students isolated from each other.

The 2nd obstacle to enhancing students' communicative abilities was lack of teaching equipment. Thirteen faculty members (18%) perceived this as being the most serious obstacle to overcome. Although each lecture room was equipped with a desktop computer with internet connection, projector, and pull-down screen, faculty found the computers outdated, the internet slow, and for half of the lecture rooms, portable speakers needed to be checked out from the academic support team for each class, which was not a trivial nuisance. The 3rd obstacle was motivating students. Eleven faculty members (15%) perceived this to be the most serious problem to solve for successful communicative classes. Faculty's perception of students' level of motivation will be described in more detail in the next section.

The small size of class was not perceived as a serious obstacle to overcome. Only 5 faculty members (7%) said small sized class was difficult to manage. This may be true to some extent, since if a class had more than 2 registered students, it was not cancelled. Though absolute grading was possible for classes with less than 5 students, the case of having only two students seemed to have triggered some class management problems of those faculty members.

2. Degree of Motivation and Ability to Communicate in Class

The faculty respondents perceived GU students as not very motivated to learn to communicate in English. Not one thinks that students are very well motivated and only 13 respondents (18%) think students are well-motivated. While 39 respondents (55%) think

students are somewhat motivated, 14 respondents (20%) think students are not well motivated, and 5 respondents (7%) think students are not at all motivated.

It is likely that these choices correspond with what the faculty believe is the percentage of students who are not able to communicate in English in the class. According to the survey, 27 respondents (38%) think that less than 20% of the students have communicative ability, 16 respondents (23%) think between 20-30% of the students have communicative ability, 12 respondents (17%) think between 30-40%, and 11 respondents (15%) think between 40-50% of them have communicative ability. Only 5 respondents (7%) said more than 50% of the class have communicative ability.

3. Best Innovation

The respondents were then asked to choose what they thought would be the best way for GU faculty to help students improve their communicative skills in English. As shown in Table 1, the areas presented for choice were ‘innovation in general education English program’, ‘innovation in major English education program’, ‘innovation in extracurricular program’, ‘innovation in GU faculty development program’, and ‘innovation in GU staff development’ .

The most urgent area of innovation perceived by the faculty respondents was general education English programs. Thirty-one respondents (44%) said there should be innovations in the general education English program. Following this, 12 respondents (17%) wanted innovation in the extracurricular program, while 9 respondents (13%) said there should be innovations in the major English education program, 3 respondents (4%) wanted innovation in the GU faculty development program, and 3 respondents (4%) wanted innovation in the GU staff development program. The remaining 14 respondents listed other miscellaneous areas such as infrastructure and support structure innovation.

4. Courses Recommended for Promoting Student Communicative Abilities

1) Existing Courses Recommended

First, respondents were asked to list 5 courses out of 23 taught by native speakers which they thought would improve students’ communication abilities. The total number of listed courses amounted to 379 for 16 courses chosen. Out of 16 courses chosen, ‘Enjoy Talk’ was the most preferred with 43 counts (11.3%). This was followed by ‘Easy English Interview’ (35 counts, 9.2%), ‘Understanding Multi-Culture’, ‘TOEIC Speaking’, ‘English thru Speech’ (34 counts, 9% each). Next came ‘TOEIC Listening’ and ‘English thru

