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Validating the Feasibility Study Framework of Streamline English Curriculum Innovation in China[*]

Jun Yang
Xiaoxiang Li
Southeast University, China

From its outset, Streamline English Curriculum Innovation (SECI) in China has suffered two weaknesses, that is, lack of feasibility study and neglect of the importance of management in ELT. The purpose of the research reported here was to remedy this situation. Through careful analyses of data obtained from on-site interviews and questionnaire in three primary schools, four middle schools, and three universities, a conceptual framework of feasibility study in the implementation of SECI was validated both qualitatively and quantitatively, and translated into a factor model, with a set of variables verified defining school-based innovation management. These variables, in accordance with our research hypothesis, can be extracted into five factors, which can be interpreted respectively as five mechanisms of school-based innovation management. These mechanisms affect the implementation of streamline innovation to varied degrees. In general, the research not only provides an empirically-based guidance to the implementation of a large-scale curriculum innovation like SECI in China, but also contributes to the field of language program evaluation.

In the late 1990s, English education in China was heavily blamed for being

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inefficient due to rigid separation between elementary education, secondary education and tertiary education. The advocate of Streamline English Curriculum Innovation (SECI) by (Lu, 1999), Fan (2000), and Dai (2001), as also manifested in the national "English Curriculum Standard (trial)" (Ministry of Education, 2001) and "College English Teaching Requirements (trial)" (Ministry of Education, 2004), was meant to link up the traditionally separated systems by restructuring the ELT curriculum and its management system. The Streamline innovation is a decentralization process echoing the political reforms on the rigid and highly-centralized governing system in China. Seen worldwide, the innovation seems to be reverberating with the school- or site- based management (SBM) movement originated in the mid-1980s, a global tendency in educational innovation featuring restructuring of educational system and devolution of power from central office to school itself.

The justification of carrying out feasibility studies in the implementation of SECI mainly came from the recognition of two closely inter-related weaknesses of current SECI researches, that is, 1) the lack of feasibility studies, and 2) the neglect of the importance of management in ELT. The purpose of the research reported here was to provide a feasibility study framework on the basis of empirical evidences.

FEASIBILITY FACTORS AND FEASIBILITY STUDY FRAMEWORK

Intensive examination of the literature (Chen, 2000; Henrichsen, 1989; Markee, 1997; Odden, 1998; White, 1991) established a range of factors related to feasibility study on the basis of defining feasibility within ELT innovation context as match between the innovation and institutional resources (Kelly,1980).

Within the educational context of ELT in China, at least six factors should be taken into account in conducting feasibility study for the implementation

of SECI:

1) Time: time available for teaching, and time available for doing any work related to the running of the whole school or other site of schooling
2) Personnel: teacher, administrator, other kinds of personnel involved such as secretarial, teaching assistants (number of teachers needed to staff a program, qualifications, professional titles, experiences, availability, competence, male/female ratio)
3) Teaching materials: textbook and other teaching materials (tapes, course-ware, VCD, web-based teaching resources, etc.)
4) Money: sources of funding, allocation of budgets (how budgets are established and spent)
5) Material resources: equipment, facilities, infrastructure (how equipment, facilities and infrastructure are acquired, built up, checked out, used and maintained)
6) Management: the five hypothesized mechanisms

To look into the mechanisms of school-based management of SECI, a hypothetical model was also attempted in this study, which assumes that school management functions well only when coordination is achieved among mechanism of staff development, mechanism of communication, mechanism of evaluation, mechanism of rewarding, and mechanism of leadership (Yang & Li, 2003).

VALIDATING THE FRAMEWORK

Methods

A series of case studies were conducted in three primary schools, four middle schools and three universities, to obtain real world information to validate the feasibility study framework and test the hypothetical model of school-based management in Streamline innovation implementation and diffusion.

The case studies were conducted using mixed strategies and great efforts were made to achieve triangulation; both qualitative and quantitative data were collected in this study in order to increase the ability "to explain contradictory or ambiguous results and to check final interpretations and conclusions" (Lynch, 1996, p. 160). Results from qualitative analysis and quantitative analysis were contrasted, compared to reach a more confident conclusion.

Qualitative data obtained were transcribed, coded, classified and categorized according to a thematic framework and finally organized into a "display matrix". Quantitative data were filed into two separate groups: teacher group and administrator group. A number of statistical analyses were run using SPSS11.0.

