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The Process of Curriculum Renewal of an Intensive English Program

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The purpose of this paper is to report the process of curriculum renewal of an intensive English program with focus on the perceptions of the people involved. The researcher tries to describe the five years of curriculum change. The data collected through surveys, interviews, and observations were analyzed. The findings show that throughout the years, the students that participated in the program perceived that their English skills have improved. The teachers also thought that the student's overall English skills improved. The satisfaction on the chosen textbooks was higher in the student group than the teacher group. The main goal and objectives of the intensive English program in the study changed in the process of curriculum renewal. The program that launched in order to enhance students' conversational skills in 2004 started to include TOEIC instruction in late 2005 due to students' needs. The students were content with the fact that there were many teachers in the program whereas teachers had neutral opinion. The present study aims to suggest the importance of curriculum renewal through program evaluation which can be applied to similar language programs for the continuity and longevity of the programs.

[curriculum development/program evaluation/curriculum renewal/intensive English program]

I. INTRODUCTION

English has been taught for more than a century in Korea, and university students have had at least nine years of English education before entering university. However, only a

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few of them can actually express themselves in English. This is perhaps due to the fact that until the mid 1990s English was taught in middle and high schools with an emphasis on grammar and enhancement of reading comprehension in order to score well on paper – based tests before entering university.

Since having English speaking skills is required to get good grades in universities and to get decent jobs when graduating, the trend toward communicative competence has become more important than the past. Apart from the required English courses offered at the university, some students choose to go to private institutes to improve their English skills. Some do so during the semester and some during the summer and winter vacations. Furthermore, some choose to take a leave from school to go abroad to study English.

Seeing the students' needs, many language education centers of various universities have implemented intensive English programs into their optional curriculum. At a university in the central region of Korea, an intensive English program was launched in March 2004. From now on, the researcher will name this English program "IEP04" in order to distinguish it from other intensive English programs (IEP). The program in this study, IEP04, provided training for students willing to take extra classes of English instruction by signing up at the language education center and paying additional fees. The course was mainly offered to freshmen. The primary goal of the program in the beginning was to improve the students' English with the focus on oral communication skills. If the students were successful in fulfilling the requirements, such as attendance, they could earn five credits from the program that can be transferred to the university system.

The main purpose of this study is to find out the process of curriculum renewal of IEP04. Over the past years, the curriculum of IEP04 has changed. The research questions were chosen from the typical questions asked in curriculum evaluation studies. The decision making process of the renewal of the curriculum of IEP04 was made based on many factors such as paper-based surveys, student interviews, teacher interviews, and classroom observations. In this paper, the researcher tries to report the process of curriculum renewal of IEP04 not only in the year that the program was launched but also throughout the five years of curricular change with focus on the perceptions of the people involved. The questions in the annual survey that were connected to the current study research questions were analyzed. The questions that caused change or reform in the curriculum of the program in question were also dealt with. It is hoped that similar programs can benefit by adapting and implementing the procedure of curriculum renewal.

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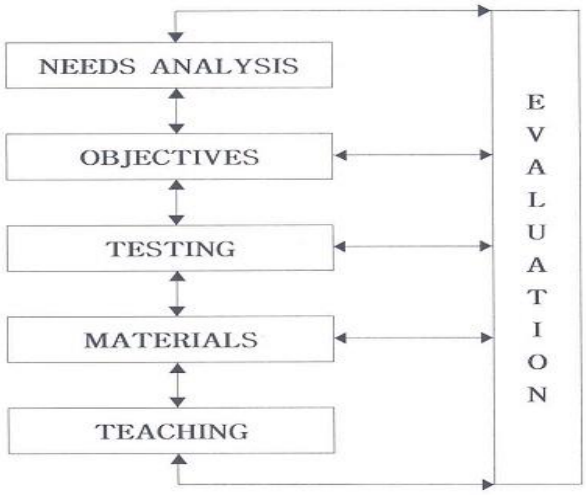
II. LITERATURE REVIEW

1. Theoretical Framework

Curriculum is all the activities in which the students engage under the auspices of the school (Rodgers, 1989). It is not only what the students learn, but how they learn it, how teachers help them learn, with what supporting materials, styles, and methods of assessment, and also in what kind of facilities. Brown (1995)'s view of curriculum development is that it is a series of activities that contribute to the growth of consensus among the staff, faculty, administrators, and students. Brown adds that the process of curriculum design could be viewed as being made up of people and the paper-moving operations that make the doing of teaching and learning possible.