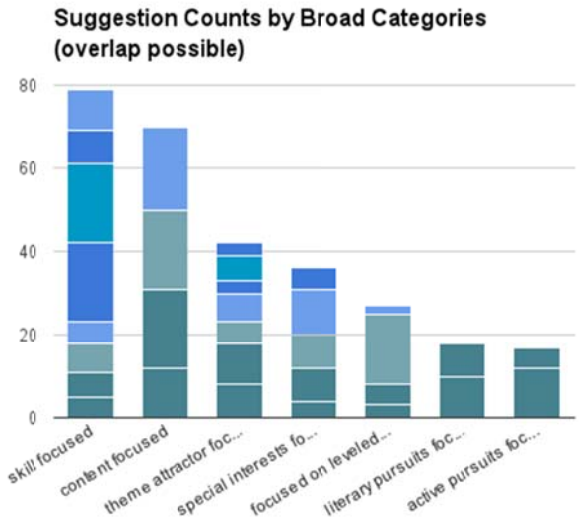
Drama' (27 counts, 7.1% each). What followed these were 'Tips for Overseas Travel' (22 counts, 5.8%), 'Sure Talk' and 'English thru Sports' (19 counts, 5.0%), 'Global Etiquette' (18 counts, 4.7%), 'English thru Pop Music' (17 counts, 4.5%), 'Coffee Aroma' (13 counts, 3.4%), 'English thru Myth' (11 counts, 2.9%), and 'World Famous Wines' (10 counts, 2.6%). The top 5 courses believed to improve students' communicative abilities were 'Enjoy Talk', 'Easy English Interview', 'Understanding Multi-Culture', 'TOEIC Speaking', and 'English thru Speech'.

2) New Courses Recommended

Faculty were requested to propose 3 new courses which are expected to improve students' communicative abilities. The respondents' responses to this request were categorized according to seven categories based on the perceived intention or focus of the responses. Figure 1 summarizes the responses according to categories.

FIGURE 1

New Courses Suggested by International Faculty



(1) Skills Focused Analysis

The 81 responses categorized as skills focused can be further broken down to different subgroups. The following enumeration of responses is summarized in Figure 2.

Selected by keywords [listen, question] were 4 proposals: Basic Listening, Intensive Listening, Listening, Question Period, and the Ability to Ask Questions.

Selected by keywords [talk, speak, speech, opinion, question, practical, interview] were 26 proposals: Creative Speech, Drama/Sure Talk, Easy Interview, Easy interview, Easy Interview, Easy interviews, Enjoy Talk, enjoy talk, Enjoy talk, expressing opinions with details of why, Geek's Talk: Every day computer tricks, IELTS Speaking, interview, Living in an English Speaking Country, Practical, Practical, public speaking, Question Period the ability to ask questions, Speaking and Writing in, Speech, speech and telling experiences, Speech Improvement, Speech Power Improvement, sure talk, Sure Talk, TOEIC Speaking.

Selected by keywords [debate, drama, speak, speech, public] were 19 proposals: Creative Speech, Debate, Debate, Debate, drama, drama, Drama, Drama, Drama/Sure Talk, IELTS Speaking, Living in an Speaking Country, Public Communication, public speaking, Speaking and Writing in, Speech, speech and telling experiences, Speech Improvement, Speech Power Improvement, TOEIC Speaking.

Selected by keywords [grammar, translation, spelling, vocab] were 6 proposals: Grammar, grammar and composition, Grammar Made Easy, spelling and vocabulary, Translation courses, writing practice and building up vocabulary.

Selected by keywords [read, book, newspaper] were 7 proposals: Books, IELTS Reading, like a real with a real textbook Honors I guess you could call it., reading & writing, Reading comprehension, reading faster skills, Reading Newspaper.

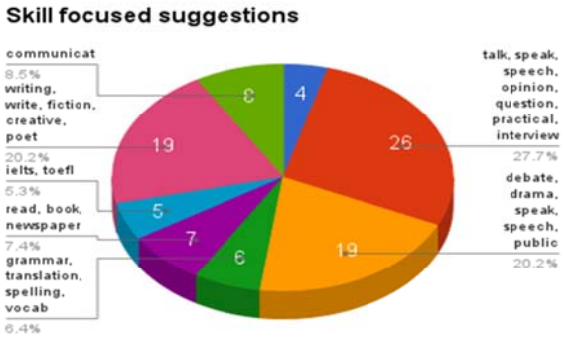
Selected by keywords [ielts, toefl] were 5 proposals: IELTS, IELTS Reading, IELTS Speaking, IELTS Writing, TOEFL.

