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Department of Language Education

The University of British Columbia
Vancouver, Canada

Date October 3, 1994
Abstract

This study addresses the problem of evaluating one's own work, in this case a task-based ESL (English as a Second Language) for Business curriculum, using a participatory model of evaluation. Participatory evaluation allows for the traditional roles of researcher and researched to be reversed if participants so choose. The study also focuses on the process of change in researcher perspective towards feminist research themes that I experienced, and the link between these themes and the evaluation study. The participants in the evaluation study included 11 adult ESL students, their ESL instructor and Business professor, their course advisor, and myself.

In the evaluation study, student and staff participation preferences resulted in traditional forms of data collection, namely questionnaire, interview, and discussion. An analysis of these uncovered specific issues related to the ESL for Business Curriculum such as student and staff difficulties in working with a new program. Also emerging from the student and staff data were findings related to the discrepancy between task-based curricula and the real life tasks of studying in content courses: students preferred teacher-fronted instruction in the ESL support course which was also the type of instruction in the Marketing course.

My reflections on participation in this model of evaluation revealed powerful, personal connections to the evaluation process. Alternative sources data in the form of creative texts
(poetry and autobiography) were included to express the personal
dimension of the study. The study weaves themes such as
vulnerability, living within the hierarchy, contradiction, and the
power of the personal with the shift from a traditional research
perspective to an alternative one embracing feminist principles.
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Introduction

"Bowed down by the weight of the subject which you have laid upon my shoulders, I pondered it, and made it work in and out of my daily life" (Woolf, 1929, p. 6).
Looking Back

This section of the Introduction provides a retrospective account of the study. During the summer session of 1993 at the University of British Columbia (UBC), I decided that for my thesis I would evaluate a curriculum that I had co-written a month earlier in my capacity as English as a Second Language (ESL) Instructor at Okanagan University-College (OUC). The ESL for Business Curriculum (Cooke & Mackie, 1993) had been requested by the International Education (IE) Office at OUC in order to meet the needs of international students who were interested in pursuing business careers. The curriculum had attempted to put into practice interactionist perspectives of task-based curricula in ESL. I wrote the thesis proposal that summer and included literature from general and ESL curriculum evaluation. The first issue I had to confront was the potential bias of evaluating my own work, so my research questions were concerned with the extent that participants, myself included, would involve themselves in the evaluation and with the effect of a task-based curriculum on participants.

During that summer session, I also had the pleasure of attending two courses which were given by professors interested in feminism. Through these courses, I underwent a process of consciousness-raising related to my roles as a student and as a woman. I began to see the hierarchical relationships between theory and practice in ESL, between teachers and students,
between writing as a researcher and as a woman. I tried to apply the awareness that I had gained from the courses to my thesis proposal by using a participatory model of evaluation in which the hierarchical order of researcher and researched is reversed, thereby allowing each participant a voice in the evaluation process.

While the ESL for Business course got underway in the fall of 1993, I began feminist readings which introduced me to other ways of viewing and writing research, in particular the major feminist premise that "the personal is the political". Upon first reading this premise, it seemed to me like a feminist slogan carrying little meaning for the evaluation. Yet this slogan worked its way into my research, and created, over a five-month period, fundamental changes in how I viewed the research and my role as researcher. The changes began by asking myself how this premise related to my research setting beyond my dual role as curriculum writer/evaluator, and what was personal about my project.

It was not until January, 1994 that I realized the answers to these questions. Although these realizations were deeply personal, I now understand their relevancy as they underpinned the rationale for the study and the evaluation model I adopted. In the tradition of certain ESL program evaluations and feminist literature I had been reading about, I wanted to be sincere and open about the personal dimension in the evaluation process. However, doing so meant placing myself in a vulnerable position,
and so I rejected immediately a research framework which could leave me vulnerable. My mainly positivist ESL education had not prepared me for recognizing any personal involvement, let alone articulating it, for doing so was perceived to be "bad" research. Rejecting it, then, meant I had learned my lessons well.

In keeping with my original research design, I began to invite the students and staff to participate in the study during the winter semester. When they had chosen how they wished to participate, I designed the questionnaires and collected and reviewed the data, as they had requested, while continuing to read about feminism in academic settings. While the data revealed many conflicting statements, similar themes also emerged. One overriding theme was the students' struggle to understand and use their second language for the purpose of learning Business content from the Marketing and Management courses in which they were enrolled. I related strongly to many of their feelings, such as vulnerability and frustration, as I was experiencing similar ones, albeit for a different reason, in the on-going process of studying my own work.

That my ESL education was at odds with my desire to embrace the duality of the research was a struggle fraught with tension, resolved by further questioning and feminist reading. When the duality image became more clear, it seemed to me that even a positivist researcher, like myself, I would have to be sincere about the research process.
Throughout the period I have just described, I wrote poetry and kept a journal (a pastime for some years) although originally I had not the intention of using them in the thesis. I also began to invite faculty at UBC to join my thesis committee who then advised me on the questionnaires, and one of the members, a poet, put me in touch with another student who had just defended a thesis which contained her poetry as the source of data (Dunlop, 1994). At that point, I started imagining the possibility of writing a thesis which embraced not only feminist principles but also a feminist expression of my experience of the research.

For the initial meeting with the committee, I had prepared myself to be as open with them as I could about my struggle to recognize the research process in a holistic way. Fortunately, they seemed to identify with what I was saying, and permitted me to include alternative sources of data that would more appropriately express the struggle of shifting ground.

I then interrelated the various sources of data I had collected: data taken from the questionnaires, discussions and individual narratives from students and staff, as well as non-traditional data in the form of poetry and autobiographical text on the evaluation process. My original research questions were expanded to reflect the evaluation process and the process of adopting a feminist research perspective.

This study is significant in ESL in that, as participatory evaluation is rarely adopted, the evaluation serves as a model for
involving students and staff in a more non-hierarchical way. Those whose voices are not often heard find expression in this research. In addition, ESL researchers do not commonly reflect upon their role in the research process. By adopting feminist themes, this study examines the role of the researcher, from an inside perspective, as I shifted from a fairly traditional ground to an alternative one. As a result, alternative forms of data have been integrated with more traditional ones. It seems appropriate, then, to express my voice in the first person, in the form of poetry and autobiography, which constitute some of the data. Finally, the recommendations from the evaluation can be used to improve this particular program as issues concerning task-based curricula are addressed through a specific context.

Purpose, Problem, and Research Questions

In this study, I explore the public and private experience of evaluating a task-based curriculum in ESL which I co-developed. My purpose in choosing a thesis topic focussing on a document I had co-written was to follow it to the classroom and learn how it became a lived curriculum. However, as the project unfolded, I found that evaluating my work involved more of myself than the role of positivist researcher, and that this experience exposed areas of relevant but personal sources of data. In attempting to "break away from the orientation that may blind [me]" (Aoki, 1992, p. 20), this study documents the experience of shifting
from a positivist methodology to one which integrates personal inquiry. A feminist view of the researcher's role enabled me to revise the project, recognizing the conscientization process, and broadening the research perspective from an evaluation of a curriculum-as-document to an exploration of the public and private experience within the evaluation study. The evaluation became the vehicle for a journey of unraveling the connections between self and research.

Informed by interdisciplinary feminist readings, the study addresses the problem of conciliating the tension generated by evaluating one's work. The tension was experienced in my different roles in work and at home: as curriculum co-developer and curriculum evaluator, as researcher and spouse, and as student and teacher/researcher. The study unveils the layers of experience, and the connectedness and contradictions of those layers within the evaluation. In Grumet's (1992) sense, I have attempted to create a dialectic to be read as "a phenomenological examination of the relationship of one person to his or her world" (p. 30).

As feminist research, this work is framed by the premises of consciousness-raising as transforming (for example, transforming the subject-object distinction), affective experience as legitimate knowledge, and dual reality as an acknowledged theme in research (Cook & Fonow, 1990; Weiler, 1988). A participatory model of evaluation allows these
premises to be put into practice. The research questions for this study were developed from two perspectives. From the perspective of feminist research, the questions were: What relationship exists between the public and private roles in researching? What type of data expresses the tension of dual roles in research? From the perspective of evaluating a task-based curriculum, the questions were: To what extent will those involved in the curriculum participate in the evaluation? What is the effect of a task-based curriculum on participants? How is such a curriculum articulated?

In gathering data to address the evaluation research questions, I have followed other ESL program evaluators such as Alderson (1992), Mitchell (1990), Rea (1987), and Ullman (1990) who favour a multidimensional approach to data collection, or triangulation. Triangulation provides for a richer, more solid ground for informed study (Ullman, 1990) than a single method does and allows for as many voices as there are participants in the evaluation. I addressed the feminist research questions by gathering and writing poetry and autobiographical texts. Regarding the evaluation questions, I collected data from student and staff questionnaires (see Appendices A - F for copies), small group discussions (see Appendix G for a copy), and individual student narratives (see Appendix H for a copy).
History of the ESL for Business Curriculum

At OUC, the IE Office and the ESL Department provide programs for international students coming mainly from Pacific Rim countries, especially Japan, as well as Canadians and landed immigrants. Staff in the IE Office perceived a need for a program that would enable students to pursue a Business career. The two-year college diploma in Business is closed to international students, yet Business is a popular career path for them as many come from families who own businesses and others are interested in either owning or working in a business. Therefore, an eight-month certificate program was developed which would meet the need of this population.

Responding to a request in the spring of 1993 from the IE Office, another ESL instructor and I wrote the English for Business Curriculum over a five-week period in May and June, 1993. We had a background in ESL, including undergraduate degrees in teaching ESL, ESL teaching experience, second language learning experience, and the experience of living and working in another culture. I had previously written curricula and textbooks, the other developer had written classroom materials, but neither of us had a Business background.

An ESL instructor with a Bachelor of Commerce and Business Administration, a Bachelor of Education, and courses in ESL was hired to teach the eight-month course. She was not a staff member during the curriculum development time and
therefore was not included in the development process. She had previous experience in teaching ESL and Business English.

In September, 1993, the eight-month ESL for Business Certificate began with 11 students: one Korean male who was the only landed immigrant, two females from Thailand, one Swiss female (who returned home before the end of the program), one Swiss male, two females and three males from Japan, and one female from Taiwan. The English for Business course was one of five course requirements for the certificate. Two required courses were Marketing and Management, and two optional courses in Accounting, Canadian Management, or Computer Science completed the certificate requirements.

Before involving the curriculum developers, the IE Office had articulated and advertised the purposes of the course as developing English for Business and supporting the students in their required Marketing and Management courses. The development of the ESL for Business Curriculum was informed from various theoretical and practical orientations. As data collected from the ESL instructor and students often reveal tensions between theoretical and practical perspectives of task-based curricula, it is important to note that the main theoretical orientations for the curriculum development came from literature in curriculum for ESL and English for Specific Purposes (ESP). A summary of this literature follows.
Literature in curriculum for ESL (Breen, 1987; Krankhe, 1987; White, 1988) reflects two curricular paradigms: in general terms, the Conventional, Type A, Usage-oriented paradigm which supports a language-as-primary-need approach and the Emergent, Type B, Use-oriented paradigm which include task-based and content-based curricula (see Long & Crookes, 1992; Martin, 1992; and Pica, Kanagy, & Falodun, 1993). The former type is exemplified by grammar, notional-functional, and situational syllabi whereas the latter is exemplified by the use of task (defined below) as its unit of analysis, initial needs analysis (described below), and focus on language learning as a process. These instructional planning values are embodied in the ESL for Business Curriculum.

Definitions of task have been broad and general, with agreement only in that achieving a single definition has been problematic (Nunan, 1991). The working definition guiding the development of tasks for the ESL for Business Curriculum was synthesized from Long and Crookes (1992) and Pica, Kanagy, and Falodun (1993): a task is a piece of meaningful work which proceeds towards a goal, and involves learners in interactive roles. An example of the tasks in the curriculum is presented in Figure 1 so that the articulation of the working definition which guided the development of the ESL for Business Curriculum can be seen.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MANAGEMENT TOPIC/TASK</th>
<th>TASK COMPONENTS</th>
<th>RESPONSES TO POSSIBLE LANGUAGE NEEDS</th>
</tr>
</thead>
</table>
| 1    | Prepare for Management course and labs. | 1. Read case study.  
• Prepare and ask questions for other team's response.  
2. Respond to other team's questions.  
• Organize answer using main points and supporting details.  
• Make notes to guide answer.  
• Speak coherently. | Old textbook* p. 63-64.  
• Use appropriate transition signals.  
• Make eye contact with audience. |

*Old Textbook=the management course textbook used the previous year.