Subject

In Stage I of each case study the key administrators (N=10) of the school/ college/department investigated who were in charge of English teaching were interviewed; most of them teach certain forms of English classes at the same time holding administrative position. In Stage II data were collected from both the administrator that we had interviewed and English teachers (N=205) of each site investigated. In the end we collected altogether 98 (48% of all the teachers surveyed) valid teacher respondent questionnaires in addition to 10 administrator respondent questionnaires. Administrator responses and teacher responses were utilized separately in statistic analysis. All the schools investigated were public academic schools (See Li & Yang, 2003 for more details).

Instrument

Two instruments were utilized in these case studies: one semi-structured interview guide with the key administrators and one three-section questionnaire for both administrators and teachers (See Appendix A).

Section A of the questionnaire includes questions about the respondent's

sex, school type (primary, secondary, tertiary), age, highest degree attained, academic title, length of teaching English, average teaching hours per week, average hours for preparing lessons per week, average hours for reading/ correcting students' homework, class size etc.

Section B of the questionnaire was designed to find out what factors the administrator and English teachers of the school took to be critical in considering the feasibility of an English curriculum innovation. We incorporated into Section B altogether 15 attributes that were suggested in educational innovation study literature to be related to educational innovation management. The respondents were asked to evaluate the degree to which the 15 attributes influence the feasibility of the innovation. Respondents based their judgment on a five-point scale, ranging from 0 to 4, the former representing 'no degree at all', and the latter for 'large degree'.

Section C was designed to test the hypothesized school management model for implementing SECI by finding out the administrators and teachers' opinions on what constitute good management that facilitates English curriculum innovation. The items were decided on a designing matrix. For example, in asking the general question of "Is professional development in this school well arranged?", several sub-questions can be asked. The sub-questions can be revised or removed and new questions may appear. This is an iterative process continued until the final writing of the questionnaire. It is an approach to find out or decide on salient variables to define the latent variable. Altogether five general questions were asked in accordance with the five management mechanisms.

Reliability coefficient (Cronbach alpha) was .79 for the 15 items in Section B, .91 for the 30 items in Section C according to responses from teachers. Analysis of administrator responses revealed that one of the items (B09) in Section B, two of the items (C19, C21) in Section C had zero variance; reliability coefficient of the left 14 items in Section B was .75, reliability coefficient of the left 28 items in Section C was .85.

Qualitative research involved in this study relied on people as the instruments of inquiry. The validity of qualitative research is ensured to a

certain degree by its nature (Lynch, 1996).

Procedure

With help from Committee of Education of Jiangsu Province, we were able to get in touch with three primary schools, four middle schools with both junior and senior sections, and three universities in Nanjing and gained their permission for interview. Before we went to a particular school, we contacted the school administrator to inform him/her of the purpose, the basic arrangement of the interview, the time required and requested his/her cooperation in the investigation. The same interview guide articulated in advance was used in interviewing these schools. When interviewing the three university administrators we modified the interview guide slightly to suit the situations of college English teaching.

There are two stages in data collection during these case studies. In Stage I, hour-long interviews were conducted with the key administrator of the school who agreed to participate in our investigation. The interview was recorded. Field notes were taken at the same time to ensure the legibility of the data. After these interviews, short telephone interviews were made to confirm or complement the information collected. In stage II, two weeks after the interview, we returned to the school/college/department; the interviewed administrators and English teachers of the school/college/department were asked to do the questionnaire. To suit the different situations in primary schools, secondary schools and universities, minor editing was made.

Data Analysis

The Qualitative Data

Data obtained from on-site interviews were organized and coded according to the following thematic framework (Figure 1).

FIGURE 1
The Thematic Framework Used in Analyzing the Qualitative Data

1. What really happened on the site? Hindrance and facilitation to SECI.
   A. selection of textbook
   B. classroom teaching: explicit grammar instruction versus task-based teaching and communicative teaching
   C. the use of educational technology
   D. the use of formative evaluation of students performance
   E. teacher's role: how the teacher manages the class: teacher-centred or learner-centred
   F. the cultivation of students' character, affects, and cultural awareness
2. School-based management in the implementation of SECI:
   A. staff development
   B. communication
   C. evaluation and assessment
   D. rewarding system
   E. leadership

A number of categories or topics were identified while studying the interview data. Then these categories and topics were grouped according to each feasibility factor that they related to. This was done in an iterative way as suggested in "grounded theory" (Glaser & Strauss, 1967). A "display matrix" (see appendix B) was constructed. Any statement that was mentioned by at least one interviewee was selected in the matrix, so long it was related to the 15 factors in section B of the questionnaire.