Selected by keywords [writing, write, fiction, creative, poet] were 19 proposals: Basic Creative Writing, Creative Speech, Creative Writing, Creative Writing, Enhance Writing, Essay writing, Essay Writing, Guided Writing, How to write short essays, IELTS Writing, Journaling - writing their simple activities for the day and share it in the next meeting, Narrative or Fiction Writing, Rap Music Poetics, reading & writing, Scriptwriting, short fiction, Speaking and Writing in, Web writing, writing practice and building up vocabulary.

Selected by keywords [communicat] were 8 proposals: Advanced Communications, Business Communication, Business Communication, Communication Arts in, Communicative, Cross-cultural Communication, EQ Emotional Intelligence understanding self & others more & communicating, and Public Communication.

Selected by keywords [storytelling, telling, improvement, pronunc, stories] were 10 proposals: Pronunciation skills, speech and telling experiences, Speech Improvement, Speech Power Improvement, stories, Stories in the making, Storytelling, Storytelling, Storytelling, World famous stories.

FIGURE 2
Skills Focused Suggestions



(2) Content focused Suggestions

For content focused suggestions, the 59 proposals are divided into four categories, as shown in Figure 3.

Selected by keywords [career, business, brand, network, occupation, work, MEC, majors, living] were 13 proposals: Brand image promotion, Business, Business Communication, Business Communication, Careers, Effective Business Correspondence, Living in an Speaking Country, MEC, networking for life, Occupational, Personality Development, Specific Majors, Work.

Selected by keywords [talk, speak, speech, opinion, question] were 19 proposals: Creative Speech, Drama/Sure Talk, Enjoy Talk, enjoy talk, Enjoy talk, expressing opinions with details of why, Geek's Talk: Every day computer tricks, IELTS Speaking, Living in an Speaking Country, public speaking, Question Period the ability to ask questions, Speaking and Writing in, Speech, speech and telling experiences, Speech Improvement, Speech Power Improvement, sure talk, Sure Talk, TOEIC Speaking.

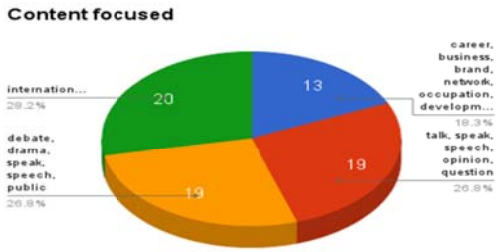
Selected by keywords [debate, drama, speak, speech, public] were 19 proposals: Creative Speech, Debate, Debate, Debate, drama, drama, Drama, Drama, Drama/Sure Talk, IELTS Speaking, Living in an Speaking Country, Public Communication, public speaking, Speaking and Writing in, Speech, speech and telling experiences, Speech Improvement, Speech Power Improvement, TOEIC Speaking.

Selected by keywords [international, global, world] were 20 proposals: Conversations around the World, Global, Global Etiquette, global etiquette, Global Studies, More International courses, More International courses, The Third World, World es, World famous stories, World famous wines, world festivals, world festivals, world festivals,

World Geography, World History, World history, World Leaders, World Religion, World Religion.

FIGURE 3

Content Focused Suggestions



(3) Special Interest Focused Analysis

There were 34 proposals selected by keywords for special interest focused responses aggregated from its subgroup selection keywords. See Figure 9. There may be some overlap in subgroup selections.

Selected by keywords [computer, web, technology] were 4 proposals: Computer Assisted Language Learning, Geek's Talk: Every day computer tricks, New wonders in technology, Web writing. Selected by keywords [song, lyrical, guitar, music, rap music, poet] were 8 proposals: Guitar, kids song, Lyrical Music, pop music, pop song, Pop Songs, Rap Music Poetics, Song Dissection - interpreting each line/ lyrics of a chosen song.

Selected by keywords [comic, cartoon, anima, movie, film] were 8 proposals: Animation Movies, cartoon, Comics, Filmmaking, Movie Making, movies, Movies, Movies.