Figure 1. Example of Week One Tasks from the ESL for Business Curriculum
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MANAGEMENT TOPIC/TASK</th>
<th>TASK COMPONENTS</th>
<th>RESPONSES TO POSSIBLE LANGUAGE NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3. Evaluate oral responses to lab case studies</td>
<td>• Use vocabulary for recommending, for example, &quot;We think/suggest/recommend that...&quot;. • Use the subjunctive, for example, &quot;We recommend that he expand his answer.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cite specific examples of positive and negative aspects of other team's answers. • Suggest improvements to answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. In teams, ask and answer questions based on notes from lectures. • Collaborate with team mates to write questions for other teams to answer based on lecture notes • Answer other team's questions.</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1 Cont'd. Example of Week One Tasks from the ESL for Business Curriculum*
Long and Crookes (1992) support their case for task-based curricula using studies in second language acquisition research. Both Long and Crookes and Pica, Kanagy, and Falodun (1993) call for a student-centered curriculum where interaction among classmates or text is necessitated through the task. Martin (1992) addresses the need for curricula in ESL to be made as specific to students' needs as possible. Also guiding the development of the curriculum was Pica, Kanagy, and Falodun's clear and useful task typology.

Several other sources informed curricular development. These sources may be defined as "friendly informants", all insiders to the program, who were available throughout the development period and who participated in the initial needs survey. These "informants" included four students who would be attending the course, two Business professors of the Marketing and Management courses, and an IE advisor who had worked in Japan, the country of origin for the majority of students in the English for Business program.

**Evaluation of the ESL for Business Curriculum**

In January, 1993, after the first half of the ESL for Business program had been completed, the evaluation was undertaken on my own initiative with the aim of presenting it as my thesis. During the summer session I have mentioned, a professor had advised me to choose a thesis topic which involved
work with which I was currently involved. And it was from this advice and from the revelations in a curriculum analysis paper I will discuss later that I first considered evaluating the ESL for Business Curriculum so that I might be able to observe how it became a lived curriculum.

When I began reading in general curriculum evaluation and ESL curriculum evaluation, I was impressed by the honest accounts of what actually happened in some of the evaluation projects. For example, Logsdon, Taylor and Blum (1988) give an honest account of the evaluation of a parent participation program. They admit that they "were involved in a complex experience in which one learns from mistakes and problems" (p. 24). Whereas the project began as "another conventional, quasi-experimental study" (p. 24), the evaluators changed their focus to a naturalistic evaluation as this allowed them to account for factors such as meetings and teacher workload. They wrote honestly about the "gory, private detail rather than [providing] more polished, but less informative, versions for the shop window" (Long & Richards, 1992, p. ix).

Similarly, in Beretta's (1992) introspective account of the well-known and controversial Bangalore project, he goes so far in his honesty as saying that, "if I had known then what I know now . . . how would I have conducted the Bangalore evaluation? On the grounds that the timing was too late and the purpose too ambiguous, I might have politely declined" (p. 263).
Traditionally, while ESL instruction is often evaluated, ESL curricula are not (Mackay, 1994), and curricula developed by the ESL Department at OUC are no exception. In addition, when curriculum evaluation studies in ESL have been conducted, they have traditionally compared two second language teaching methods using quantitative data, for example a comparison of the audiolingual and the cognitive code approaches to second language instruction (Beretta, 1992a). Such evaluations have often delivered uninterpretable results with few useful recommendations regarding curricula. In contrast, evaluations of the 1990s address a multitude of purposes and audiences and focus on specific programs, curricula, and teachers. This specificity is viewed as more helpful for stakeholders as recommendations pinpoint issues directly related to the program (Alderson, 1992; Mackay, 1994). A 1990s model of curriculum evaluation for ESL is participatory, and was the model adopted for this evaluation, following Alderson and Scott's (1992) Brazilian project. It is this model which allows for the expression of participant voices, and in the case of my study, from students to researcher.

Participatory evaluation can be distinguished from more common forms of program evaluation typically done by Jet-in-Jet-out-Experts, or JIJOEs (Alderson & Scott, 1992). JIJOEs spend some time in the curriculum evaluation site (usually unfamiliar to them) collecting data and then reporting back. The
curriculum project's "hopes and fears, its background, history and achievement or otherwise are supposedly laid bare and judgement passed by this JIJOE, who has overnight added an expertise in the project to the already impressive list of expertise" (p. 25). The JIJOE is therefore an outsider, and the evaluation can be described as top-down.

In contrast, participatory evaluation, where evaluator and participants have the opportunity to equalize their roles, can be described as bottom-up. In this model, the evaluator works with the other participants in planning and executing the evaluation (Alderson and Scott, 1992), acting as advisor, consultant, or expert, sharing all or some of the evaluation responsibilities. Respondents are included in any or all aspects of the evaluation, from decision-making to tallying data. Patton (1990) defines participatory evaluation as "a process controlled by the people in the program or community. It is something they undertake as a formal, reflective process for their own development and empowerment" (p. 129). Using participatory evaluation in a women's studies program, Kirkup (1986) committed the study to working cooperatively with the respondents and to demystifying the evaluation process. In participatory evaluation, insider evaluators are welcome, in fact, they "have an experience and a knowledge of a program that can be invaluable to an evaluation" (Beretta, 1992, p. 279).
I had several reasons for choosing a participatory model of evaluation which welcomed insiders. First, in my role as curriculum co-developer, I knew the theoretical and content orientations, and had an advantageous vision as to their articulation. Cunliffe (1992) evaluated a curriculum she had not only developed but taught, and found that, while her dual role was a limitation, it was also advantageous.

In addition, my insider's role would help connect me to the other participants' experience of the curriculum since I had been the teacher of four of the students who would be participants in the evaluation. In this sense, the insider's role is similar to Aoki's (1986) description of the situational interpretive evaluator who "attempts to gain insights into human experience as they are experienced by insiders, as they live within the situation" (p. 33). The perspective of the insiders' experience would also accommodate the expression of student and staff voices, often unarticulated in ESL studies.

Third, I could be open about the evaluation being my thesis. Alderson and Scott (1992), too, are honest about their motives and interests in the project saying that "we wish to 'put our cards on the table', so to speak" (p.36), and state that Scott's "motivation cannot be described as disinterested" (p. 37) as he had been involved in the Brazilian curriculum project for years before the evaluation began.
Participatory evaluation is also a model that fulfilled the feminist premises framing the study: that consciousness-raising can be transforming, that experience is a legitimate source of data, and that research can encompass participants' dual reality. Reversing the hierarchical nature of researcher and researched would be transformational as student and teacher participants now have a decision-making role whereas I would take on the role that they assigned to me. This evaluation model in which the researched become the researchers from the design to the implementation of the evaluation, appealed to my emerging voice. The participants work together to complete the project, by the "sharing of decisional, planning roles as well as the donkey-work amongst all involved" (p. 38). All our voices would be present in the thesis document, and students' and staff experiences, as well as my own as a woman and student researcher, would be accounted for.

In turn, the theory and practice dichotomy in the ESL profession could be addressed by focusing on participants' experiences, helping to balance the "examination of curricula, methods, or materials in which these are discussed as if they existed independently of their use by teachers [which] reveals positivist assumptions of objectivity in which teachers are cast as subordinate" (Clarke, 1988, p. 10).

Finally, Mackay's (1994) experience has taught him that "evaluations which address discrete issues over which program
personnel have some or total control" (p. 143) offer more possibility for improving the program. I believed this model of evaluation would be most useful in building the program and addressing particular curricular concerns. Because it was specific to the participants, the document, and the institution, recommendations which may be made would be concrete and useful.

Participatory evaluation was put into practice in the following method for this study. Participants selected the nature and extent of their involvement. Two brief questionnaires (see Appendices I and J for copies) facilitated the selection process for students and the ESL instructor who all chose to participate. Except for one student who preferred to let me decide how the ESL for Business Curriculum would be evaluated, the students and ESL instructor chose to work with me and decide with me how the evaluation would proceed. Seven of the 12 (11 students and ESL instructor) decided to hold small group discussions, with five deciding to hold whole class discussions and complete questionnaires. Only two chose class observation by me. We agreed that for all decisions, the evaluation would proceed with the vote of the majority.

To the remaining staff participants (two Business professors and an IE advisor), I offered them the choice of participating in any way they wished. Two chose to complete a questionnaire, but only one was returned. The third chose an
interview. My own participation increased from that of designing questionnaires to finally connecting my personal roles.

With case studies as small as this one was (15 participants: 11 students, an ESL instructor, a Business professor, an IE advisor, and researcher), the question of generalizability to a larger population is a potential limitation since criteria for generalizability include such factors as sample size and characteristics. However, Clarke (1994) points out that we should be establishing a different approach to our work, one which does not aim for a single truth or generalizability but rather trustworthiness, suggesting instead that we ask ourselves whether our observations fit a pattern that we can trust.

**Feminist Principles/Themes**

In this section, I synthesize feminist research themes/principles and expand on those which framed the present study. In the most general terms, feminist research is that which attends to the gender of researchers and/or other research participants, focuses on qualitative experience particularly of the inner, personal kind, and enables conscientization of participants (Cook & Fonow, 1990; Lather, 1988; Weiler, 1988). In this study, gender was considered through mainly my experience as a researcher shifting to a feminist perspective. I did not attempt a gender-based analysis of data from the other research participants.
Feminist research embraces several principles or themes which distinguish it from other approaches to research. I have synthesized some of these distinctive themes and principles in Figure 2. Feminist principles/themes, however, should not be taken as written in stone, for as Cook and Fonow point out, "we feel there is no 'correct' feminist methodology" (p. 72).

Regarding the relation between feminist methodology and researchers' values, Lather (1988) asks feminist researchers to examine their frameworks of understanding so that they may be critical of the tensions and contradictions they entail. In the spirit of Lather's request, I framed the present study using feminist premises because of the initial tension involved in my dual roles of curriculum evaluator/co-creator from which emerged related, personal data. The framework of the study is given in Figure 3, and each of the premises is expanded below.

I will discuss the first premise, that consciousness-raising can be transformational, by first examining "consciousness-raising" and then "transformational". I understand consciousness-raising as self-awareness in relation to the social structure and in relation to others, which can take place in research when researchers acknowledge their involvement in research. Kirkup (1986) suggests that the acknowledgement of researchers' bias at such levels as topic, method, and data interpretation can make it "accessible to scrutiny" (p. 71), thereby raising their awareness of the research process itself.
1. Attending to gender by:
   • focusing on gender of researcher/researched;
   • recognizing their lived experience by for e.g., creating a new language based on actual experience;
   • not accepting research which uses males as normative;
   • revealing and articulating public and private realities.

2. Consciousness-raising using:
   • feminist consciousness of researcher;
   • specific topics/techniques.

3. Rejecting subject/object distinction by:
   • a research process which makes objects subjects;
   • participatory research;
   • being critical of quantification and objectification;
   • exploring researcher/researched consciousnesses.

4. Examining ethical concerns like:
   • biased language;
   • gatekeeping practices;
   • intervention in participants' personal lives;
   • participants' requests for information.

5. Transforming women's oppression by:
   • changing existing order;
   • awareness of class and race;
   • making research usable by women;
   • attending to policy.

Figure 2. Summary of Feminist Principles/Themes Based on Cook and Fonow (1990) and Weiler (1988)
However, the extent that researchers accept their involvement in studies varies depending on the methodological paradigm that guides their research. Grotjahn (1987) categorizes the paradigms into two pure forms and five mixed forms, each having its own evaluation criteria for objectivity. The first or analytical-nomological form is concerned with "the extent to which the results of measurement are independent of the researcher and of those who score and interpret the data" (p. 61-62). Researchers should guard against allowing their selves to penetrate the research process. They should remain objective, and objectivity is characterized as being separate from their object of study. Therefore, this form of research contains no inherent possibility for the consciousness of the researcher to be raised.

With regard to subject/object concern, Guba and Lincoln (1988) make a similar distinction between the positivist/traditional and the naturalist/alternative paradigms of inquiry stating that the researcher can maintain objectivity by "erecting suitable safeguards" (p. 94). Patton (1988), however, speculates that operating strictly within one paradigm or another "has significantly diminished since the late 1970s" (p. 132).

In contrast to the positivist/analytical-nomological form of inquiry is the exploratory-interpretative form in which "the subject is no longer regarded as an object of research ... but as a knowing subject--significantly also referred to as 'informant'--
### Participatory Evaluation

<table>
<thead>
<tr>
<th>Consciousness-raising</th>
<th>Experience as Valid Knowledge</th>
<th>Dual Reality</th>
</tr>
</thead>
</table>
| •recognizing experience of studying in feminist classes;  
•inviting staff and students to take on role of decision-maker in evaluation process;  
•exploring consciousness of researcher. | •including student and staff data of lived experience of; curriculum;  
•accepting poetry as data;  
•creating an alternative thesis form to express data. | •revealing private and public experience of researcher to evaluation;  
•relating experiences of staff and students with researcher's experience. |

**Figure 3. Framework for the Study**
who, in principle, has equal rights with the researcher..." (Grotjahn, 1987, p. 65). Feminist inquiry has a similar role to the exploratory-interpretive role for researchers, allowing them a connecting role to their study where consciousness can be raised. I note, however, that not all feminist researchers assign a connecting role to themselves, but may research within a positivist paradigm "in order to add to the body of cumulative knowledge which will eventually help to eliminate sex-based inequality" (Lather, 1988, p. 571). In an alternative feminist view, the researchers' presence is not only acknowledged but is the locus of the study. Rather than being separate, researchers become part or all of that which is researched, and the separation of subject/object breaks down.