The key elements of a language curriculum is said to consist of need analysis, setting objectives, testing, seceding on materials, and teaching. Along with these elements, evaluation plays an important role in the language curriculum. Brown (1989)'s systematic approach is well portrayed in Figure 1.

FIGURE 1
Systematic Approach to Designing and Maintaining Language Curriculum (Brown, 1995)



In his diagram, Brown connects the elements of the language curriculum with arrows that show the inter-relationships between them. It is clear that all of the elements are connected with the evaluation compartment underlying the fact that evaluation plays an important role.

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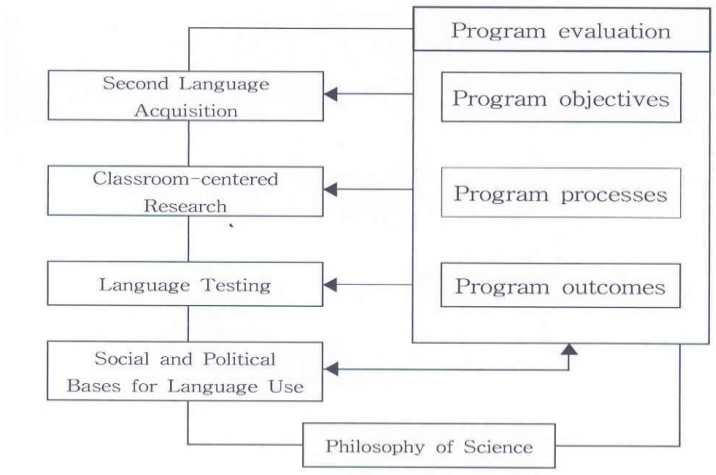
There are different factors that determine the successful design and implantation of language programs and teaching materials. This interlinked system of elements is known as the language curriculum (Richards, 2001). Clark (1987) stated that the language curriculum is often the processes of renewal rather than development, arguing that some form of curriculum is already in place. It is more often that teachers and curriculum planner find themselves engaged in the ongoing process of evaluation in order to bring about some form of curriculum renewal and change rather than having to totally invent a curriculum from scratch.

The definition of evaluation that best fits the purpose of this study is that given by Worthen and Sanders (1973). Evaluation includes the process of obtaining information for the use of judging the worth of a program. Program evaluation can also be defined as the ongoing process of information gathering, analysis, and synthesis, the entire purpose which is to constantly improve each element of a curriculum, on the basis of what is known about all of the other elements, separately as well as collectively (Brown, 1995).

Weir and Roberts (1994) asserted that the two major purposes for language program evaluation are for program accountability, in which those involved are answerable for the quality of a program, and for program development, which is designed to improve the quality of the program as it is being implemented. It is also suggested that in order to accomplish an effective evaluation, program objectives, program process, and program outcomes must all be investigated (Lynch, 1996). Figure 2 shows an outline of the role of program evaluation in the research field of applied linguistics.

FIGURE 2
The Role of Program Evaluation in Applied Linguistic Research (Lynch, 1996)



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The figure clearly portrays that several areas of applied linguistics research must come into action. In explaining the figure, Lynch states that classroom centered research provides information for evaluating what happens inside the program and informs second language acquisition (SLA) theory. The program objectives, process, and outcomes need to be understood within the sociopolitical context of the program (Lynch, 1996).

In planning an evaluation it is important to identify who the audience is for the evaluation and what kind of information they are most interested in (Elley, 1989). Richards (2001) separates the parties into students, teachers, curriculum developers, administrators and sponsors. Therefore, the program evaluation must focus on different types of information gathering and analysis depending on the audience of the evaluation.

2. Previous Studies Using Program Evaluation

In the English Language Institute (ELI) at the University of Hawaii in Manoa, the renewal activities included examination of each of the components such as needs analysis, setting objectives, testing, developing materials, and teaching (ELI, 1991). Furthermore, processes that were related to interactions among people involved in the curriculum were included in the process of program evaluation.

There have also been some other previous studies of IEPs and language programs outside the country and most of them dealt with administrative aspects, the curriculum, and cultural awareness (Soppelsa, 1997; Kunschak, 1998; Gonzalez and Darling-Hammond, 2000).