Selected by keywords [creative, art, fiction, poet] were 11 proposals: Art, Art, Basic Creative Writing, cartoon, Communication Arts in, Creative Speech, Creative Writing, Creative Writing, Narrative or Fiction Writing, Rap Music Poetics, short fiction.

Selected by keywords [cook, food, culinary, wine] were 5 proposals: Cooking, Food and Culture, Food Cravings - a discussion of various foods around the globe, Food/Cooking, World famous wines.

FIGURE 4

Special Interest Focused Suggestions



(4) Literary pursuits focused suggestions

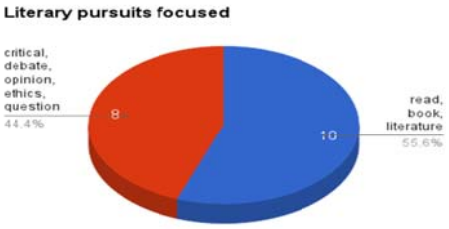
Figure 5 shows literary pursuits focused suggestions. There were 18 proposals selected by keywords aggregated from its subgroup selection keywords. There may be some overlap in subgroup selections.

Selected by keywords [read, book, literature] were 10 proposals: Books, IELTS Reading, like a real with a real textbook Honors I guess you could call it., Literature, Literature minor or concentration, reading & writing, Reading comprehension, reading faster skills, Reading Newspaper, Through Popular Literature.

Selected by keywords [critical, debate, opinion, ethics, question] were 8 proposals: critical thinking, critical thinking & decision making, Debate, Debate, Debate, Ethics, expressing opinions with details of why, Question Period the ability to ask questions.

FIGURE 5

Literary Focused Suggestions

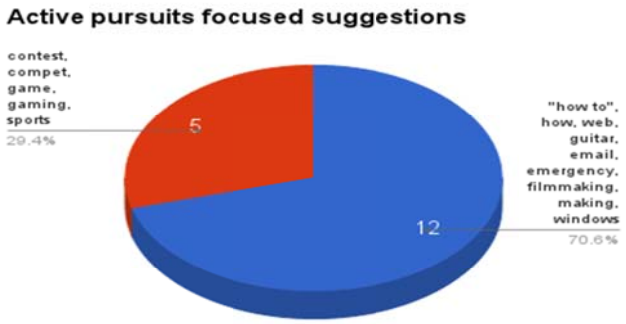


(5) Active Pursuit focuses suggestions

Active pursuits focused suggestions in Figure 6 came from 17 proposals selected by keywords for this category aggregated from its subgroup selection keywords. There may be some overlap in subgroup selections.

FIGURE 6

Active Pursuits Focused Suggestions



Selected by keywords [how, web, guitar, email, emergency, filmmaking, making, windows] were 12 proposals: critical thinking & decision making, email to get things done, Emergency Situations, Filmmaking, Guitar, How to present to peers, How to write short essays, Know how, Movie Making, Stories in the making, Using Windows in, Web writing.

Selected by keywords [contest, compete, game, gaming, sports] were 5 proposals: Competition, Games, Language games, sports, Tabletop Role Playing Gaming.

(6) Theme Attractor Focused Suggestions

There were 42 proposals selected by keywords for the theme attractor focused category in Figure 7 aggregated from its subgroup selection keywords. There may be some overlap in subgroup selections. Selected by keywords [esp, euro, foreign, eap, specific, hotel] were 8 proposals: EAP, Effective Business Correspondence, ESP, Euro, Foreign Learners, Specific Majors, Specific Purposes, Understanding Multi-culture for hotel managers.

Selected by keywords [coffee, aroma, converse, enjoy] were 10 proposals: coffee aroma, Coffee Aroma, Conversational, Conversations around the World, Enjoy Talk,, enjoy talk, Enjoy talk, Level tested course--basic conversation, level-tested course--advanced conversation, Level-tested course-intermediate conversation.