The second term of the premise is transformational. I am with Howe (1983) who defines it as "changing the form of" (p. 107). I also agree with Lather (1988) who believes that the success of studies where objects become subjects is determined by the degree of change which occurs as a result of consciousness-raising. It seems to me, however, that purportedly inherent conditions for consciousness-raising and then change as a result of it cannot guarantee the certainty of either. In other words, even though we create the conditions for consciousness-raising and resulting change, it is possible that neither occur. For example, my consciousness was raised as a result of teachers and their curricula during summer school, yet were the other
students' consciousnesses raised? Each of us brought to the class our individual "curricula" which may or may not have been ready for consciousness-raising.

In this study, the consciousness-raising of student and staff participants, while it was provided for by the bottom-up model of evaluation, was limited to a decision-making role and the fulfillment of that role. My own consciousness-raising occurred as a result of separate experiences: one as a student in feminist-oriented classes, and the other from choosing to participate as fully as I could and thereby purposely investigating my relationship to the study. The potential for change in the ESL for Business program was provided for by the recommendations made by the participants.

Related to consciousness-raising is the second feminist premise, the acknowledgement of experience as data. Stanley and Wise (1983) present the importance of experience in the following passage:

Researchers' own experiences are an integral part of the research and . . . must not be separated-off from discussions of research outcomes. (p. 51) We see the presence of the researcher's self as central in all research . . . One's self cannot be left behind. (p. 168)

The personal side of life and the "passionate desire many women scholars have to integrate the personal and the political into our scholarship" (Christ, 1987, p. 55) is at the heart of feminist
research and its methodologies. Lewis (1990) comments that the feminist classroom, the source of her experiential data, offers "the opportunity to claim relevance for the lives [women] live as the source of legitimate knowledge" (p. 485). In this evaluation, participant experiences were central. The students' and staff experience of working with the document and the new program, and my experience of relating the dualities of research constitute the data sources.

What meaning does the above phrase, "the dualities of research," carry? Feminist researchers and writers answer that dual reality, the last premise framing this study, combines "two separate consciousnesses: one emerging out of [women's] practical activities in the everyday world and one inherited from the dominant traditions of thought" (Anderson, Armitage, Jack, & Wittner, 1990, p. 97). This dual reality comprised of "task-oriented rhythms of housework and childcare and the time-oriented rhythms of the workplace and the school" (Graham, 1983, p. 145) cannot be captured by research which measures the public world alone. Weiler (1988) writes that,

On the one hand, women know themselves through the male hegemonic vision of reality, in which acting subjects are men and women are something other . . . On the other hand, women as human beings are subjects, and have the ability to act and to critique their own experience, even if that capacity is denied in structures of knowledge and in the
language itself. Therefore women exist in a peculiar tension of both being subjects and being denied as subjects. The recognition of this dynamic has led feminists to question the ability of male thought to address and adequately comprehend the experiences of women. (p. 58)

While positivist researchers may not acknowledge the connection of their different worlds, non-traditional feminist researchers "are continually forced to confront their own double consciousness in the process of conducting research" (Cook & Fonow, 1990, p. 88). They have a "passionate desire" (Christ, 1987, p. 55) to complete the research picture by including the everyday, private side of their dual reality. In this study, I have tried to recognize the duality in the students' lives, as foreign/students and immigrant/Canadians, as well as the duality in my life as a woman/researcher.

Written Form of the Study

To accommodate consciousness-raising, the experiences of the curriculum and its evaluation, and the dualities of research, I have attempted "to make clear, evident, out in the open, those events, decisions, and relationships that have been invisible . . . " (Heilbrun, 1988, p. 18). The writing which follows the Introduction is presented in the form of four duets. Hanks (1986) defines duet as "an action or activity performed by a pair of closely connected individuals" (p. 472). Imagine two people
seated at a piano. They represent my public and private personnas. They also represent the voices of the staff and students. Each person/a has a piece of music to play, but when played together, the two pieces blend into one. The hands are drawn from one end of the keyboard to the other, overlapping, and touching, yet the music is hopefully heard as a unified score. Each duet is played by different pairs of evaluation participants: at times, by my private and public personnas, or by the ESL instructor and me, while at other times, by the students and me.

Taubman (1992) also uses the metaphor of the duet to portray the relationship between teaching and learning. He describes an experience when he was chaperoning a dance, and asked one of the boys to dance who led and Taubman followed. He writes that:

in some ways the dance was similar to the way I was teaching then: extend a provocative invitation and then follow where the student leads until there remains only a duet of two people moving as one to the same beat, which remains unconscious [italics added]. (p. 222)

In contrast to Taubman's experience, the creation of the duet of voices was a process of becoming conscious, organized around themes originating from my duet with reality.

Another musical metaphor which may help the reader visualize the written form of the thesis is that of performing jazz. In jazz, although each musician takes a turn at playing solo,
his or her created beat contributes to the overall theme of the score. Similarly, in the written duet, each of our voices helps develop the different themes emerging from the data.

The duets disclose the private and public experiences within the evaluation environment and may be read as a dialectic, what Grumet (1992) calls "the relationship of one person to his or her world" (p. 30). The duets weave the data which include autobiographical texts, poetry, introspective comments, and staff and student comments taken from the questionnaires, small group discussions, and individual narrative data. The duets reveal and connect the layers of participant experience within the evaluation process and the process of shifting research ground.

The duets follow a certain organization. Figure 4 presents a skeletal outline of the duet organization. Their overriding structure is theme—recovery, connection, contradiction, and relation—with each of these containing from two to four related themes. The themes around which the data are arranged originated primarily from the poetry. Each sub-theme begins with an autobiographical text, followed by poetry and notes on the poems, then student and staff comments presented in raw, tabular, or interpreted form.

While Cixous (1991) writes that "it is impossible to define a feminine practice of writing" (p. 340), Joeres and Mittman (1993) include personal/autobiographical writing under the heading of essay and suggest that "the essay is in many ways the
ideal form for the presentation of feminist ideas" (p. 19) because of, among other reasons, "its concern with knowledge that is intimately connected with the author . . . " (p. 19).

Many women have used autobiographical writing to express their experiences. Grumet (1992) writes that phenomenological autobiography has an "emphasis on the reciprocity of subjectivity and objectivity in the constitution of meanings, its attempts to describe immediate, preconceptual experience, and the distancing and bracketing required to accomplish these ends" (p. 33). The autobiography seeks to position me within the studied environment (as object) yet at the same time with the awareness that I am being researched (as subject). Of this duality for researchers, DuPlessis (1990) writes that the researcher

finds she is irreconcilable things: an outsider by her gender position, by her relation to power; may be an insider by her social position, her class. She can be both. Her ontological, her psychic, her class position all cause doubleness. Doubled consciousness. Doubled understandings. How then could she neglect to invent a form which produces this incessant, critical, splitting motion. (p. 8)

Several examples of autobiographical texts in education and literary criticism bring those elements of personal themes and connected experience together, and have presented me with alternative forms of thesis writing. Lu (1987) chronicles the duality of growing up in Communist China but raised by a mother
<table>
<thead>
<tr>
<th>DUET TITLES/ SUB-TITLES</th>
<th>AUTOBIOGRAPHY OF RESEARCHER/ WOMAN</th>
<th>POETIC DATA FROM RESEARCHER/ WOMAN</th>
<th>DATA FROM STUDENTS AND STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recovery</td>
<td>Unexpected participation</td>
<td>&quot;Low Down&quot;</td>
<td>Students' need for change</td>
</tr>
<tr>
<td>Recognizing the Self</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Connection</td>
<td>Public and Private Roles</td>
<td>&quot;My Dream&quot;</td>
<td>How curriculum helped students</td>
</tr>
<tr>
<td>Contradiction</td>
<td>Researcher and mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many Truths</td>
<td>Dichotomous experience of shifting ground</td>
<td>&quot;Slipping Beyond&quot;</td>
<td>Studying with Canadians</td>
</tr>
<tr>
<td>Relation</td>
<td>Initiation</td>
<td>&quot;Initiation&quot;</td>
<td>Working with Canadians</td>
</tr>
<tr>
<td></td>
<td>Curriculum work</td>
<td></td>
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*Figure 4. Skeleton Outline of Thesis Form*
who believed in a Western humanistic tradition. Her primary experiences are drawn from her educational experience in China where she had to confront the contradictions of reading and writing about official Communist policy and the other truth she was learning at home.

Krall (1988), writing of being a chairperson, includes both her introspection on women's status in the world and within academia and her day-to-day experience of chairing. Griffin (1993) illustrates her creative essay on relating private and public forms of writing with the childhood experience of wanting a pair of red shoes. In Dunlop's (1994) thesis, she articulates her concept of personal curriculum through poetry, quotations and notes arranged around themes such as death, marriage, and language as power. Poetry, too, as well as other forms of art such as novels, painting, and music can account for richness of experience in a way that other texts cannot (Bridwell-Bowles, 1992; DuPlessis, 1990; Van Manen, 1990).

In Duet of Recovery, for example, the autobiography describes the public recovery of my voice through consciousness-raising. The poetry speaks to the private experience of finding another voice and is woven with the student experience of using a second language and the staff experience of communicating within this new program.

In expressing the experiences of evaluating a curriculum that I co-developed, I have attempted a written form which I hope
accounts for the qualitative richness of the research experience. I have also attempted a form which does not place my experience in a position of authority. Rather, the form seeks "a statement that is open to the reader, not better than the reader" (DuPlessis, 1990, p. 5) or the voices of the other research participants. My intent has been to create a text which accounts for our experiences in a holistic way. The staff and student data, therefore, are woven with my own personal and public data. Rather than quantifying the data, I have chosen to gather and relate to them.

During a summer session at UBC, when I began to understand that the experiential and personal side of my formal education in ESL had been largely absent, I had a curiosity and a yearning to touch, and in so doing, validate the unspoken through this study. The validation begins with how my voice was recovered a year ago.
Duet of Recovery

"I will go on adventuring, changing, opening my mind and my eyes, refusing to be stamped and stereotyped. The thing is to free one's self: to let it find its dimensions, not be impeded" (Woolf, 1953, p. 261).
Recognizing the Self

The autobiographical text in this duet relates a transformation of an academic voice informed by outside authority and theoretical knowledge to one informed by a sense of self and personal knowledge. Belenky, Clinchy, Goldberger, and Tarule (1986) found that as women develop their own voice, they also develop an awareness of self. They write that a "relative lack of self-knowledge prevents women from finding points of connection between what they are trying to understand and their own experience" (p. 141).

The experience of examining self, its roles and their relation to research involved first a movement of the self from unknown to known. The known self enables me to personalize learning, something which the unknown self could not do. Self-knowledge, as it is relevant to this study, evolved through several experiences and readings which helped to destabilize my grounding and dependency on theoretical authority, allowing me to recover my sense of self and voice, and to view the experience of evaluating my work through a different lens.

An important catalyst for the recovery of a scholarly voice grounded in the personal were certain experiences and readings in academic studies. I thought myself lucky during a summer school session when, in two of the three courses I was taking, I had professors who, from the first day of class, introduced themselves in part by saying they were interested in feminism.
Having professors stating this openly was a first for me. Their classes were different from others I had taken because they embodied the guidelines for feminist teaching methodology provided by Schniedewind (1983) of developing an atmosphere of mutual respect, trust, and community; shared leadership; cooperative structures; integration of cognitive and affective learning; and action. We were at the center of the curricula.

We were encouraged to speak of our experience. In discussions of theoretical or research articles, stories that we related about teaching and curriculum building were recognized. The recognition created an atmosphere in the classes unlike others I had attended as a graduate student. While not devoid of the competitive energy found in graduate school, the disclosures of our experiences created a spirit of sharing and cooperation. It is this "emphasis on personal experience and validation . . . [that] . . . still distinguishes feminism from patriarchal education" (Spender, 1981a, p. 167).

We listened to each other, and we spoke to each other, in small groups and in class discussions. There was a distinctly feminine quality to the classes, in contrast to Morgan's (1981) description of "academic machismo" (p. 101), or Taubman's (1982) summary of patriarchal characteristics taken from Collins (1974) and Rich (1975) in which Taubman lists "objective, linear, logical, dissecting, abstract, unemotional, expedient, aggressive, hierarchical, exclusive and goal directed [sic] . . . defensive-
offensive orientation, combative, status oriented [sic], dualistic, fragmented and depersonalized . . . and a split between personal and public worlds" as characteristics of the patriarchal structure of schools (p. 14-15). Similarly in literary forms, Flynn (1988) writes that "men's narratives stress individuation rather than connection" (p. 429).

In one class, in recognition of the class ending, we were asked to volunteer comments about the major papers we had just handed in. For this assignment, we had the choice of examining a curriculum we had written or that which had been developed by another writer. Hesitant at first, the students began to talk about their experience of writing this assignment.