The Quantitative Data

Consistent with survey design, data were processed and analysed in two separate groups: the group of key administrators, the group of teachers currently teaching English. The two groups of data were subject to a number of statistical analysis, and the results were compared, contrasted and explained.

First descriptive analysis was run to get preliminary information as to the two groups of data. The means of responses for each variable were compared to find out how the respondents evaluate the importance of each variable of Section B in considering the feasibility of implementing an English

curriculum innovation. The 15 attributes were listed on a descending scale according to mean scores from both administrators and teachers.

Then the theoretically established feasibility attributes were sorted out and Pearson correlation was calculated for both administrator and teacher responses to examine the interrelationship between them. Factor analysis was run in order to establish the construct validity of section C. To investigate differences between the three different school types (xxlb), multi-variate analysis and covariance analysis were run.

RESULTS

The Qualitative Data

From the display matrix we can see on the whole there are far more hindrance items (28) than facilitation items (10), the latter being about one third of the former; and “material resources” receive the biggest number of facilitation items (4), while “teacher” receive the biggest number of hindrance items (12).

To approach this from another angle, we can see school-based management has the most to do with “teacher”, then with “administrator”(5), “time”(4), “funding”(3), “material resources”(3), “teaching materials” (2) and “learner”(2) coming next on a falling scale.

The Quantitative Data

Descriptive Analysis

The highest mean score was 4.00 (mode=4; “teacher”) in the case of administrators and 3.67 (mode=4; “teacher”) in the case of teachers. And the lowest score was 2.50 (mode=3; “classroom”) in the case of administrators, and 2.54 (mode=3; “classroom”) in the case of teachers. And most items (11) from administrator responses and all items from teacher responses had a

negative skew. The 15 items was listed in Table 1 according to mean score:

TABLE 1
Mean Comparison of Administrator and Teacher Groups

Administrator			Teacher
Teacher	4	3.67	Teacher
Teaching materials	3.8	3.53	Learner
Laws and policies	3.7	3.48	Teaching materials
Administrator	3.4	3.30	Time available
Learner	3.4	3.16	Funding
School management	3.3	3.11	Teaching equipment
Funding	3.3	3.09	School management
High-stake examination	3.3		
School culture	3.2	2.97	Laws and policies
		2.97	School culture
Teaching equipment	2.9	2.84	High-stake examination
Time available	2.8	2.79	School infrastructure
Social climate	2.8	2.74	Administrator
Scholl infrastructure	2.6	2.65	Classroom
Parents	2.6	2.61	Parents
Classroom	2.5	2.54	Social climate

Correlate Analysis

Feasibility factors were sorted out and inter-correlation between them was calculated according to teacher responses:

TABLE 2
Inter-correlation between Feasibility Factors (Spearman)

	B01	B02	B04	B06	B07	B09	B10	B13
B01	1.000	.148	.103	.344**	.371**	.161	.155	-.006
B02		1.000	.220*	-.204	.018	.224*	-.020	.021
B04			1.000	.014	-.014	.108	.026	-.053
B06				1.000	.632**	.129	.167	.333**
B07					1.000	.131	.414**	.472**
B09						1.000	.222*	.235*
B10							1.000	.451**
B13								1.000

Note: **: Correlation is significant at .01 level (two-tailed); *: Correlation is significant at .05 level (two-tailed).

Factor Analysis

Factor analysis was run for Section C. Principal axis factoring with none rotation produced seven factors accounting for about 66% of the variance in teacher responses. When the number of factors was set at 5 (Promax rotation), the five factors accounted for 58% of the variance in teacher responses, well above the acceptable percentage suggested by Stoller (2002). Table 3 summarises factor loadings above .40.