Selected by keywords [cook, food, culinary, wine] were 5 proposals: Cooking, Food and Culture, Food Cravings - a discussion of various foods around the globe, Food/Cooking, World famous wines.

Selected by keywords [none, n/a, unplugged, university] were 7 proposals: n/a, n/a, None, None, None, teaching unplugged, university students.

Selected by keywords [emergency, travel] were 3 proposals: Emergency Situations, tips for overseas travel, Tips for Overseas Travel.

Selected by keywords [lifelines, social, romance] were 6 proposals: Basic Social Studies, Language in social context, Lifelines, Romance, social interaction, Social Problems.

Selected by keywords [humor, idioms, touchstones] were 3 proposals: Humor/Sarcasm, Idioms, touchstones.

FIGURE 7

Theme Attractor Focused Suggestions

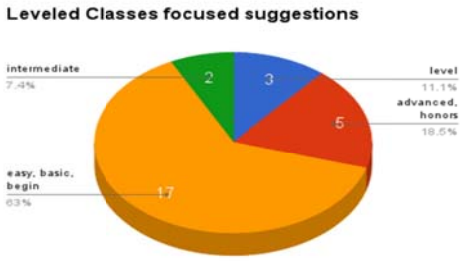


(7) Levelled Classes focused Suggestions

The final category in Figure 8 which focused on levelled classes came from 22 suggestions.

FIGURE 8

Focused on Levelled Classes



Selected by keywords [level] were 3 proposals: Level tested course--basic conversation, level-tested course--advanced conversation, Level-tested course-intermediate conversation.

Selected by keywords [advanced, honors] were 5 proposals: Advanced Communications, Basics Advanced, Honors program, level-tested course--advanced conversation, like a real with a real textbook Honors I guess you could call it.

Selected by keywords [easy, basic, begin] were 17 proposals: Basic, Basic Creative Writing, Basic History, basic listening, Basic Social Studies, Basics, Basics Advanced, Basics Intermediate, Beginner, Easy interview, Easy interview, Easy Interview, Easy interviews, Grammar Made Easy, Introductory-basic course, Level tested course--basic conversation.

Selected by keywords [intermediate] were 2 proposals: Basics Intermediate, Level-tested course-intermediate conversation.

5. Recommended Extracurricular Activities

As shown in Table 2, there were 126 suggestions for extracurricular programs. Out of these, club activities stood out most with 72 recommendations, followed by English contests, English lounge, English forum, English mentoring, open mic, and so on.

TABLE 2
Suggestions for Extracurricular Programs

Extracurricular Category	times suggested
Clubs	72
English contest	17
English lounge	10
English forum	8
English mentoring	8
Open mic	8
None/existing programs	3
Total	126

6. Infrastructure and Support Structure

1) Infrastructure

Much has been said about the importance of infrastructure to school effectiveness in terms of learner achievement and well-being. Infrastructure refers to the basic physical and organizational structures needed for the school's operation.

In the survey, respondents were asked what infrastructure needed to be established to promote communicative competence among GU students. In this presentation of the responses, infrastructure was categorized as hard infrastructure or soft infrastructure wherein hard infrastructure refers to tangible things such as physical facilities and learning materials and soft infrastructure refers to changes involving policies, behavior, and the like.

Table 3 summarizes the responses of respondents to the open-ended question.

TABLE 3

Recommendation for Infrastructure Innovation

HARD INFRASTRUCTURE	SOFT INFRASTRUCTURE
Library with English books	Mandatory English-related extracurricular activities
Performance places for drama and other speech Presentations	Limit "freedom"
Language laboratory/ speech laboratory	Provide students more opportunity for interaction with the international faculty
Stronger and faster internet connection	Out-of-class activities/ field trips
Installation of speakers in all classrooms	Assessment of students' English proficiency
English zone/ English café or a room that would contain resources to facilitate English communication	Encourage the use of English-only in the school premises
Separate offices for faculty with room for teacher-student interaction	Alignment of elective and major courses to mentoring programs
Increased bilingual signs around the university	Creation of student organizations related to English language development

2) Support Structure

Table 4 shows suggestions for GEC from the school administration for effective management of program innovation.