One student wept as she spoke of her relief of finishing and the revelations the assignment had brought. Heads nodding in sympathetic agreement, the class responded to her from a place of understanding rather than from an attitude that "the personal is seen as a source of contamination and the subjective, something to be avoided" (Spender, 1981a, p. 169). She undoubtedly hadn't planned on weeping during the class that afternoon, but when we are invited to participate in an encouraging, non-threatening atmosphere which is not our academic tradition, we cannot predict what response will be revealed nor are we really conscious of what response is there. The uncertainty of how the knowing voice will speak and what she will say is the subject of the first poem, "Low Down".
Low Down

Of all the low down tricks
She picks me. Me.
To bring up the rear.
To do her dirty work.

She phones them all,
Gathers them, as she calls it,
To her side and says
Support me in this
Advise me on that.

Ha! What does she know?
About the longing and desire
There is, that may not hide
So neatly beneath the pages
But slip a painted nail between
An "o" here and there.

In "Low Down" we are introduced to a voice that has been chosen to participate in a project of which she disapproves, but accepts knowing that certain intense emotions may be involved. The relationships between the speaker and "she", between "she" and "them", between the speaker and the work suggest mystery: Who are these characters? What does "she" need "them" for? What will be written on these pages? Why is there no dialogue among them? The relationship between the two women seems to be based on a hierarchy where the speaker is under "she". The speaker's hidden agenda which may be revealed in the document they are preparing addresses the need she has of changing the status quo within their relationship.
More than a third of the ESL for Business students also expressed a need to change, in their case, their way of learning English at OUC. This one third switched from regular ESL to ESL for Business because they found regular ESL, as one student put it, "terribly boring". A similar opinion of the regular ESL classes was expressed when students commented on the differences between ESL and ESL for Business as Table 1 indicates.

Table 1.

Differences Noted by Students Between Regular ESL and ESL for Business

<table>
<thead>
<tr>
<th>Differences</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Negative comparisons, e.g., ESL is boring.</td>
<td>50</td>
</tr>
<tr>
<td>2. Positive comparisons, e.g., ESL for Business has too much work.</td>
<td>17</td>
</tr>
<tr>
<td>3. Observations, e.g., ESL for Business is more specific.</td>
<td>33</td>
</tr>
</tbody>
</table>

The majority of students found that regular ESL no longer challenged them, that their English was no longer improving. Before taking the ESL for Business course, they had studied regular ESL at OUC for an average of nearly two years. While
their need for a change, then, is not surprising, their comments address potential weaknesses in the regular ESL courses, particularly those classes in which veteran students are registered. The weaknesses might be alleviated by introducing specific, non-language based content to the curriculum, and by less repetition of language-based lessons and/or higher level language-based lessons. However, if their perception that they were no longer improving is false, it could be due to the seemingly dramatic advances that beginners make versus the more slower-going improvements at the advanced level. In this section of the Duet I have related my experience of recognizing an undesirable relationship to my work and the need to change that with the student's need for changing the way they were learning ESL.

**The Silent Self**

Returning to the graduate course experience, while I spoke more openly and freely than before, I had distinct instances of silence. For example, after witnessing my classmate weep, my contribution to the discussion on the curriculum analysis paper was silence. I had chosen to analyze the ESL for Business Curriculum using ESL and general curricular paradigms. In particular, I followed Eisner's (1979) orientations which include curriculum as a vehicle for social transformation, personal transformation, as well as a vehicle for maintaining the status
The assignment revealed in a deductive and rather climactic way that my own beliefs about education were not reflected in the curriculum I had co-written, but was, rather, one based mainly in theoretical perspectives of task-based curricula for ESL.

Silence, as expression, has both enabling and ugly faces (Cheung, 1993, p. 20). My silent response reflected not only the shock of realizing my educational beliefs were not part of work I had written but also the shame of betraying my personal beliefs in education. The assignment had taken the ground out from under my feet. The enabling face of my silence, however, was questioning how I could remain in education if I did not express myself or, at best, spoke only in a whispering tone: What was my role as a curriculum writer? The recognition of silent shame and questioning the ground we walk on is expressed in the following poem, "Set Yourself Down".

**Set Yourself Down**

Sister -
Give me life,
Take away my loss.
Rise from silence,
Shame, confusion.

Be the spirit of love,
Graciousness, timeless;
Shake off this negativity;
Look for the good.
Look up around you
See the light of sky, of life.
What need to travel?
Set yourself down, and ask,
What have I here?
What need I more?

Clear the underbrush,
Make a seat, and build a fire,
Mend your woolen clothes;
Feed the animals that gather round;
Plant and pick, and be with
Your space.

"Set Yourself Down" speaks to the need to find a voice expressed from ground which is closer to home, and to relate to that new place. In recovering a voice, one spoken from the inner life and directed to the immediate environment of living, there are instances of groundlessness and hopelessness created from the chaos of not knowing where the feet will be planted. Recognizing that there can be reconciliation between the outer and inner selves, "Set Yourself Down" puts the outer self to work close to home and at tasks which create a place for co-existence. The recovery of voice may begin with dialogue with one's self, and by asking: "What do I need?"

The difficulty of finding and using an English voice with which to communicate was the overriding experience of the students in the ESL for Business course. Their language difficulties were observed by the Business professor who commented on their behavior in his classroom as well. Here are his comments regarding their language and behavior:
The reading and writing of the case studies, they were not well prepared for. . . . They had time to read them. . . . A lot of them understand the content. It was just a matter of interpreting - what is this guy asking for. . . . Usually, they wouldn't say anything unless specifically asked. If the question was directed at them. . . . Most of them understood the question. But they had a time getting it out, expressing whatever they were thinking. . . . ESL students had a tendency to gravitate toward each other and to sit together whereas Canadians are sprawled all over the place. . . . ESL students were very subdued, introverted. . . .

He points out the students' limitations in both receptive (i.e., reading and listening) and productive (i.e., speaking) aspects of language. These limitations, in turn, could have affected their confidence to interact with English speaking students and volunteer answers. This silence in class reflects findings from Cunliffe's (1992) curriculum evaluation in which ESL students "felt the same reluctance to offer an opinion or to ask a question in a mainstream course" (p. 93). Another explanation for their "subdued" behavior could be their previous experience in education in mainly Asian cultures where students generally play a less active and quieter role than students in Canada.

Silent response, however, was not limited to the ESL students. The Business professor also explained why, at times, he chose not to use his voice.
I must admit though there are a few of the students that I had trouble pronouncing their names. So I was a bit hesitant to ask them myself because I was a bit uncomfortable trying to get their names straight. I have to be honest here . . . Sometimes I avoided certain individuals because I had trouble pronouncing the name. He was uncomfortable speaking their names in case he mispronounced them which may have led to embarrassment. His avoidance of calling on certain students would have afforded them less participation in his class.

In addition to the professor's silence was the silence among the staff from the the ESL and Business Administration Departments, and the IE Office who were involved in the ESL for Business program. Their comments follow.

**ESL instructor**

I would have liked to have been introduced to the Bus. Admin. chairperson. Instead, I did it on my own. Also, I would have liked to have seen pre-set meeting times between myself & the Bus/Admin. teachers to go over students' work & progress. I could do this myself but I wish the Bus Admin. staff knew I had the formal backing of IE & ESL dept.

**Business professor**

I can't work in a vacuum, [instructor's name] can't work in a vacuum, we all have to work together. I think I
recommend that to any instructor who teaches this type of course, to regularly get together, keep each other up to date in terms of the students.

IE advisor:

I would like to have some contact with the Business [professors] next term.

Communication between them was important in order to coordinate the teaching and to discuss particular problems facing the students. They would have appreciated more contact with each other, yet no prior arrangements had been put in place for regular discussions. A recommendation emerging from these comments is that they meet more often, and that the initial meeting be arranged by the ESL Department and IE Office. If this were done, the staff participants might feel less isolated, and less that they were "working in a vacuum".

Vulnerability

Being in a vacuum and the vulnerability which often accompanies working alone was not an unknown experience to me as a graduate student. To come back to the setting of UBC summer school, I was becoming aware of the vulnerability I experienced in graduate school. What was the origin of this feeling? Lewis (1993) observed that in her graduate education, "the social dynamics in the class were annoying but not unusual: the men monopolized not only the speaking time but the
theoretical and social agenda as well" (p. 128). My own participation in graduate classes had, until that summer, been limited mainly to listening to a professor and classmates, occasionally asking questions of a professor, and, even more rarely, participating in class discussions which involved citing published works relevant to the work under discussion.

These and other important tasks have helped me respond critically in a linear mode of rhetoric and understand the breadth of second language pedagogy. Yet they have also left me with the sense that little of what I did in teaching would ever meet the critical demands of the theorists, or keep up with new research findings.

It was the theorists' experience that was worthy of class discussion because it had been recognized through articles on published research. Written in hierarchical and linear modes of organization, published research findings in ESL do not focus on the researcher. From previous courses in teaching ESL, I recall only one example where there was a flicker of recognition that the researcher was a person. The case in point is Lightbown (1991). She comments that she was "surprised" and "eager" (p. 206) when reviewing or waiting to review transcripts and reports of data. Finding this type of emotional disclosure in quantitative research refreshing, I circled both words when I read them in 1991.
In the graduate courses I attended that summer session, disclosure of personal experience was not limited to the students. The professors also spoke, and I was appreciative of their struggle to articulate. One story in particular impacted on my emerging but still vulnerable voice, and I recount it now with the recognition that it is my take on the professor's story.

This professor, a marvelous story-teller, had been to a conference and participated in a session that was non-hierarchical. Instead of a speaker lecturing at a podium and taking questions and comments from the floor afterwards, the participants made two circles, all the furniture having been removed from the room. The circles were formed so that one was inside the other and they were defined by those who wanted to speak standing in the inner circle and those who wanted to listen standing in the outer circle. Anyone could move at any time to the other circle, so there was a fluidity of movement. One rule, that whoever was talking should not be interrupted, was respected.

At one point, a graduate student moved to the inner, speaking circle. He felt that the form of the session had silenced him. Until that moment, he had never been an authority, never been asked for equal participation, and now that he was allowed, he was speechless and immobilized. The form of the session had struck a chord in him which had never been played before. It seemed to me that for him, it was one of those personal
"historical moments when the voiceless and powerless seek to unravel their riddle" (DuPlessis, 1990, p. 4). I was moved by this story which related to my own struggle to find and express a voice. The next poem, "Vulnerability," addresses the process of finding a voice which involves allowing the self to be vulnerable.

**Vulnerability**

She gives me
The food I need
To be strong
And share my words
Of privacy and lunacy
With people I love.

Seeds of strength
Imbue my loving sister
With larger eyes
And a wide, wide smile.

Opening her arms,
She invites me inside
Her awakened body
And massages my brain
Till it digresses
To the earth.

There,
We grow together,
Side by side.
Plants
Whose roots
Now search each other out,
Whose branches
No longer grow spindly
But are pruned
With care to grow
More succulent fruit.

Our harvest
Is tenderly surrendered
And leaves
The dew of dreams

Sister,
I am lying naked for you.
See my vulnerability
And accept my soul.

This poem articulates the struggle of recognizing and relating to a dual reality. The poem considers how one recovers the "other" and how two voices mingle as one self. The woman rooted in the natural environment provides needed strength for the one rooted in intellect. By showing vulnerability, an opening is created for co-existence.

Learning a second language in a foreign culture can also render the learner vulnerable. The strangeness, the shock, the uprooting from one's home to foreign soil, the absence of loved ones, the inability to understand the language as one wants or needs all help to create a vulnerable feeling. Yet, many people chose this because they believe it will not only bring better employment opportunities but the new language and culture will also provide new experiences and ways of viewing the world.

The sense of vulnerability was also a reality for the ESL for Business students. The following comment from the ESL
instructor provides a glimpse of how the atmosphere in the ESL for Business class influenced student participation.

The effect of these comings and goings [some students left for home and others registered late] on student involvement & spirit in the class was quite striking, especially in the case of 1 student.

This one student, named X, was very shy & reticent at the beginning of the course. I feel X was intimidated by others' higher language skills. X also did not like certain other students & would show his/her dislike in open hostile looks & remarks! By the end of the 2nd term, X was much more confident & much more outspoken. S/he needed room to grow I guess. The 'room' s/he needed came after all 3 aforementioned students left, especially after the last student left. The student who arrived in the 2nd term helped spurn student X on in an antagonistic fashion. - Very interesting.

Student "X" was able to speak more openly only after other students with much higher English abilities than his left the course for their countries. While the English language pre-requisite for entrance to the ESL for Business certificate was successful completion of high-intermediate ESL classes at OUC or the equivalent score on the English language assessment exam at OUC, this student had not yet achieved the pre-requisite. However, he was allowed to register in the course because the
administration was concerned that the course would not run if it was underenrolled.

His "intimidation" could have been lessened had all the students been at a similar English level as was the case in Cunliffe's (1992) class where "[ESL students] were not afraid to make pronunciation errors to express opinions awkwardly since all participants exhibited similar communication difficulties" (p. 94). Considering student X's vulnerability with an ESL environment, his vulnerability must have been even greater in the Marketing and Management courses with Canadians.