Joh's study (2002) is a related study set in Korea. The purpose of this study was to examine the current state of general English programs in universities located in Korea and discuss how to improve them. The results of the questionnaire, which was given to 825 students from 15 different universities and 111 English majoring professors, indicated overall satisfaction. However, she asserts that the satisfaction might be superficial since the subjects expressed considerable dissatisfaction when asked about specific aspects about the programs. Suggestions were made for a more effective college English program based on the results of the survey.

A written questionnaire was carried out in order to examine the overall status of English villages in Korea and to see whether their curricular meet the learners' need more that the school system does (Bae, 2006). The results from the 91 students in elementary 5th and 6th grade who participated in an English village show that the participants were highly motivated and confident with their overall English skills at the village than the public school. The results also indicate that the programs at the village meet the students' needs. The students expressed a higher level of satisfaction about the program at the village than the English program in the public school. However, the students don't acquire as many

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English expressions as expected at the village.

Choe (2001) investigated the course development in an immersion English program at university level with focus on student improvement. Lee (2008) introduced the goals, objectives and program outline of a small size regional English experiential center to discuss about the success of the program.

Kang's study (2009) made an attempt to find evaluation criteria, develop evaluation elements, items, and models for curriculum and management, and to present an evaluation process for English villages in Korea. The study consists of three steps. The first step was the investigation in order to select basic English village evaluation questions and was done by individually interviewing an expert group. In the second step, evaluation questions for these criteria were created using the Delphi method. In the third and final step, validity verification work on the evaluation items was conducted via research.

These studies aimed to suggest a more effective program for the future with different aspects in mind or to present a standard for the development of evaluation criteria for English villages. Whereas, the previous studies were reported on a one-year data collection, the current study reports the process of curriculum change of an intensive program throughout a five-year period.

III. METHODS

1. The Setting and the Subjects

The intensive English language program (IEP04) in this study is run by a language education center at a university in Korea. The program was launched in 2004. It was not a required course and the students had to pay additional fees apart from their tuition to enroll into the program. However, five credits could be earned at the end of the year if successfully completed. If the students were unable to attend 80% of the classes they were not given the credits.

The students took placement tests and were put into either class type A or B according to their proficiency level. They could individually choose their IEP04 class time avoiding conflicts with their university class time. Every student had to take four hours of class each week for 24 weeks in one year. Therefore, the program was open for 12 weeks in the spring semester and the rest 12 weeks in the fall. The total number of classes adds up to 96 periods.

The students could have up to four different teachers depending on the time TABLE they chose at the beginning of the program. There were 15 teachers involved in the program

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who were assigned to different time slots in 2004. All the teachers were asked to teach according to the set syllabus. Since the students could have different teachers each day, it was important that the teaching schedule was strictly followed by all the teachers. The teaching material was an integrated textbook complied in a series.

TABLE 1
The Total Number of Students in IEP04 and Survey Participants

Year	2004	2006	2007	2008
Total no. of students	319	421	390	432
No. of students in survey	88	176	188	233

Most students in IEP04 were freshmen and the total number of students that participated in the program was almost double that of the participants in the surveys. The gradual loss of students in 24 weeks of time is the main cause of the loss since the surveys were administered at the end of each year. There were around 12 to 15 teachers involved in the program each year, and a questionnaire was formed in 2004 to find out the perception of the teachers about IEP04 since it was the first year.

2. Data Collection and Analysis

In this study, various methods of data collecting were used, i.e., surveys (students' questionnaire, teachers' questionnaire), and interviews (students, teachers), and classroom observations. The data collection methods are those from program evaluation methods.

Paper and pencil surveys, in the form of questionnaires, were formed and distributed to students in 2004, 2006, 2007, and 2008. Over the years, from 2004 to 2009, over 300 students signed up for IEP04 each year (see TABLE. 1 for details). The number of students that participated in a paper-based survey ranged from 88 to 233 from the year of the program in 2004 to 2008. The results of the survey were statistically analyzed. Frequency and percentage of items were measured. Also, student interviews were made and recorded. Relevant interview talks were transcribed and translated into English.

A teachers' questionnaire was formed to find out the thought and opinions of the teachers at the end of the year in 2004. Also, a teachers' interview was done for more in-depth information. Through elicitation and personal interaction through interview, the investigator is better able to obtain data addressing the research questions of the study (Chang, 2003).

The observations made by the researcher were recorded and field notes were taken. Data about the program and the students was all put together and sorted chronologically and topically. The researcher was a participant observer in 2004 and 2005 since she was one of the faculty members of the program. From 2006 to 2008 non-participant observation was used.