TABLE 4

Suggestions for GEC Support

Area	Curriculum	Technology		Faculty	Exposure	Nothing
		Soft	Hard			
Frequency	62	31	8	11	10	9
Percent	47.3%	23.7%	6.1%	8.4%	7.6%	6.9%

Strongest supports were recommended for curriculum (62 counts, 47.3%), and this was followed by technology support (41 counts, 29.8%), faculty support (11 counts, 7.6%), Exposure to English (10 counts, 7.6%), etc. The respondents have identified the following facilities and materials as areas where support is in need: faster internet connection, speakers and projectors in every classroom, a classroom for English language learning activities and books. Also enumerated were the following suggestions: strengthening the implementation of retention policies, level testing for students, faculty meetings, differentiated teaching, fewer elective courses and an increase in major courses, regulated class size, varied courses including the addition of more humanities courses.

V. CONCLUSIONS

Management and implementation of innovation is crucial to the design and implementation of new curriculum in language teaching. There is a wide range of options when it comes to curriculum planning and development. Any approach to curriculum is influenced by the value system and attitudes of those involved (White, 1988). This study took the case of a university in South Korea which has been greatly investing in the faculty force as part of global English education. Since the faculty have been teaching English at the school for at least a semester to 2 or 3 years, it was thought that with this experience, they would be in a good position to offer valuable input for innovation of university English education curriculum.

Findings from the current study are summarized in this concluding section, followed by some suggestions for innovation.

First, the three most difficult obstacles to enhancing communicative abilities of students were the mixed-levels of students in the class, lack of technological support, and low students' motivation towards learning English.

It was thought a range of proficiency in the same class would not make much difference in classes with less than 10 students, which was the case with the university in the current study. Notwithstanding, however, heterogeneity in a class was still an obstacle to many faculty. A moderate alternative would be to offer some subsections for lower level students while reserving the other for relatively intermediate students.

Lack of technological support can be overcome by extending the space of learning from 'lecture room only' mode to 'smart' mode, which involves taking advantage of learner autonomy and authenticity in language learning. However, since the lecture rooms are the basic ground for collaboration and learning, updating of hardware and software programs must not be neglected.

Introduction of criterion-referenced pass/fail grading system may be suggested for all the courses taught by the international faculty in order to promote student motivation and reduce grade-related anxiety. But it must be kept in mind that, in order to guarantee a high quality of instructional outcome, more activity-driven engagement of students in a 'learning as play' manner should be incorporated into the grading system.

Second, students' level of motivation toward English was perceived very low by the international faculty. This corresponded with the low level of their communicative abilities. This implies that improving their level of motivation is as urgent as improving their communicative abilities in the matters of educational innovation. It is suggested that specific aspects of learner anxiety are continuously examined for the students in the current school and compared with those of other universities in order to find effective ways to lower the level of the students' affective filter in English learning and communication.

Third, the three most critical areas for curricular innovation were the general English education program, extracurricular programs, and major English programs. A thorough list of effective courses and activities were recommended to improve students' communicative abilities. It is suggested that a further research will be undertaken in order to improve curriculum for both the general English program and major or departmental English programs, and as a result, more situation-sensitive specific subcategorization of topics, tasks, and activities will be incorporated into the design and implementation process.

Finally, a systematic list of infrastructure innovation was recommended in both soft and hard categories. A systematic support structure for English education innovation was provided in terms of curriculum, technology, faculty, and student exposure to English. In order to have these suggestions to materialize, it is necessary that a more comprehensive collaborative research should be arranged and supported by the university or universities concerned.

For further renewal of the English education curriculum, it is suggested that perspectives from students also be examined and the results be compared and aligned with what has been identified in the present study. It is hoped that what has been discovered in the present study will be favourably taken advantage of in designing and implementing new English education programs at other local and urban universities in Korea.

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Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

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