First Words

Both student X's and my confidence grew as we developed our voices. In my case, the writing assignments in the two summer graduate courses encouraged my emergent voice to begin to express itself. For example, in one class, we had the option of writing joint papers. In the same class, we were assigned a paper which was to describe our own theory of second language acquisition based on personal experience as a second language learner and teacher. We were allowed to write the paper in any form, such as a letter, a journal entry, or a biography. In another class, as I have mentioned above, we had the choice of examining our own curricula or those developed by another writer.

In the writing assignments for both classes, my need to accommodate the emerging personal voice was reflected in the
use of the construction of a home. As a metaphor, I used the home in one assignment for my personal ESL theory-building, and for another assignment, for curriculum orientations.

The reading lists for the two graduate courses differed from a non-feminist class as the lists contained articles which were atypical of the quantitative ones with which I was familiar from previous university ESL courses. Among the readings I did for these courses, two stand out as awakening my emerging voice and helping to orient me to the evaluation. The first, by Pennycook (1989), is impersonally written, but its content addresses the hierarchical and political nature of the relationship of ESL theorists, who are mainly male, to ESL teachers, who are mainly female. Pennycook's argument, that the "one-way flow of prescriptivist knowledge" (p. 596) has been able to "serve the advancement of academic careers and limit the practice of teachers" (p. 609), upset my dependency on ESL theorists.

I had believed theorists' knowledge was to be followed and articulated in my educational practices. Over the fifteen years I had taught ESL, the pendulum of what ESL teaching method works best had swung back and forth a few times, and I had clung to it. At the same time, while I accepted Pennycook's argument of the hierarchical nature of ESL and the top-down dissemination of knowledge regarding ESL methods, my emerging voice began to dialogue with his analysis.
I recognized that women had contributed immeasurably to ESL. In academia, there are major ESL researchers who are women. In practice, many women are also ESL textbook authors, curriculum planners, and material writers, myself included; it is mainly women who have taught the English speakers of the world; and women often excel in teaching.

So, why are women in ESL not recognized as much as men? Because the yardstick of academic success is largely based on the amount of public attention received through the publication of research in scholarly journals, and not the amount of classroom attention given to students through one's curriculum. It seemed to me that Pennycook was deconstructing the field of ESL "with the masculine experience as the standard" (Noddings, 1991, p. 65). Women publish in ESL journals, but the bulk of their work as practitioners goes unrecognized. Spender (1981b) appeals to feminist scholars to research why feminist research and research by women generally does not often appear in mainstream publications. ESL journals such as the TESOL Quarterly and the TESL Canada Journal publish research from a mainly positivist paradigm, and so my graduate education in ESL had also centered on this paradigm.

The second article which influenced the transformation of my voice from a theory-based one to one grounded in the personal and which also helped orient me to the curriculum evaluation was Aoki's (1986) in which he marries a categorization of evaluation
approaches with an evaluation of the British Columbia Social Studies curriculum. For me, the connecting point in the article comes when he provides an example of the Situational Interpretive Evaluation Orientation, an orientation where the "evaluator attempts to gain insights into human experiences as they are experienced by insiders, as they live within the situation" (p. 33). Aoki orients readers to this type of evaluation by relating directly to them:

For example, at this very moment as I write I find myself situated within my world of teacher educators. In this world of mine, my "I" is at the center . . . .

I can also picture you seated with the text of this writing before you as you are experiencing the reading of my paper . . . The structure of these meanings is your present reality. (p. 33)

The example shook me because Aoki recognized me and recognized that I had a reality. He also related me to the evaluation orientation: he personalized it, and he helped me personalize it too. The following poem, "My Inquiry", articulates that moment in personal history when the recovered voice seeks to speak personally, yet hesitates at the prospect.

My Inquiry

Today!
A reason to feel
Celebration:
It's not their life,
It's mine,  
And my inquiry is into  
My life.

Yet, laying it down  
And open for you to see  
Is crazy, really.  
Why would I do that?  
Why should you care  
About how this work  
Is connected to my life,  
How it is my life?

Shared interests?  
You have your own lives  
And interests which,  
Yes, we share:  
Working with people from  
Other lands;  
Being a woman in a world  
That was not written by us;  
Representing the woman's world  
To that world;  
The inquiry of it all.

I have committed myself  
To the integrity of those interests;

The experience  
Is both exciting and frightening.

In "My Inquiry", the voice seeks a common base that may be shared by the audience, and finding this, is encouraged to speak about the experience. The starting point for the unknown path they walk on are words which are not usually heard and a form which is not normally used in an academic setting.
New words also confronted the ESL for Business students in the content courses. Despite spending an average of nearly two years in regular ESL courses before the ESL for Business program, students found that, as mentioned above, language was their greatest difficulty. When asked of their difficulties in the Business courses, 87% of the responses were language-related, and above all, related to their unfamiliarity with Business terminology. A sample of students' comments regarding this difficulty follows.

Vocabulary difficulty/It took hours to read chapters/Difficult to follow what Canadians say/There were a lot of new vocabulary, so I have to check them many times/It was pretty hard to catch up with instructor's talking with unfamiliar vocabulary words.

Students pinpointed the amount of new vocabulary as the most difficult aspect of language. A focus of instruction for the ESL for Business course became, then, the explanation of Business terminology delivered in what is referred to as "foreigner talk", or adjusted speech (Lightbown & Spada, 1993). How could the regular ESL courses help prepare students for this difficulty in credit classes? While I would not suggest that a specific lexicon for Business be taught, the specific content of interest to students could be taught using less foreigner talk and more "natural" English.
In this duet, I have woven the public and private themes of consciousness-raising and finding a new voice to related themes of studying in a foreign setting and working with different colleagues and students. When I left Vancouver and the UBC environment for my home and work, I had begun to accept personal experience as legitimate learning, and this acceptance laid the ground work for a study which would reconcile the tension between my public roles in education and my private ones at home.
"There's no doubt in my mind that I have found out how to begin (at 40) to say something in my own voice; and that interests me so that I feel I can go ahead without praise" (Woolf, 1953, p. 71).
Public and Private Roles

This duet illuminates the connection of my public and private roles to the curriculum evaluation and the other participants. As an adult, I have assumed the public educational roles of student, teacher, colleague, evaluator, textbook author, and curriculum writer and the private roles of daughter, sister, wife, expectant mother, friend, and poet. In attempting to "be simultaneously objective and personal" (Belenky, Clinchy, Goldberger, & Tarule, 1986, p. 224), I was prepared to connect at the outset of the study my public roles of curriculum evaluator, curriculum co-writer, and researcher to the study.

The viewpoint from which I was conducting my examination was still largely unknown to me except that it was related to these various public roles. I was "bound to seek perspective from those points of view, which can never be known in advance, which promise something quite extraordinary, that is, knowledge potent for constructing worlds less organized by axes of domination" (Haraway, 1991, p. 192).

In this case, I was trying to construct an entry into the world of the evaluation environment, an entry built on connecting myself to the curriculum evaluation and its participants. As a participant-observer, I tried to "maintain 'a dynamic tension' between the separate stance of an observer and the connected, 'subjective' stance of a participant" (Belenky, Clinchy, Goldberger & Tarule, 1986, p. 224).
As I continued to read feminist studies after the summer school session had finished, I found that other researchers such as Coleman (1992), Newby (1977), Pettigrew (1981), and Tompkins (1991) had recognized and connected their personal experience to research. Pettigrew describes her anthropological study in northern India where she lived for a time, both as a researcher and as the wife of a prominent member of rural society. She writes that,

rural Jat society and its attitudes had a deep impact on me and I feel that in writing this very personal document I have not merely catalogued my own miseries and joys over a period of two years but also spoken from a women's standpoint of the organization of a particular society and culture. All fieldworkers should feel justified in exploring their experiences and encounters in the field . . . (p. 77-78)

Having disparate roles, one modern and one traditional, impacted on her self-perception and on her ability to conduct her study.

Newby (1977) also identifies his private motive for researching farm workers which was his "personal sympathy with the plight of the farm workers" (p. 108). Like feminist researchers, he found that "the positivist paradigm of problem formulation, hypothesis, operationalization and testing is not so much misleading as personally inoperable" (p. 108).
In attempting to "break away from the orientation that may blind [her]" (Aoki, 1992, p. 20), Tompkins (1991) also declares her underlying personal and public connections in literary theory:

I am, on the one hand, demanding a connection between literary theory and my own life, and asserting, on the other, that there is no connection. But here is a connection. I learned what epistemology I know from my husband. I think of it as more his game than mine. It's a game I enjoy playing but which I no longer need or want to play. I want to declare my independence of it, of him. (Part of what is going on here has to do with a need I have to make sure I'm not being absorbed in someone else's personality.) What I am breaking away from is both my conformity to the conventions of a male professional practice and my intellectual dependence on my husband. How can I talk about such things in public? How can I not. (p. 176)

By asking how she can yet cannot talk publicly about her private dependance and her need to break away from it, Tompkins speaks to the "passionate desire" (Christ, 1987, p. 55) and the "dynamic tension" (Belenky, Clinchy, Goldberger, & Tarule, 1986, p. 224) that I also experienced in this study.

Second language evaluation studies also contain personal data of the researcher's. Coleman (1992) includes a personal accounting as data in the evaluation of an English as a Foreign Language program in a university setting. Partly in order to show
the British Council that the program was worthy, he submitted overly-ambitious program objectives which in the end were "embarrassing" (p. 237) as he was unable to achieve them. In the editors' postscript to Coleman's article, Alderson and Beretta (1992) write that, "Coleman draws our attention to a poignant aspect of the insider's dilemma: his own career prospects may be affected by the failure of the project, judged according to someone else's (inappropriate) objectives!" (p. 247).

The tension of the insider, both participating and observing, underpins Aoki's (1986) sense of reflection in a Critical Evaluation Mode Orientation where reflection,

not only allows liberation from the unconsciously held assumptions and intentions that lie buried and hidden . . . but more than that, it is interested in bringing about reorientation through transformative action of the assumptions and intentions upon which reflection and action rest. (p. 38)

While university training had taught me objectivity -- to separate and distance myself from the object of study -- I found the disassociation and denial of the connectedness narrow, and believed that, on the other hand, recognition and expression of the connection integral to the research. I made "a conscious effort to examine critically the assumptions and intentions underlying [my] practical thoughts and acts" (p. 38).
In questioning why I wanted to evaluate my work, the first connection of self and research was uncovered. My public need was to follow something I had created but lost, and this need became my research purpose. As a textbook author and curriculum writer, this need is understandable. Until this evaluation, while I had received many informal comments from colleagues, I had not received any formal feedback on work I had written and co-written, yet I had produced over 2,000 classroom hours of ESL curricular documents and co-authored two ESL textbooks.

I was naturally curious to learn what happened to the ESL for Business Curriculum once it had been received by the ESL instructor and students. I wanted to follow it: to learn how it became a lived curriculum, how it was articulated, and how it was or was not used. Stufflebeam (1980) warns that "evaluators must be keenly sensitive to their own agendas for an evaluation study as well as those that are held by client and audience" (p. 18). Alderson's (1992) examples of evaluator's hidden agendas come close to my own purposes in evaluating. For example, "he or she might be conducting the evaluation in order to earn a PhD, or in order to earn or develop a reputation as a competent evaluator, or in order to earn money . . ." (p. 277).

Continuing to question why I wanted to evaluate my work also revealed a connection to one of my private roles. Privately, I had the same need -- to be with something I had created but lost.
Just a few months before writing the curriculum, I had been an expectant mother, but miscarried. I was still grieving the loss of the child as I wrote the curriculum and as I became interested in participatory evaluation. The poem below, "My Dream", expresses some emotions related to motherhood and its loss.

My Dream

I dreamt I had a little boy
Who gave me life and so much joy.
I held his hand;
We walked a while;
I put him to my breast.

But cold he got
And moved away
And down the path he went.

He had to go-
I know that now
For nature called him back.

But I am left
With tear and stain
And so much loneliness.

As a vessel for my child and my emotion, I speak to the reader of what Lewis (1993) calls "dangerous memories" (p. 8). As I have stated earlier, to recognize publicly that I had a curiosity in following the curriculum to the classroom was something I was prepared to do from the outset of the research. However, when the connection of motherhood and its loss to the research purpose presented itself, I quickly dismissed it. My
academic training in objectivity and the nature of this revelation, being so private and emotional, prevented me from accepting it as part of the research program, yet the thought that it was integral to the type of "honest" evaluation research I had been reading about persisted.

By connecting the process of curriculum-making with the emotion of motherhood and its loss, I have accepted Tompkins' (1991) position concerning legitimate knowledge. She writes that

Western epistemology, [Alison Jaggar] argued, is shaped by the belief that emotion should be excluded from the process of attaining knowledge. Because women in our culture are not simply encouraged but required to be the bearers of emotion, which men are culturally conditioned to repress, an epistemology which excludes emotions from the process of attaining knowledge radically undercuts women's epistemic authority. (p. 170)

In relating the research purpose to motherhood, I have also underscored Friedman's (1991) analysis of metaphors for childbirth and identify mine not with that end of her spectrum which separates the literal childbirth and literary creation but with those that fuse and incorporate the two.