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IV. RESULTS AND DISCUSSION

1. Results of Paper-based Surveys

In order to find out whether the program was achieving its goal, the students were asked whether they thought that their English skills improved through IEP04. The students' perceptions were as follows.

TABLE 2
Students' Perceptions about English Skills Improvement in Percentage

Q. I think my English skills have improved with IEP04.				
	2004	2006	2007	2008
Very Much	8	7	6	7
Some what	77.3	76	59	55
Neutral	-	-	29	31
Not so	14.8	16	3	5
Not at all	0	1	2	2

As shown in the above TABLE, the overall percentage of students that thought that their English improved thorough the program was quite high. In 2004 and 2006, the survey did not include the "neutral" slot. The percentages of students that answered positively were 85.3% in 2004 and 83% in 2006. The percentage of the students that answered negatively in those years were 14~16%. When given the "neutral" slot, the negative answers decreased. In 2007 and 2008, only 7~8% of the students said that they did not gain much improvement through IEP04.

A teachers' questionnaire was distributed in order to answer the question "Were the teachers aware of the students' improvement?"

TABLE 3
Teachers' Perceptions about Students' Improvement in 2004

Q. I think that the students' overall English skills have improved compared to the beginning of the program		
	Frequency	Percentage
Strongly Agree	2	16.7
Agree	7	58.3
Neutral	2	16.7
Disagree	0	0.0
Strongly Disagree	0	0.0
No Answer	1	8.3
Total	12	100.0

According to the results of the questionnaire, nine teachers (75%) thought that the students' overall English skills improved compared to the beginning of the program. The reason for the "no answer" might be because two teachers only taught for the second

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semester of 2004. The number of teachers is much less than the number of the students, however, the perceptions about the effectiveness of the course was somewhat similar in that both the teachers and the students thought that the students showed improvement.

There were other questions that asked about the overall satisfaction about IEP04. One question asked whether the students were satisfied with the management of the program such as checking attendance and counseling. In 2006 only 6% of the students expressed dissatisfaction. In 2007, 8% of the students checked that they were dissatisfied. This meant that the participants of satisfied with the management system of the program.

Another question was "Do you want to recommend this course to your friends or to next year's freshmen?" In 2007, 35% of the students said no, and in 2008, 33% students said no. The reason for this could be found through student interviews. When questioned about this, the students explained as the following. Since IEP04 was a whole one year program that needed dedication of an hour a day, the students, especially freshmen that were in the program, wanted to spend the spare time with peers instead of taking this extra course away from their close friends.

Through the student interview in the middle of the program in June, 2004, the researcher found out that there were many students in IEP04 that had a need for some preparation for the TOEIC. Even though the students much appreciated the conversational classes with native speakers of English, they mentioned the need for a high TOEIC score and thus some students strongly asserted that TOEIC lessons should be included in the program. Therefore, in order to find out the percentage of the students that thought that they would like TOEIC instruction included in the program a question was included in the 2004 paper-based survey. The result showed that over 70% of the students wished for TOEIC instruction with 26.1% answering they need it very much and 44.3% saying they need TOEIC instruction.

TABLE 4
Students' Perception about the Need for TOEIC Instruction

Q. I wish TOEIC was also taught in IEP04. (2004)	
Very Much	26.1
Some what	44.3
Not so	25
Not at all	2.3

When making and developing IEP04, the program first aimed to improve students' overall English skills with a focus on improving speaking/conversational skills. Native teachers of English and bilingual teachers all taught in English and all the lessons were focused in achieving the aim of the course. However, after finding out the students need for TOEIC instruction, the IEP04 program development team made a decision of including TOEIC instruction in the latter half of IEP04 from the second year of the program in 2005.

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In other words, in the spring semester of 2005, only conversational classes were offered. Then in the fall semester of 2005 TOEIC classes were offered one day a week.

In order to find out whether the chosen textbook was appropriate, a question was asked in the survey in 2004. The results are shown in table 5.

TABLE 5
Students' Perception about the Textbook in Percentage

Q. I am content with the textbooks of IEP04. (2004)	
Very Much	10.2
Some what	64.8
Not so	22.7
Not at all	1.1

The percentage of the students that were not content with the textbook in 2004 was 23.8% which is quite high. Therefore, interview questions were asked to the students to figure out the reasons for the dissatisfaction. Some students mentioned that the layout of the textbook seemed out-of-date. However, most of the students in the interview said that the level of the textbook did not suit the students' proficiency level. According to the survey results, the textbook selection committee held a meeting and chose a new textbook for the following year.