TABLE 3
Summary of Rotated Factor Pattern for Five-factor Solution
(listing of loading over .40)

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
C29(.749), C25(.723), C27(.709), C30(.666), C24(.650), C26(.641), C28(.565)	C23(.727), C20(.699), C22(.667), C21(.663), C19(.577)	C01(.917), C02(.794), C05(.483), C03(.472), C11(.468)	C17(.713), C16(.586), C12(.503)	C09(.906), C10(.630), C08(.557), C07(.405)

Multi-variate Analysis

The three types of schools agreed on most of the items in Section B and C. For those that they have discrepancies, multi-variate analysis was run, with results summarized in Figure 2 and Figure 3. To examine how sex, age, length of work, highest degree, academic title may affect school management, covariance was analysed, with results (significant only) summarised in Table 4; and school type (xxlb) differences on the five different management mechanisms analysed through multi-variate analysis, with results summarized in Figure 4:

FIGURE 2
Inter-xxlb Differences of Items in Section B (1 = elementary; 2 = secondary; 3 = tertiary)

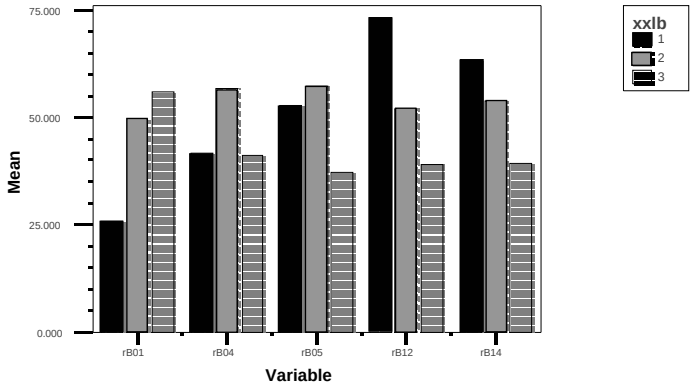


FIGURE 3
Inter-xxlb Differences of Items in Section C (1 = elementary; 2 = secondary; 3 = tertiary)

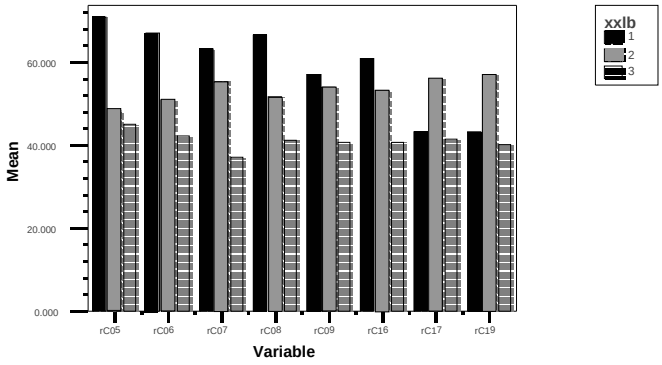
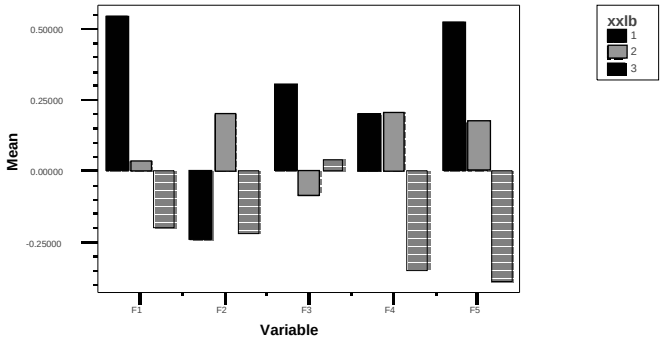


TABLE 4
Significant Results of Effects of Highest Degree and Academic Title on Management Mechanisms

Multi-variate analysis			*Management mechanisms*		
	Pillais's trace	Sig.	Fctor 1	Factor 3	Factor 5
Highest Degree	F = 3.105	.013*		.004*	
Academic Title	F = 3.839	.004*	.044*		.023*

FIGURE 4
Inter-xxlb Differences on Management Mechanisms
(1= elementary; 2 = secondary; 3 = tertiary)



DISCUSSION

The Qualitative Data

All seem to suggest that there is still a long way to go to achieve the goals of SECI since improvements have mainly happened to "hardwares" while the most important "software", teacher, is yet far from satisfactory, though the school management has devoted the greatest effort (16 items) to improving this situation.

There are four school-based management items on "time available", which seems to suggest that the resource of time has been over-exploited.

There are three "+ −" factors, namely, "More choices to textbooks" in "teaching materials", "More freedom in teaching" in "teacher", and "exert more influence on teaching and management" in "parents". Obviously, all of these reflect people's different perception of challenge and opportunity in the time of great innovation. Researches in educational innovation in Western countries, especially SBM researches, always emphasize the importance of involving parents as the stakeholders in the process of innovation. But the interviewees in this research didn't seem to be very used to parents'

influences and failed to mention any effective measures or mechanism to channel this force into facilitating the innovation.