This identification continued to develop my awareness of my role as curriculum-maker, one that I had questioned as a result of the curriculum analysis paper written for summer
school. Both the curriculum-maker and evaluator can be viewed as a bearer or vessel, containing both theoretical and experiential knowledge as well as the (interpreted) experience of those who have used and commented on the curriculum. My evaluator role necessitated a decanting of blended information gathered in the evaluation process.

In this evaluation, the decanting has involved recommendations given by staff and students passed on to appropriate staff. The student recommendations are interesting and those which were cited more than once are given in Table 2.

Table 2.

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>% of Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>More time for Business textbooks.</td>
<td>32</td>
</tr>
<tr>
<td>More time for English for Business</td>
<td>28</td>
</tr>
<tr>
<td>More time for English in general.</td>
<td>24</td>
</tr>
<tr>
<td>More time for learning job placement</td>
<td>16</td>
</tr>
</tbody>
</table>

The break down of recommendations is interesting as the two most frequently cited ones underline the dual purpose of the ESL for Business course—to develop English for Business and to
provide support for the Marketing and Management classes—which the IE Office had articulated prior to curriculum development. According to comments from the ESL instructor, she spent half of the class time on teaching Business content and preparing students for Business exams. Understandably, this led her to one of her three recommendations—that the ESL for Business class be divided into two separate courses, one focussing on English for Business and the other Business content.

The intent of the curriculum had been to blend these purposes by providing tasks requiring the use of Business terminology in, for example, problem-solving or jigsaw activities which may or may not contain a Business language component. Yet it would seem that the duality of the tasks satisfied neither the students nor the instructor.

However, the student-focused nature of the curriculum did connect with the approach to teaching articulated in the following ESL instructor comments.

I try to teach material students need and want. I ask for feedback & input when I design my unit plans and lesson plans. I try to be as open as possible. I try to be a "facilitator" as current jargon would have it, encouraging student involvement & responsibility for their own learning. I try to create a comfortable, non-threatening atmosphere & try to make learning enjoyable and interesting . . .
The instructor identifies her role as facilitator by encouraging student involvement and responsibility for their learning, and this teaching role aligns well with the ESL for Business Curriculum where group interaction entails both the instructor's qualifications for a facilitating teaching role. Relating her role to the comments students made regarding how the ESL for Business course was helping them in their Business classes (see Table 3) reveals that the type of instruction that they found useful was not group-centered.

Table 3.

Comments Regarding How ESL for Business Helped in Business Courses

<table>
<thead>
<tr>
<th>Comments</th>
<th>% of Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained BC(^a) to us.</td>
<td>21</td>
</tr>
<tr>
<td>Helped us understand BC.</td>
<td>21</td>
</tr>
<tr>
<td>Summarized BC for us (reviewed, had quizzes).</td>
<td>18</td>
</tr>
<tr>
<td>Prepared us for Business exams.</td>
<td>11</td>
</tr>
<tr>
<td>Confirmed our understanding of BC.</td>
<td>11</td>
</tr>
<tr>
<td>Answered our questions in ESL class.</td>
<td>7</td>
</tr>
<tr>
<td>We had time to read Business book/case studies.</td>
<td>7</td>
</tr>
<tr>
<td>Gave us lectures.</td>
<td>4</td>
</tr>
</tbody>
</table>

\(^a\)BC = business content
In particular, language such as "explained", "summarized", "prepared", and "gave" indicate that in this case teacher-fronted learning was perceived as more helpful by students than student-centered learning, underscoring the instructor's comments of teaching "what students need and want". The instructor's responsiveness to student input and their comments shown in Table 3 shed light on certain curriculum development issues for such specialized academic courses.

The first issue concerns the tension between the theoretical perspectives of task-based curricula and the real-life tasks of studying in post-secondary classrooms. Following the theoretical perspectives of task, the ESL for Business Curriculum specified interaction through group activity often initiated by the Business textbooks, case studies, or lectures whereas of the four main academic tasks in the Marketing and Management courses i.e., reading the textbook, listening to the lectures, taking exams, and discussing case studies, only the latter was group-oriented. Furthermore, of these four academic tasks, the one which counted least toward the final grade was the oral interaction one--discussing case studies. The question is: is it possible to align interactionist perspectives of curriculum-making with the reality of Canadian post-secondary education which is mainly teacher-fronted?

A related and second question these comments raise is the type of instruction implied by task-based curricula. In this
curriculum, the implicit role for the instructor differs widely from the role of professor-as-lecturer which predominated in the Marketing and Management courses. The ESL instructor identifies her teaching role as "facilitator" while in the ESL for Business course, the type and content of instruction often took its lead from that in the Business classes and not that of the curriculum. The difference in focus again raises the question of a dual purpose curriculum: is it desirable and effective to have a dual purpose curriculum?

In this section of the Duet, I have recognized that my private loss led to a revision of my role as curriculum writer and in this new role, I presented the students' comments regarding recommendations and their insights to the usefulness of the curriculum.

Letting Go

My private loss was not the only personal connection which revealed itself. A second connection of self to the evaluation process was made as I engaged in the curriculum evaluation model I had chosen. Attempting to empower participants, researchers can choose an orientation to evaluation which makes objects subjects. In making the evaluation participatory, I had hoped to empower the other participants by including them in the planning and decision-making related to the evaluation. I asked the students and ESL instructor to choose the extent and type of
data they wished to contribute (see Appendices I and J). The majority of students, as I have stated, chose for me to write the questions for the interviews, discussions, and questionnaires and for the students and instructor to make suggestions or edit.

When I had written the first draft of the questionnaires, I asked the ESL instructor for class time so that the students and ESL instructor could edit and suggest, as they had chosen. As they began to read the questionnaires, and write comments on them, I was excited and relieved that the participatory model of evaluation seemed to be working: they were actually commenting on my work and four of these students had been previous students of mine the year before! They seemed to be taking the role reversal within the hierarchy of the research structure seriously.

As I related the choice of a participatory model of evaluation to my private experience, again the connection to my private life revealed itself. My husband and I had made an important social and personal decision: that he would give up a tenured academic position in favour of revisiting the creative side of his work as a ceramicist while I took on a continuing teaching position. In effect, we had reversed the traditional social roles of husband as primary bread winner and wife as secondary wage earner. Apparently, awareness of traditional relationships was a theme at that time. The next poem, "May-December", speaks to the tension of challenging traditional relationships.
May-December

She married an older man
And so she seeks his permission
To turn on the stereo
To have a child.
People tell her don't do that,
Her dreams tell her the same.
Yet, perhaps she fears
His disapproval
Or worse his abandon,
Like that other father.

The theme of "May-December" speaks to the authority which is present in many forms, from parents to employers, from teachers to theories, from governments to inner voices, and the tension involved in breaking from authority. Yet even when the woman understands that she relates to authority from a traditional role for women, she is still challenged by breaking from it.

A related example of the difficulty of breaking from traditional roles comes from the students' experience of studying in a different ESL program. The role of "apprentice" in local businesses was one which students easily accepted, perhaps as many of them had work experience either in their family's business or on their own. Of the 17 comments of the student-centered practica where students spent three hours per week working with a local business, 12 were positive, three were negative, and two offered suggestions. Here is what one student said:
And one more good experience for me, it was practicum. So I was working at Art Gallery at [name of city] and I learned a lot of things from my manager. . . . She had a tour for elementary school students, and she explain each work and she asked the student how do you feel when you see this picture and why do you feel that? Seem like this kind of question, and she explain each work and I learned a lot of things through this tour. . . . I did frame work and I put picture in the frame, and I have to choose back colour and was very, very interesting for me, and I enjoyed the practicum.

This comment suggests that her enjoyment and interest from the practicum came from fairly non-interactive tasks. For neither activity was she required to interact orally with Canadians. Why does she seem to prefer less interactive tasks? Was it personality? Gender? With regards to the former, research in second language learning and personality draws inconclusive results. Some studies show that extroversion seems to lead to more efficient language learning but others conclude that introverted students are often very effective language learners (Lightbown & Spada, 1993).

Regarding a gender explanation, while "we know of no study that has systematically investigated the rate of SLA [second language acquisition] in females versus males" (Larsen-Freeman & Long, 1991, p. 204), some studies cite gender differences as
 incidental findings. A gender explanation in the experience of the practicum is therefore plausible, and holds promise for research in ESL.

A final student comment will complete the theme of accepting new roles within the top-down structures in which we live and work. In this comment, the student, the only landed immigrant in the course, speaks to the hierarchy of ESL students at OUC.

It was hard to get into this program. They don't offer to landed immigrant. They just offering to international students. I felt it's not fair that just offer to international students . . . I was talking [to] counselling, in Student Services, and ESL Department, and I was talking to head of Business Administration office, and I talked with them, Chairman of ESL, and they just fooling around. [It] took several weeks to get in these courses . . . They told me [I was] persistent.

As international students fund 100% of their education at OUC, the ESL Department is dependent on their fees for its existence, and its programs have been developed with their needs in mind. Landed immigrants are permitted to register if enough spaces permit, but OUC does not consider that its mandate is to address the local ESL community.

Therefore, a two-tiered system of services and fees for ESL students is apparent and this includes registration. Whereas
international students are advised in this process, immigrant students are not, as the comment above points out. This student recognizes his relationship to the two-tiered system, and understandably sees the unfairness in such a discriminating one. A make-do solution addressing the particular difficulty for this student would be to have information and explanations regarding the ESL for Business program and registration available and accessible in the offices of ESL and its division.

In this duet I have tried to illustrate the layers of the research experience. In the first and most superficial layer, I uncovered the public experiences of needing to follow work I had co-created, and choosing an evaluation model which allowed me to reverse the participant roles. In the second layer, the public experiences are connected to the private layer of experience in being a spouse.

My intention at disclosing these layers has been to create a more holistic perspective of the study itself, and to realize the premise that the personal is the political. Making these connections in my study leaves me questioning the validity of knowledge originating from positivist studies which separate teachers, students, and curricula from their contexts. I also question the extent that research is a mirror of the personal side of the researcher's life, and contains hidden agendas which determine what is uncovered, how, and why.
You no doubt have been observing her failings and foibles and deciding what effect they have had on her opinions. You have been contradicting her and making whatever additions and deductions seem good to you. That is all as it should be, for in a question like this truth is only to be had by laying together many varieties of error.

(Woolf, 1929, p. 232)
Living within the Hierarchy

A view of feminist research would not only accept paradoxical data, but would contain them. In Haraway's (1991) desire for a reinvention of science, she writes that "all components of the desire are paradoxical and dangerous, and their combinations both contradictory and necessary" (p. 187). Pagano (1992) asks that female intellectuals "aim truly for power, the power which must be taken, cannot be conferred, by understanding and celebrating the contradictions in our own lives" (p. 526). And in education, Lewis (1993) agrees: "The fact that experience is the substance of theory has particular meanings for women. Much of what we experience of the world is the dichotomous and contradictory realities . . . " (p. 10).

As I reflected on the evaluation environment, conflicting data presented itself. I situated the contradictory data within the study, neither rejecting it nor shaping it into a pre-existing structure/theory. In relating the contradictions, I have grouped them around those concerning hierarchy, and those related to developing voice.

Within the hierarchy of the institutions in which the evaluation was conducted, I was, like Kirkup (1986), placed along the chain of command. In my roles as curriculum writer and evaluator, even though I was trying to achieve the ideal of participatory evaluation--non-hierarchy and cooperation
I observed instances of behaving and reacting as an authority figure in the data collection stage.

How did my authority manifest itself? While I based the data collection on the students' and instructor's decisions, near the end of the collection process, I asked them for data which they had not initially chosen (see Appendix H). These were the individual narratives. After collecting questionnaire and small group discussion data, I thought I needed more individual, qualitative data. Of course, giving the data was voluntary, but still I had made the decision as the researcher, not them.

Second, I mentioned in Duet of Connection that the students and instructor responded well to their role as participants and commented and edited the evaluation questionnaires. Yet, as I continued to maintain the dynamic tension of observer-participant that afternoon, I realized that whenever students raised their hand to make an oral suggestion, I had an inner defensiveness. I tried not to show it in body language or otherwise as I wanted them to continue to suggest and edit as much as they chose, and indeed they made several suggestions which I followed in re-writing the questionnaires. My defensiveness was in the form of thoughts such as, "How dare this student question me!" and "Who does he think he is. He's just a student and I'm the expert here!" Jones (1985) describes similar inability by women to adopt alternative ideologies concerning their sexuality. I accepted our reversal of hierarchy
only to a limited extent even though in principle I had adopted wholeheartedly a participatory model of evaluation. The poem which follows, "Preparing", speaks to the paradox within a working woman's dual reality.

**Preparing**

You left early to pick those frozen grapes of sweetness
Leaving me with solitude and time
To realize my own,
And be.