To cross-check the satisfaction on the chosen textbook a similar question was also asked to the teachers. As the results are shown in table 6, it was generally agreed among the teachers that the chosen textbook was not very suitable for the course. Two teachers (16.7%) out of twelve felt the textbook was appropriate. In the in-dept interview with the teachers, the researcher found that the teachers agreed that one merit of the textbook making it suitable for the program was the fact that the units in the book were so short that each unit could easily be covered within one class period. On the other hand, the teachers mentioned that the units, being so concise, lacked content and did not provide enough exercises for the students to practice the linguistic or grammatical points given in the unit.

TABLE 6
Teachers' Perceptions about the Appropriateness of Textbook(s) in 2004

Q. Do you feel the chosen textbook(s) are appropriate for the program?		
	Frequency	Percentage
Strongly Agree	0	0.0
Agree	2	16.7
Neutral	1	8.3
Disagree	6	50.0
Strongly Disagree	3	25.0
No Answer	1	8.3
Total	12	100.0

In the years to follow the questions in the survey about the textbook(s) were changed.

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First, the question was on the overall satisfaction of the chosen textbook(s). Afterwards, in the following years, the (proficiency) level of the textbook(s) was in question in order to find out the reason for dissatisfaction.

TABLE 7
Students' Perceptions about the Difficulty of Textbook(s) in Percentage

Q. I think the conversational textbook is difficult.			
	2006	2007	2008
Very Much	4	1	0
Some what	49	11	6
It's right for me	37	60	62
Not so(easy)	8	15	29
Not at all(too easy)	2	1	3

In 2006, the percentage of the students that thought the textbook for the conversation classes in IEP04 was difficult was 53%, 37% said it was just right, and only 10% thought it was easy. Again, in the next year, the level of the textbook was adjusted and so in 2007 and 2008, the results of the survey shows that 60-62% of the students answered that the textbook level was appropriate. The same questions were formed for TOEIC textbooks and similar decision making was based on the results of the survey questions.

There were also other questions that were in the survey throughout the years in renewing the curriculum of IEP04. One question was whether the students were content with the fact that they had changing teachers. Instead of having one teacher for the four hours of classes a week, they could have up to four teachers teaching them. Similar questions were formed to be asked to the students and the teachers. The results are as follows.

TABLE 8
Students' Perceptions about Having Different Teachers in Percentage in 2004

Q. I like having different teachers each day.	
Strongly Agree	14.8
Agree	56.8
Disagree	25.0
Strongly Disagree	3.4

The percentage of students that said that they liked having different teachers every day was 71.6%. However, in the student interviews, some students said that it was best to have two teachers per week, one native and one bilingual. One reason for this, according to the students' interview was that the bilingual teacher could be helpful for when the students meet with the native teachers in class. The other reason that came up in the interview was that getting to meet the same teacher twice a week rather than just once a week helps the teacher in giving feedback to the students since he or she can diagnose the students' errors and improvement.

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TABLE 9
Teachers' Perceptions about Teachers Changing Every Day

Q. Do you feel that it is good for the students that the teachers change every day?		
	Frequency	Percentage
Strongly Agree	1	8.3
Agree	4	33.3
Neutral	5	41.7
Disagree	2	16.7
Strongly Disagree	0	0.0
Total	12	100.0

While 71.6% of the students liked having different teachers every day (see TABLE 7), only 41.6% (8.3% and 33.3%) of the teachers felt that it was good for the students that the teachers changed each day. Therefore, a difference could be detected in the perceptions of the students' and those of the teachers'. Five teachers (41.7%) out of twelve chose the neutral slot reflecting that they do not have a strong opinion or preference.

In the first year, in 2004, hiring a full time lecturer for IEP04 was considered by the committee members of the program. However, since the full time faculty members from the English Department at the university could teach a few hours in-between their regular classes and also due to various reasons such as budgeting, hiring a full time teacher has not been considered since. Therefore, such a question was not included in surveys in the following years.

2. Results of the Students' Interviews

As mentioned earlier, the students of IEP04 were interviewed in 2004 after classes to find out some in-dept information about the student's thought about the program and their opinions in making an improvement in the curriculum. The interviews took place in groups and also individually. Some excerpts from the interviews are as follows.