In contrasting hindrance/facilitation items with school-based management items we can see where there are more hindrances there are more school-based management measures. This indicates school management is making efforts, at least the interviewees themselves believe so.

All the other factors excepting feasibility factors, like learner, parents, campus climate, high-stake examination, social climate, law and policies, exert some effects on school management, but school management can do little about them.

Management in these schools investigated is important in that it manipulates many important factors so as to optimize the resources for implementing innovation. Such management is closely related to the factors that we take to be feasibility factors. It is from this sense that we exclude those non-school-based and not immediately manageable factors like learners, parents, campus climate, high-stake exam, social climate, laws and policies, etc. These factors are also very important, but they are not immediately manageable resources, or they are not to be treated at the school-management level. These factors are better to be treated as constraints, or conditions that school-management starts from or builds upon. School-based management will only "focus attention and energy onto areas which require improvement and which can be directly affected by project personnel" (Mackay, 1994, p. 148).

Direct quotation of the interviewees' words also reveals different perspectives other than only that of feasibility study:

> A: "…but is it better that you college teachers do your research and we primary teachers do the practical jobs?. I'm kidding!"
> G: "….I tell you a real story. In some areas, I heard this from attending conference, the leading official of the local education office just told the principals not to change the present teaching practice (examination-oriented), since 'who knows what will happen if we wait a few days?'"
> F: "…. First of all, the teachers attitudes and conceptions of teaching should be changed".
> I: "…. Educational ideology is also very important…".

B: "…if it is possible, I hope you can go to the countryside schools; conditions there are terrible".

H: "…surely you see what a remote countryside school needs to implement SECI is different from that of a school in town." (Interview transcription)

The last two speakers draw our attention to the limitations of the present research; that is, all the schools we investigated were all located in city.

The Quantitative Data

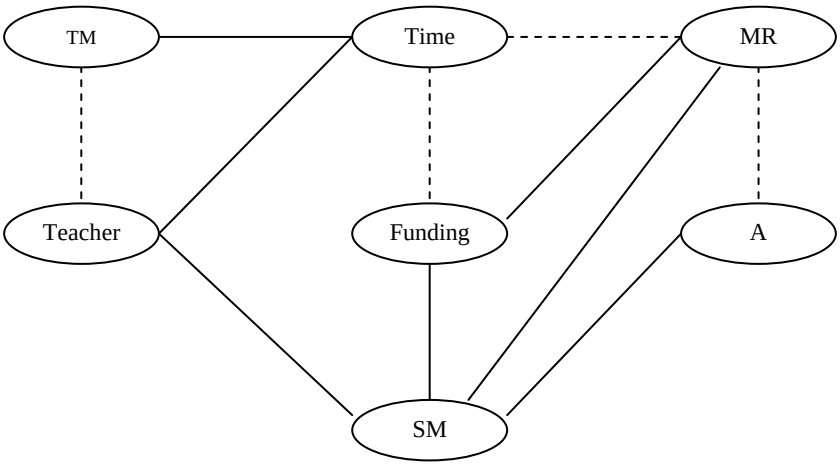
Such centered scores above "2.50" in Table 1 indicate a strong approval from both key administrators and teachers of all the 15 attributes as important attributes in considering the feasibility of SECI. This is also evidenced by the high rate of negative skews, which indicates that both administrator responses and teacher responses tend to bunch up towards the upper end of the distribution created by their scores.

Also from Table 1 we can see that most of the attributes are listed in more or less similar sequence. One exception is "administrators" (B10), which in the administrator column ranked at the 4th place while in the teachers column ranked at the 12th place. Another exception is "time available" which ranked at the 11th place in administrators column while in teachers column ranked at the 4th place. These are probably indicators of discrepancies of administrator culture and teacher culture.

It is also noteworthy that the administrators and teachers included different factors in the high mean score cluster above mean 3.0. In addition to the five shared attributes ("teacher", "learner", "teaching materials", "school management", "funding"), the administrators include "laws and policies", "administrators", "high-stake examinations" and "school culture", while the teachers included "time available" and "teaching equipment". Besides, non-feasibility factor "learner" is always ranked in the high mean score cluster with four feasibility factors, while one feasibility factor "school infrastructure" is always ranked in the low mean score cluster with "social climate". According to these empirical evidence, it is signified that feasibility study does not look at every

aspect of the school environment; but rather, it takes a particular perspective across.