The new import was turned on and fitted with a disc
Of Italian robust feminine song
But not before I sat
And read.

I prepared then my mask for the long program ahead
The worm of fright and uncertainty now awakening in me;
And as I dressed in grey wool, the worm turning over in my stomach,
It being my companion for the day's program, it now reaching my throat
And I swallowing hard to keep it down, stay down so that I may go out there,
I do indeed have the worm, the suit, and the mask to assist me in the hunting forest.

In "Preparing", the woman has the luxury of time to become, connecting body and mind, yet what lies ahead that day is the tense, anxiety-ridden existence of the masculine environment where camouflage in the way of clothing and masks is needed. Allowing the woman to proceed with her working day yet
preventing a connection of mind and body, the masks and costumes hide the emotions of uncertainty and fright.

In the present study, the fears of writing alternatively, and from private experience have been in the form of questions to myself. How will my audience understand the text? Will my colleagues take me seriously or see me as threatening? Will my academic discipline close doors on me? Will a feminist thesis make me less desirable as a future employee? Dunlop (1994), Lewis (1993), and Tompkins (1991) express similar fears in writing alternatively and about the private-public duality.

Fear was also an emotion expressed in the evaluation data by one staff participant. The fear was more apparent when this staff member expressed concern the day after the comment was given that the institution might read it.

... I thought my evaluation, or the college's evaluation of me, would be based on the student performance [in the Business courses]. That was never said to me, but that was how I felt. So I really wanted to make sure the students understood the textbook.

Unemployment threatens non-permanent teaching staff who are, in the case of the ESL Department, all female, and is an on-going concern to them. The threat of unemployment could come from poor evaluations of their teaching or from a decrease of enrollment due to other countries' economic situations. Being
consumers of high-priced ESL courses, students "shop around" for an ESL program that meets their needs. When a need arises, such as ESL for Business, the IE Office and the ESL Department try to respond through developing programs. While students do not behave like bosses, we make our living by them, and our performance is evaluated by them. The economic power of international students as well as the power of teaching evaluations place them in an authoritative position, as the above staff comment illustrates.

Another contradiction related to life within the hierarchy was again found in my new role as bread winner. Privately, my experience of spousal role reversal reflected a similar paradox to the research one of accepting yet rejecting a less authoritative role. While my husband and I were both satisfied with our decision, we could not possibly imagine the depth of adjustment that new spousal roles entailed. Having made the decision did not automatically enter us in the roles we had chosen. Yet, while still struggling to accept my new role, I began to feel more powerful because of it. I seemed to have and enjoyed having a stronger private voice as a result of earning a larger pay cheque! I was adopting yet rejecting the patriarchal role.

A similar theme confronted the ESL for Business students. A non-traditional student role was one which was not easily

\[1\]The current and competitive price for a 16-week, five-hour daily ESL instruction at OUC is over $3,000.
adopted as the next comment from the Business professor illustrates.

I don't think they [ESL for Business students] were fully prepared for class discussion. I don't know if that's just because no one told them they would be required to participate in that manner, or if they're going to be shy. It's not very comfortable for them. But I think maybe they should have had more indication either on my part or on somebody else's part, telling them, 'Listen you guys, participate.'

While he realizes that the students might not have been aware of his expectation to participate, and that they were shy doing so, nevertheless he expected them to be prepared for such a task. The student comment below tells us her opinion of this activity.

And about the group participation. It was a good idea to have group participating in [Business] class. But do you know the result of this? The result's always the same person give his ideas and the same person always talk in class.

Pica (1994) notes that "although we would like all of our students to feel comfortable in the classroom environment and feel that they can participate freely, many refrain from doing so, often as a result of their previous classroom experience" (p. 63). Most of the ESL for Business students came from an educational tradition
of large teacher-fronted classrooms where oral participation is discouraged except through a direct teacher-to-student question. The student comment above does not indicate language as a barrier to her participation, but rather the monopolization of the group by one student.

Would an ESL for Business Curriculum which addressed ways of overcoming such student passivity have affected her participation? Perhaps, but this would first entail many conditions: the instructor choosing to use such a curriculum task, the students participating in the task, and their participation in the task affecting their behavior in the other courses, to name a few.

Consider the many influences on my writing a feminist thesis. First, I registered in two courses which, by chance, were taught by women who believed in the teaching experience and encouraged such discussion. Each of these professors had her own curriculum and both affected considerably my movement from one research paradigm to the other. Second, there was my own reading of curriculum evaluation of which certain articles afforded further movement.

A related influence was my own "curricular readiness"—I had grown weary of positivist explanations and through poetry and journal writing had discovered another voice. Another influence was a flexible and accommodating thesis committee of which one member, the poet, I had never met before. Then, the
contradictions uncovered in the analysis of the data, described next in this duet, were a final long step. So, even though curriculum developers write empowering curricula, "an emancipatory intent is no guarantee of an emancipatory outcome" (Acker et al, quoted in Lather, 1988, p. 576).

In this evaluation my intent was to liberate us from the constraints of hierarchical research. The extent that we participated in the endeavor was not surprising as our participation varied according to the amount of contact we had with the curriculum-as-document. I participated the most, the ESL instructor and students next, then the Business professor, and finally the IE advisor least of all. The students and the instructor did accept their role in decision-making and followed through by participating to the extent they had chosen.

Many Truths

Returning to my experience of shifting ground, becoming conscious was also a wonderful dichotomy. As I began to make the connections between my private and public experience within the study and then connect this experience with other writers' and researchers' similar experiences, I was excited and comforted. My commitment to shifting from positivist ground to a feminist one deepened, and found strength in numbers.

Yet, at the same time, there was a struggle in accepting the new ground because as I shifted from one to another, I contained
both orientations at once. I was rejecting, partially if not completely, knowledge and a way of perceiving the world that I believed to be "true" and that I had attempted to practice as truths. I was also beginning to perceive myself differently, no longer as a "knower". As I moved closer to the other ground, I was angry that I had been led down a path which had held out artificial constructs as answers and that my "I" had been negated along the way, yet fearful of the unknowns in the alternative orientation. Letting go of positivism required that I first have a foot on each grounding. The theme of "Slipping Beyond" underscores the limitations involved in reaching outside the greater structures of our lives.

**Slipping Beyond**

Finally,
I sawed through the rusty bars of
That dark cage
And slipping beyond I found
My head had fallen off

Here I stretched
Each large muscle group
To the count of ten
I could stand on tip toes, reach out
And touch her
And her
And him

Their finger tips - (I looked closely)
Looked like mine, yet
Their sweat left different residues.
Joining hands, we encircled
Our cage and
Swayed to the rhythm of
Hips and Hair, moment after moment
Until the dawn came when

We stepped back
To feel another
Cold steel
Pressing our flesh.

This poem speaks to the liberation yet limitations we encounter in attempting to "break away from the orientation that may blind us" (Aoki, 1992, p. 20). The imprisoned speaker enjoys the physicality of her escape and the contact with others who are the same yet different. Their celebration is only temporary as they realize they are imprisoned within yet a greater structure.

Toward the end of my journey from a positivist perspective to a feminist one, I took a long step as a result of dichotomous data from the ESL for Business students. Students had opposing opinions on several components of the program, which included the campus on which the course was located, their attitudes to working hard in the Business courses, the IE Office, the focus of the course, and their perceptions of interacting with Canadians. Of interest is the last component for which four student comments follow. The first student believed this interaction was positive.

First Student Comment:

Before I took this [ESL for Business] course, I usually only communicate with host mother and teacher, with
Canadian. But now I have to study among the Canadian students and communicate with them and when I went to practicum, I have to communicate with them. So I think it's very good . . . At that time [last semester] I was taking Accounting and Marketing. I think I didn't have communication with Canadian. But this semester in Management and Canadian Business we had to discuss about case with Canadian students, so that is good communication.

In contrast, the next comment illustrates not only a difference of opinion regarding the effect of studying with Canadians but also a contrasting method which she believes works.

Second Student Comment:

I think it [being with Canadian students] doesn't do anything. Even I don't study with Canadian students but I learn from outside the class by noticing, and now I'm living in the dorm and two of my roommates, Canadians, some things I learn from them best.

While adding to the opinion that studying with Canadians has little effect on language development, the third comment falls into yet another category of this experience.

Third Student Comment:

The feeling for being in the Business courses has been very getting lots of pressure on me because every time there was assignments to catch up and especially the
options classes are always with Canadians. All with
Canadians so that made me so nervous . . .

He believes being in class with Canadians gave him anxiety. The final comment also addresses the negativity of studying with Canadians yet points out a different source.

Fourth Student Comment:
Being with Canadian students, it didn't make me nervous but some subjects like, right now, are difficult for me to understand. Maybe my English is not good enough and then some vocabulary I don't understand so I have to open the dictionary, I have to take time, so I have lots of work to do, so I feel frustrated.

The presence of Canadians created no anxiety for her, yet the level of language in their textbooks frustrated her. Little seems to be common among the four opinions given above. The last three comments point out the negativity of the situation—ineffectiveness, nervousness, and frustration—but the first student believes it was good and implies she learned to communicate by participating while the second student states she learned by observing. The third student implies that the number of assignments were actually a barrier to learning as they gave him pressure; however, the last comment indicates that her barrier was unknown vocabulary which, granted, would have increased as the assignments increased.
Firestone and Dawson (1988) write that, "seemingly contradictory evidence generated from different methods can all be correct, but represent different perspectives on or aspects of phenomena" (p. 213). Triangulating the data collection in this study has provided an opening for the contradictions to present themselves. Likewise, conclusions in separate SLA studies persistently contradict themselves (Lightbown & Spada, 1993). What absolute truths, then, do we know about second language learning? I am with Clarke (1994) who writes that, there is no objective truth out there, waiting to be discovered, written up and delivered to teachers by researchers and theoreticians. There is, however, one's own experience, which is available for scrutiny and understanding and which can be used as the basis for action. (p. 20)

The contradictory student comments above and others spoke to me of the limitations of attempting to uncover a single truth. "True" depends on the viewer. Like Kirkup (1986), I believe the study has been 'meaningful' rather than 'true', and although perhaps not generalizable in the research sense it will allow others access to the experience of those in my sample in such a way that will contribute to such others gaining insight into their own situations. (p. 82-83)
The struggle in shifting my research grounding was made smoother by finding a place for the contradictory data in this duet. In doing so, I have questioned traditional scholarship values with which I have been conditioned as the true ones.
Duet of Relation

I wrote the 100th page today. Of course, I've only been feeling my way into it - up till last August anyhow. It took me a year's groping to discover what I call my tunnelling process, by which I tell the past by instalments, as I have need of it. This is my prime discovery so far . . . that you can do this sort of thing consciously. (Woolf, 1953, p. 87)
Relating to Work

As I completed the data collection and prepared to begin the thesis writing, I knew that my document would be different, that I was putting much on the line, and that my orientation to research had changed fundamentally. My challenge was to represent the duality of the evaluation study: it had encompassed an evaluation of a curriculum document and a journey of breaking away from a certain research perspective. And at my fingertips were the data that represented this duality. The writing task ahead seemed complex. Relating to that writing is the theme of the following poem, "The Ant".

The Ant

My yard is full
Of spring-like things-
I sense them at the start
To read and write
My master-piece.
My task is underway!

And then, an ant
Whose work is small,
Moving grain by grain
From here to there
And, by the way,
Picks up a larger piece of earth
Begins again along its path
But doubles back-
Is this the route?
Or, over there, another piece
Of earth to bring,
And, Oh! A leaf-
It's not too big,
But wait!
A blade of grass
And down the other side.
Yet nothing to show
For all the work-
Oh, no! This ant,
It cannot be!
But yes, it's true-
It seems like me.

"The Ant" provides a light and lively relation to the important work ahead. The newly recovered voice identifies the beginning of her work. Relating to her natural environment, she playfully identifies the ant's seemingly busy yet unproductive tasks to her own writing of a major work. In the beginning, while it was the type of challenge I desired, the task seemed overwhelming with the amount of information to account for.

Similarly, comments from the ESL instructor indicate that initially she was overwhelmed by the curriculum. The following comments articulate how her orientation to the curriculum document began and evolved.

Maybe I'll start by saying that I have wondered that there has been a lot of information and I've been confused as to how much time I should spend with the text book versus how much time I should spend on the language aspect of this curriculum. And the curriculum guide had tremendous activities to do, language based, that would supplement the text book but I felt that it was so much work to do all of it
and that I could never get around to doing all of it. Therefore I spent quite a bit more time, I think, focussing on the textbook which I didn't always want to do . . . To begin with, I used the curriculum first to plan instruction. It was very useful at the beginning of the courses. As the course proceeded I followed the order & content of the current textbook & used the curriculum to supplement the text.

My lessons flowed out of the Chapters the students had to cover in their Cdn. marketing/management classes. E.g. if the chapter to be covered in the week was motivation - then I went to the curriculum section on motivation & looked at the ideas presented. If it supplemented the current textbook well, or was a good example of a pt. covered, then I used it. I would modify the tasks used according to available time. Sometimes, students had to cover 3 chapters a week!! They would panic & would not want to spend too much time on tasks.