TABLE 10
Excerpts of Students' Interviews

MJ	IEP04 is good for me because I can come to any class time. Since I have training sessions (being in the sports department) and soccer games, I can not keep a set daily schedule. I can come to any four classes in a week to study English. I like that.
BH	Even though I want to say something and participate actively in class, when I see that other students are unwilling to do so, I get discouraged.
SJ	I thought this program would be like high school English classes, so I was really shocked in the beginning. But now, even though I don't speak that much in class, I am used to this kind of conversational class.
HY	Even if there is just one other students in the class that seems to participate in the class actively, I too feel more comfortable expressing myself. I wish TOEIC is taught in this program because I really need to improve.
EJ	I think there should be three levels (instead of two). The students were in the same level all year. I think they should be upgraded when they show improvement.

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HD	(Looking back) I don't think I did my best. Perhaps if the teachers gave me homework, I could have improved more. The best thing about the program is that I got to meet many native speakers and that I had the chance to talk to them in English.

*The students' names were represented by initials.

BH and HY both suggested that student participation is essential in helping the class be more active. They both mentioned that "Even though I want to say something and participate actively in class, when I see that other students are unwilling to do so, I also get discouraged." HY added that when there was at least one student that seemed to be active other that herself, she also felt more stimulated to interact more. Therefore, after the interview results the teachers were advised to promote more student participation. Also, an award for 'most participating student' was made to give some extrinsic motivation for the students.

SJ commented that it was new for him to experience an English class which focused on conversational skills. MJ, a student in the sports department, mentioned that the flexible class schedule of IEP04 was a great advantage for him.

Other students' general opinions about the program seemed to be along the same lines it was helpful for them, especially in improving their oral and aural skills. In a group interview on the last week of class, one student (HD) mentioned that it was good for him that he got to meet and talk with native teachers through the program and that was the nest thing about it. Other students nodded in agreement. Some of them went on to say that they have gained confidence through this program.

3. Results of the Teachers' Interviews

Almost all the teachers commented that the students' attendance has a strong correlation with the student's improvement at the end of the year. Some teachers expressed disagreement with the attendance policy of IEP04 saying that they were asked to count the students that came late as being there on time since first, it was not fair for the diligent students and second, some students took advantage of this fact and often came late to class.

One bilingual teacher noted that the students hesitated to talk in class even though they had the capability to do so. She added that she felt the student were conscious about speaking in complete sentences and afraid to make mistakes. She went on to suggest that the students need to feel more relaxed in class to speak without being too focused on accuracy. Also, she mentioned the fact that the classmates changing everyday might be one factor for this.

Some teachers expressed worries about the teachers changing each day. They asserted that the students did not seem to open up to them (the teachers) until very late in the semester compared to the regular classes where the same students meet with the same

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teacher throughout the whole semester. “It too them a long time to get used to me since I only met them for about 45 minutes, once a week. They could have had three different teachers for the rest of the week” one teacher commented. Another bilingual teacher said, ”I taught less IEP04 classes in the fall semester than the spring semester and I felt that in the fall semester I did not have enough time to find out about the students…. Since I didn’t get to know them well, they did not seem like my students.”

Ironically, the same teachers that agreed to the above comments said that having many teachers was good for them in other ways. Since one teacher taught only some portions of the syllabus, they felt that they were not fully responsible for the students’ improvement or discipline.

Through the years, IEP04 has continuously tried to become a better program. The program evaluation was executed on a regular basis, almost each year at the end of the course. By means of various information gained through student interviews and surveys, teacher interview and survey, and classroom observation, the program has undergone constant innovation. However, there certainly is a difference between the ideal and the reality and this is so for every language curriculum. Due to factors such as budget constraints, programs are kept from going through a renovation. In the case of IEP04, the program goal changed since TOEIC instruction was included, along with the textbooks to suit the students’ need and proficiency level. Other suggestions such as having more levels/steps in the program and allowing the students to be upgraded in the levels/steps during the course, or hiring a full time teacher for the course was not applied. Nevertheless, it is meaningful that the process of curriculum renewal is undergone for the continuity of the program with high student satisfaction.

V. CONCLUSION

Every curriculum needs to undergo some type of evaluation and/or renovation in order to evolve in to better and suitable one. An effective program evaluation will consider all three factors-students, teachers, and program-in determining appropriate revisions. The most salient aspect of most program evaluations is the students’ evaluation of both teacher and program elements, such as textbooks and so on, in the form of a checklist or survey (Brown, 2007).