FIGURE 5
Factor Model of Feasibility Study



Note: TM = teaching materials; MR = material resources; A = administrator; SM = school management; Spearman correlation coefficient between "Teacher" and "Teaching material" does not reach significance level, but Euclidean Distance between "Teacher" and "Teaching material" is the shortest; and in cluster analysis, "Teacher" and "Teaching material" form a separate sub-cluster.

First it is quite easy to notice from Table 2 that school management is the one that correlates with most factors. This echoes qualitative analysis results. The highest coefficient is between "Teaching Equipment "(B06) and "School infrastructure" (B07). Here if we hypothesize that B06 and B07 combine to form a new factor "Material resources", then a factor model of feasibility factors can be configurated like the one in Figure 5, bubbles representing factors, straight lines between the bubbles representing significant correlation, and dotted lines representing hypothesized relationships.

From the results of factor analysis, it is reasonable to assume that Section C of the questionnaire has relatively high construct validity; at the same time,

the remaining 24 items therefore can be viewed as 24 variables in examining school-based innovation management mechanisms for implementing SECI. This paves the way for further research. Comparing the means of the items with loading above .40 for each factor, we can see factor 2 is ranked the highest (See Table 5), which indicates that the respondents believe mechanism of rewarding (factor 2) is the most important in facilitating the implementation of SECI.

TABLE 5
Ranking of Factors According to Mean of Item Means

Teacher responses		Administrator responses	
Mean of item means	Ranking of factors	Ranking of factors	Mean of item means
3.46	Factor 2	Factor 2	3.88
3.18	Factor 3	Factor 1	3.53
3.17	Factor 1	Factor 3	3.38
3.05	Factor 5	Factor 5	3.28
2.9	Factor 4	Factor 4	3.20

Results of multi-variate analysis and covariance analysis reveal that the three types of schools all recognize the importance of management in implementing an English curriculum innovation. Except on “Funding”, the tertiary group has the lowest evaluation on all the items where discrepancy is significant among the three types of school, while the elementary group show opposite tendency against the tertiary group on many items. It can also be observed that the secondary group inclines to the elementary group, which suggests for future research to distinguish between junior middle school and senior middle school.

CONCLUSION

The research reported here has been to validate the theoretical framework of feasibility study of SECI in China. Data obtained from real world teaching settings from both administrators and teachers, although diverse sometimes

within and between the two groups of data, are complementary in confirming the theoretical framework of feasibility study of implementing SECI, to be more exact, feasibility factor model and management model. Considering the fact that innovation management is still a largely unexplored territory in applied linguistics, the value of the present research should be better appreciated.

Research results suggest that effective mechanism of rewarding is likely to be the strongest facilitative factor in innovation management of SECI. Researches on SECI always emphasize the importance of teacher education in its diffusion and implementation, but in the eyes of local actors it can be put at a secondary place to the mechanism of rewarding. To expand further, teacher is undoubtedly the most important factor according to both administrators and teachers that affect the feasibility of diffusion and implementation of SECI, but teachers, the end users of any English curriculum innovation, should be first motivated and impelled to take an active part in the process of implementing SECI. The present research offers empirical evidence to Stephenson's (1994) suggestions for ELT innovation management wishing to encourage 'bottom-up' support, who proposes to the managers of an ELT innovation that the first thing to do within an essentially 'top-down' project framework (like SECI) is to "market the innovation" and "ensure that there is institutional and political support for teacher involvement in the process of innovation" (1994, p. 227). A rewarding system to ensure active teacher involvement is also the basic need of an SBM reform and a decentralization process of innovation that SECI is, but it is never so distinctly evident and emphasized in the very limited literature of ELT innovation as in the present research.

Research results also reveal that "learner" is considered to be very important from both administrators' and teachers' point of view and "culture" is also perceived to be relatively important especially from the administrators point of view in considering the feasibility of implementing an English curriculum innovation, although the present research has tried to prove that a scientific feasibility study would better confine itself to a fixed set of factors.

At this point it should be claimed, then, the establishment and confirmation of a scientific feasibility study framework at the same time legislates the ELT innovation framework proposed by Kelly (1980), who proposes three factors to consider for a curriculum innovation, namely relevance, acceptability, and feasibility; therefore, it would be advisable to suggest that "learner" factors be treated more appropriately in needs analysis under a "relevance" study framework and "culture" factors be treated by means analysis under an "acceptability" study framework alongside feasibility study to get a clearer understanding and deeper insights into the ELT environment where an innovation is to take place. In fact, a baseline study of an ELT innovation will have to make use of all the three approaches as lower order tools.

The establishment of the feasibility study framework might as well be viewed as a development over the research of Stoller (1994), who confirmed for the first time in the ELT innovation literature that the cluster of feasibility, practicality and usefulness was positively related to adoption rate. Although results of the present research require further validation, they nevertheless present an empirically grounded approach to the feasibility study of SECI implementation and diffusion. Following confirmation of the feasibility study framework, more appropriate and effective behaviors of innovation management can be expected from local actors. The establishment of the management model offers a criterion to investigate school management in particular ELT settings, and help the school management to find out where discrepancies still exist between school performance and the program criterion, and subsequent decisions can be made as for what actions to take.

The successful implementation of Streamline innovation as inevitably a decentralization movement in foreign language education in China has to be based on a careful examination of the local situations. Feasibility study/ evaluation can serve as a useful tool, alongside with other language program evaluation approaches to investigate the local situations, especially the resource system usually within a school context. But feasibility study is only a research-oriented perspective of the mélange of reality that is facing the implementation if SECI. Therefore, to apply feasibility study is essentially a

localization process, which needs more ethnographic research to look at the "deep actions" (Holliday, 2002) of each site investigated.

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THE AUTHORS

Yang Jun is a doctoral student in Applied Linguistics, Nanjing University. He is working as a lecturer at Southeast University, and his research articles were published in major ELT journals in China. Li XiaoXiang is a professor of English at Southeast University. He serves as a member of the National Committee of Foreign Language Teaching.

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APPENDIX A

Questionnaire (English version of Section B and Section C)

Section B:

When considering the feasibility of an English curriculum innovation, the following 15 attributes may be related. As part of our research project, we want to know to what degree you think each of the following attribute will affect the feasibility of an English curriculum innovation. Please tickle one of the numbers from "0" to "4" in the table below. "0" stands for "no degree at all", "4" stands for "large degree". Please tickle only one number for each attribute. The survey is processed in a credential way.

		0	1	2	3	4
B01	Funding					
B02	Time available					
B03	Classroom available					
B04	Teaching materials					
B05	High-stake examination					
B06	Teaching equipment					
B07	School infrastructure					
B08	School culture					
B09	Teacher					
B10	Administrator					
B11	Learner					
B12	Parents					
B13	School management					
B14	Social climate					
B15	Laws and policies					
Other (please indicate)						

Section C:

Instruction: This survey consists of a list of statements that reflect certain aspects of you school management. As part of our research project, we want to know to what degree you think the stated school management behaviors will facilitate an English curriculum innovation. There is a check box at the right side of the statements. Please fill the box with a number from "0" to "4". "0" stands for "no degree at all", "4" stands for "large degree". Please fill in one number only. The survey is processed in a credential way.

C01	Teacher development is encouraged and favorable conditions offered by the school.
C02	Teacher development is arranged in a regular and ongoing way.
C03	Teacher development activities help teachers to solve practical problems.
C04	Teachers are encouraged to experiment with new methods of teaching.
C05	Administrative staff take part in professional development activities.
C06	Administrative staff constantly improve their work to meet teaching needs.
C07	There is regular or extended time for teacher-student contact after class.
C08	There is regular time for teachers discussing teaching-related affairs.

C09	There is regular time for teachers meeting the leaders.
C10	Leaders make regular visits to classroom to discuss problems with students.
C11	School staff have easy access to information.
C12	There are efficient mechanisms to communicate information to staff.
C13	School staff get prompt feedback on inquiries to functionary departments.
C14	There is sound and fair mechanism of job evaluation.
C15	The information for job evaluation is properly collected.
C16	The results of job evaluation are clearly communicated to staff.
C17	The resources are reallocated according to job evaluation results.
C18	Financial information is publicized regularly to school staff.
C19	There is sound and effective mechanism to motivate the staff.
C20	Excellent work is rewarded.
C21	Staff derive a sense of job satisfaction from their job.
C22	Devotion to innovation is recognized and encouraged.
C23	Extra devotion to work is always recognized and rewarded.
C24	The goals of innovation are clearly conveyed to the staff.
C25	Leaders provide adequate support to innovation.
C26	The leaders do the first thing first.
C27	The leaders set high standards for both teaching and administration.
C28	Teachers are involved in the process of decision-making.
C29	The leaders actively seek external support.
C30	The leaders show great originality in making strategic decisions.