Curriculum evaluation or innovation should be perceived as being relevant and the adopters should feel that the innovation has advantages (Markee, 1997). Unless the people involved in a program see a legitimate reason for undertaking a change, they are more likely to reject it (Fullman, 2001). When Stroller (1994) surveyed 60 administrators in the University Consortium of College Intensive English Program (UCIEP), it was found that

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viability played the strongest facilitative role, then dissatisfaction, followed by divergence. She notes that for any change to be accepted, it must fall within "the zone of innovation (p.320). In other words, the change must appeal to the user's needs and interests. Also, Stroller mentioned that the change should be neither excessively divergent nor too similar to the current program.

This study was aimed to report the process of curriculum renewal. The main questions of research were whether the program was achieving its aim and whether the students were content. Through various methods, it was found that the students were generally satisfied with IEP04. In the areas where there could be a change, the program went through a renewal process in order to need the students' needs. The biggest change was the program goal changing from a fully conversational course to one with TOEIC instruction included. Also, textbook selection was based on the results of the students' survey and their proficiency level.

The limitation of this study is that since IEP04 did not have a valid test within the program, it made it difficult for the researcher to analyze the effectiveness of the program in relation to students' progress. It is suggested that the testing proportion be included in the program to measure students' proficiency level before, during and after the program.

Through this study, the researcher wishes to assert the importance of program evaluation and its application into the process of curriculum renewal. There are countless language programs not only in Korea but also around the globe. However, there are not many program evaluation reports. The existence and sharing of such evaluation reports will certainly help in improving the quality of various language programs. Furthermore, it is believed that such reports will benefit other upcoming programs that have similar subjects and participants.

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APPENDIX

Student questionnaire

Student Number: **Gender:** Male / Female

College: **Year:**

IEO04 Class Level: Elementary / Intermediate

*** Please check the most appropriate one.**

No.	Questions	Strongly agree	Agree	Dis-agree	Strongly disagree
1	I studied hard during the IEP04 class.				
2	I prepared for and reviewed IEP04 classes.				
3	I feel content at the end of the program.				
4	I think my English skills have improved with the program.				
5	I have become more confident about English through the IEP04 program.				
6	I like having different teachers each day.				
7	Bilingual Korean teachers are more helpful.				
8	The program is also helpful for the required English classes.				
9	I wish TOEIC was also taught in the program.				
10	I feel more comfortable talking in the IEP04 program compared to the beginning of the semester.				
11	I am content with the teaching methods of the program.				
12	I am content with the textbooks.				
13	I like it when we do other/supplementary activities.				
14	I think the conversational textbook is difficult				

*** Choose one from the options.**

14. Why did you sign up for the program? 1) For the 5 credits
    2) To Improve English skills
    3) Due to parents' recommendation
    4) Other ( )

15. How was the level of IEP04 in terms of proficiency? 1) Difficult
    2) Easy
    3) Appropriate

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16. Through IEP04, in which area do you think you improved the most?

1) Speaking 2) Listening 3) Writing 4) Reading
5) Grammar 6) Vocabulary 7) TOEIC

17. Through IEP04, in which area did you want to improve the most?

1) Speaking 2) Listening 3) Writing 4) Reading
5) Grammar 6) Vocabulary 7) TOEIC

18. What do you think the IEP04 program should focus on?

1) Communication skills (Speaking/Listening)
2) Guiding students achieve higher scores in standardized tests
(e.g. TOEIC/TEPS etc.)
3) Helping students achieve good grades in required English courses at the university.

Teachers' questionnaire

What semester(s) did you teach IEP04?
1) Spring (1st semester) 2) Fall (2nd semester) 3) both

No	Questions	Strongly agree	agree	neutral	disagree	strongly disagree
1	I think that the students' overall English skills have improved compared to March.					
2	I think that the students' overall English skills have improved compared to September.					
3	I think that the students' interact more in class compared to March.					
4	I think that the students' interact more in class compared to September.					
5	The students ask more questions compared to March.					
6	The students ask more questions compared to September.					
7	Do you feel the chosen textbooks are appropriate for the program?					
8	Was the textbook appropriate in terms of the proficiency level?					
9	Was the layout/format of the textbook good?					

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10	Did you prepare other handouts and/or materials for IEP04?					
11	Do you feel that it is good for the students that the teachers change everyday?					

Examples in: English
Applicable Language: English
Applicable Levels: College

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