APPENDIX B

Display Matrix A

Factors	Hindrances/facilitations
Funding	− − Insufficient funds from government *
Time	− Restricted teaching hours − − Task-based teaching and courseware development is time-consuming − Heavy workload reduces free time*
Teaching Materials	+ − More choices to textbooks − − Lack of streamline textbook − outdated textbook:‘Renjiao’ textbook, ‘College English’ + Use more than one set of Teaching materials*

Material Resources	+ + Installed books, magazines, newspapers, vcd,*
	− Insufficient classroom
	+ Classrooms support the use of computers
	+ + Multi-media classroom, computer room, language Lab, campus-web; More use of edu-tech. *
	+ "The campus's taken great changes these years".
Teacher	− − in need of competent teachers
	− − Teachers low proficiency of English
	− − Increased teacher workload (using new textbook)
	+ − More freedom in teaching.
	− − Lack expertise to design a suitable school-based. Students performance evaluation system
	− Low income, poor living conditions
	− − Lack of adequate pre-service training
	− − Lack expertise to design a suitable school-based. Students performance evaluation system
	+ + "Most teachers are devoted to teaching."
	+ + Some do nat'l, prov'l or school research projects*
	− − Some stick to traditional way of teaching*
	− Old ideas of teaching don't die easily.
	− − Have little time to reflect or research on their T/G*
	− Some still don't know how to do small-size classroom -based research
	− Seldom do test paper analysis and don't know how
Administrator	− − Inadequate attention to English teaching.
	− − need more autonomy in running the school to facilitate ECI
Learner	− − Sharp differences in proficiency*
Parents	− − Judge school perform. by terminal display
	+ − Exert. more influence on teaching and manage.
School culture	+ In favor of SECI*
High-stake exam	− − To still a large degree determine teaching*
	− − Lack of independent mature testing system
Social climate	− Attaching more importance to English
Laws & policies	+ Policies are in favor of ECI*
	− "The local situations are not fully considered."
	− Policy comes and goes; how about SECI?

Note: "+" indicates that the interviewee perceived that it was facilitative to English curriculum innovation, while "−" indicates it is a hindrance to English curriculum innovation. "+ −" indicates that opinions vary on this problem; "+ +" or "− −" indicates that more than one person mentioned it. " * " indicates that the item is mentioned by at least one interviewee from elementary education, secondary education and tertiary education respectively.

Display Matrix B

Factors	School-based management
Funding	Extra enrollment; enlarging enrollment*
	For-profit training programs
	External support
Time	School-based courses*
	Optional courses*
	After-class tasks on learning*
	Extra-curricular activities*
Teaching Materials	Using more than one texb. at the same time in 'experimental classes' or 'A classes'
	Using self-compiled or self-selected materials*
Material Resources	Campus expansion*
	Invest on infrastructure, high-tech, instruction resources and office equipment
	Large class size
Teacher	Inviting experts to lecture*
	Bought each teacher an issue of 'Standards'
	Teacher orientation to job*
	Regular teaching section meeting
	Organizing open/modeling teaching classes, workshop, etc.*
	Advocate reflective teaching and action research
	Organized in-service teacher training*
	Pre-service, off-service training*
	Encouraging T/Rs to work for higher degree. "The tuition is partly on the school." *
	Advocate teacher self-development*
	Assign a mentor to each new teacher.
	Providing chances to study off-service, Send. T/Rs abroad
	Eval. T/Rs based on workload, attitudes, Ss report, parent opinions. "Teaching is not directly linked to evalu'n."
	Set up T/G inspection/monitoring sys.*
	Set up Directing Board of English T/G
	Set up administration assessment sys.
Administrator	Management development *
	Self-development
	Visit successful schools, sharing experiences
	Introducing ISO 9001 in school management
	Leaders support English curriculum innovation*
Learner	Set up track system of teaching: experimental class, advanced class.*
	Trying to build up a safe campus, safe classroom

Parents	Listen to parents opinions
School culture	Realized the importance of T/R culture in Implement. ECI
High-stake exam	Judge teaching quality by 'terminal display'*
Social climate	Take public opinions into consideration
Laws & policies	

Note: " * " indicates that the item is mentioned by at least one interviewee from elementary education, secondary education and tertiary education respectively.