The starting point for her orientation to teaching was the curriculum, but as the semester continued and the demands and pressure on the students to pass the Business courses increased, she modified her orientation by using the Business textbook as the starting point, and supplementing the textbook content with the curriculum. As a result, the student-focused curriculum with group task as its unit of analysis was secondary to the
overriding task of understanding Business content through teacher-fronted lessons.

The instructor's process of articulating the curriculum illustrated for me the role the curriculum-as-document plays. Whereas I had seen curricular documents as the end point of pedagogy because my task as developer was finished when the document was complete, they are in fact not only the beginning of pedagogy but also play a less significant role than I had believed. Ultimately, the teacher responding or not to students and administration, is the curriculum creator, and even though this curriculum may not be in the form of a formal document, it is the teacher, as a vessel, who contains and decants the content and method of delivering that content.

**Power of the Personal**

In evaluating a curriculum I co-developed, I have uncovered a relationship of my public and personal personas with regard to the study. Attempting to reconcile the tension in that relationship, I have questioned the positivist tradition of objectivity and single truths for complex processes such as curriculum work. Qualitative data from autobiographical texts and poetry illustrate the power of the personal to underpin decisions and actions relevant to research, even within a woman like me who has had a fairly steady diet of positivist scholarship. Including such data in the creation of an alternative thesis form
has been glorious and joyful. Yet, the examination of a phenomenon in which I was centered is a frighteningly non-traditional place for a researcher, as I have written earlier, and like Tompkins (1991), I share her embarrassment at writing with and about emotions, because I've been taught they are mushy and sentimental and smack of cheap popular psychology . . . The ridiculing of the 'touchy-feely,' the 'Mickey Mouse,' the sentimental (often associated with teaching that takes students' concerns into account), belongs to the tradition Alison Jaggar rightly characterized as founding knowledge in the denial of emotion. (p. 178)

Once I began to accept that part of learning was personal—and this acceptance started during that summer school I have described in Duet of Recovery—a place for the emotional components of the evaluation study was prepared. These components were my personal relation to the purpose and model of evaluation, the emotional process of shifting from a positivist ground to a feminist one, and the emotional process of the students in studying in a linguistically and socially challenging program. The power of emotion is the theme of the following poem, "Dear Reader".

**Dear Reader**

**Whispers**

**In the soft**
Nestling of your Ear
Bring the chill of hot breath
Down your spine.

Shuddering, your shoulder
Curls,
As you listen
For another.

Dear Reader,
Your Ear
Has no eyes,
Yet it has seen
Me.

"Dear Reader" addresses the relationship which can develop
between people who share whispers, in this case, I was sharing
the personal dimension of my scholarship with my thesis
committee. The sympathetic reader reacts to the message from
the body, and rather than turn away from more messages, listens
for them. The messenger is aware of the trust between them.

In describing the effect the ESL for Business Curriculum had
on them, the ESL students expressed a range of emotions as the
next comments from two students illustrate.

First Student Comment:
Sometimes I had so much frustration or being very
stressed out, as I have never studied that hard before. But
now as I have finished all the classes, and so on, I feel that
I become more patient about studying. . . .
Second Student Comment:

First month I had a little bit very hard time because each teacher in Marketing and Accounting gave us a lot of work, and we had to read many pages of textbook until next week, every week. Every week-end we had homework . . . I was wondering if I could continue with that but no choice. I kept studying hard. When I finished midterm, I felt a little bit comfortable because I got a good result.

They again express their feelings of frustration and being overwhelmed from the work load in the program, yet a sense of accomplishment at meeting their commitment.

The effect of the curriculum on the ESL instructor was also mixed. She found the curriculum flexible, organized, and non-threatening and reported using most (61%) of the tasks listed successfully. As mentioned above, while she felt the tasks flowed with the Business content of the textbooks, she was uncertain of the amount of Business content vis-a-vis Business English she ought to have covered. So, like any responsive instructor, she responded to the demands of the textbooks as she felt that was the students' need and her perception of the expectations of the institute.

In most cases, the students successfully completed the certificate with one exception, as evidenced by their grades in Business courses presented in Table 4. No student reported failing, but one dropped out of the Management course.
In addition to their reported grades which address one of the purposes of the course, the students also commented on their increased ability in English, the other focus of the course. Table 5 presents the aspects of language students perceived as having improved.

Table 4.

**Reported Grades for Marketing and Management Courses**

<table>
<thead>
<tr>
<th>Grades in %</th>
<th>% of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't know*</td>
<td>8</td>
</tr>
<tr>
<td>50-50%</td>
<td>8</td>
</tr>
<tr>
<td>60-67%</td>
<td>8</td>
</tr>
<tr>
<td>68-79%</td>
<td>65</td>
</tr>
<tr>
<td>80-100%</td>
<td>8</td>
</tr>
</tbody>
</table>

*a* = "I don't know" = did not remember their grade or had not kept track of their grade in the Business course they were attending.

Their perception that reading improved the most is not surprising considering the amount of textbook and case study reading they did. What is interesting is the low percentage of comments which cited listening. With the increased number of hours of exposure to English speakers through following lectures
and case study discussions, a rating similar to reading would have been expected.

Table 5.

Student Citations Regarding Aspect of Language Which Improved

<table>
<thead>
<tr>
<th>Language Aspect</th>
<th>% of Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>42</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>25</td>
</tr>
<tr>
<td>Writing</td>
<td>17</td>
</tr>
<tr>
<td>Speaking</td>
<td>8</td>
</tr>
<tr>
<td>Listening</td>
<td>8</td>
</tr>
</tbody>
</table>

Perhaps the lectures and discussions were delivered at a largely incomprehensible rate whereas with the readings texts, they had time to reread and review.

In this part of the Duet, I have related that the intense emotions involved in relating to new processes, i.e. mine as a researcher and the students' and staff in working with a new curriculum, creates an opening for change and success. The students received better than passing grades in their Marketing and Management courses, and they also felt their language ability improved.
Initiation

My initiation into feminist scholarship took approximately a year, beginning with graduate courses which allowed for the expression of personal experience and gave alternative perspectives on education through readings and through the form of the classes themselves.

The initiation continued by involving the evaluation participants to the extent they chose, as doing so revealed tensions in attempting to reverse traditional roles. The model of evaluation also allowed me to relate the feminist theme of "the personal is the political" by connecting my various roles to the study. Through this personalizing stage of the initiation, I learned that personal ways of relating to the world, for example, through emotions and through the body, are powerful bases for knowledge-making and underpin our decisions which, on the surface, seem objective.

The next stage of the initiation was relating to the experiences of other researchers and writers through articles and books they had written. These continued to give me alternative ways of conceiving the world and its written representation.

The final stage of the initiation was the analysis of the data. This revealed thematic connections between my process in shifting ground and the process that the other participants were going through in their initiation to the ESL for Business program.
In addition, the analysis uncovered the many contradictory voices which all called out for inclusion. I then found myself in a place of scholarship which contained multiple perspectives, none more important than the other, but all requiring a voice. My struggle then became the weaving of these multiple voices and meanings in the thesis document.

The analysis also lead me to a new understanding of curriculum work. First, I revised my role as curriculum developer from that of "knower" to that of "vessel". Second, my perception of the curriculum document has changed from being the ultimate authority in content and delivery to one of several influences on an instructor's decisions. Finally, the definition of curriculum I had been using—the document and its lived experience in the classroom—did not seem to encompass the students' perspectives. They related the term curriculum to a much wider environment which included the institution, its services and staff. As the curriculum document specified a practicum component, their understanding of curriculum also encompassed what they learned in the businesses as well as the staff employed there. Therefore, their estimation of the curriculum document was inseparable from experiences, good or bad, encountered outside of the curriculum-as-lived-classroom-experience.

Consequently, curriculum work, that is making, articulating, and evaluating curriculum, is as complex as the students'
relation to the word curriculum. The articulation of the ESL for Business Curriculum involved the ESL instructor's preference for the role of "facilitator"—itself a multi-layered term, the pressure she experienced from her perception of the institutional evaluation of her teaching, her understanding of task-based curricula and the consequent articulation of the ESL for Business one, her sense of responsiveness to the perceived needs of students, and her relationships with staff from Business and IE.

These considerations upon the articulation of the curriculum parallel Clarke's (1994) analysis of teachers who "identified 11 constraints that impinged on their decision making to varying degrees during a typical day" (p. 17). That doing curriculum work is complex and multi-faceted has brought me to a simple statement of understanding—we do what works for us—whether that is articulating a newly-developed curriculum or finding a feminist footing. Finding new ground is the theme of the final poem, "Initiation".

Initiation

Ankle deep in the lip of the Pacific cool blue,
shifting sands slip through
like shafts of light, ideas
to her eye.

Ropes of seaweed tangling,
struggling,
grip and drag her down
through corridors of temperature.

Bare heel marks
the only clue to her
journey.
What gripped her?
How? Why?

At the bottom,
wet-suited divers
black-flippered, air-tanked
communicate through
masked eye.

Their bare hand signals of light
illuminate her descent.

Before the descent, the woman finds herself in a
comfortable and stimulating relation to the shore and the water.
Not long in that relation, she unwillingly and unknowingly
descends and in her descent questions that experience. Yet, as
the temperature cools, and she understands the depth she will
travel, she sees others already there providing the warmth of
guidance.

This was the first time the ESL for Business students had
participated in a specialized program which involved studying
with Canadians, and a practicum experience. With respect to
studying with Canadians, we have seen how the high language
expectation gave many anxiety. For one student, however, it
initiated her into academia through the task of researching. Her
comment follows.
All last semester, we have group presentations for the marketing research. First of all, we have to find the company we are going to research and then go to the library to find information about the company industry and making a questionnaire which we have an interview with the marketing manager. And after that, we have to analyze all the data and choose the best information to have the presentation. I think that all activity give me an idea before you do things and you have full information and choose the best.

She indicates that how she "does things" has changed as a result of the class. The experience taught her the importance of gathering information, planning, and thinking about the work ahead.

Initiation into the Canadian business world, another component of the curriculum which was new for students, was the most positive experience of the program. Here is one student's comment:

First day, I was nervous before going to work but once I arrived at the store, the manager introduced me to everybody and then trained me and treated me the same way he treated the other workers. And I really felt great because sometimes people treated me a different way as a student. But my manager didn't do so, and my co-worker really nice to me every time. Whenever, I had a question
About anything I could ask them, and they taught me and they trained me. So I had a great experience from them.

What a wonderful entry into the world of work in a foreign country! He makes an interesting point: that as a student, he was treated differently, presumably not as well, and perhaps not as equally as other students. He has been able to compare the experience of being a student with that of a working person, and recognizes that as a student, he did not fare as well as a guest worker.

For every student, except one, the components which made this program different were taking classes with Canadians and the practicum. For the exceptional student, it was also his first time to study with people from several different countries. His comment on this experience concludes the data from students and staff.

... the most valuable experience I had is to interact with students from other countries. I learned a lot about these students and about other countries. And what's very important is that I don't have any stereotypes about specific countries anymore. Before I came here, I didn't know much about the Japanese, for example, and thanks to the Japanese students who are in the ESL for Business class, I learned a lot about Japan and about how they think. It was very interesting for me. I think I had to learn to fit in the group. I'm the only non-Asian guy in the class. So it
was very challenging for me not only to understand them but to try to fit in. So it took some time. But I think we had a good relationship together - all the Japanese guys, the Korean guy, whatever. And I think this is very valuable to me.

The strength of the relationship among several male students was apparent each time I met with the group. They sat very close together, within touching distance, and often had their arms on each other's shoulders. The fact that the bonding took place in a multinational group of students is significant as I have observed students bonding mainly within their own cultural group.

Why was this student initiated into a group of male Asian students? Perhaps it was because his level of language was near native-like, and they relied on him for interpreting incomprehensible input in the Business courses. Another possibility is that having a Japanese girlfriend who was also a class member and whose English was also at a higher level than most of theirs (because I had taught her the year before, I was aware of her language ability) gave him particular status. A third explanation is that the duality which confronted them all, i.e. being a student but not speaking the language of the student group, created a bonding. Or maybe he was the sort of person who wanted to fit in and did his best to do so. While each of these possibilities has potential as single truths, my understanding is
that at this time in his life, the components of his experience seemed to have worked just right for him.

In the final duet, I have explored the relationships within the work of research and curriculum articulation, within emotion, and within the experience of initiation. My initiation to feminist scholarship allowed me to do what has worked for me, in my capacities as educator and woman.
Coda

This study began as an evaluation of a curriculum I had co-written. In the participatory evaluation model I adopted, the researcher and researched had an opportunity to reverse roles, giving the decision-making process to the students and staff. The research questions concerning ESL curriculum evaluation were addressed by inviting students and staff to involve themselves in the evaluation to the extent they chose. Their choice was through traditional forms of data collection such as questionnaires and discussion questions. The questionnaires elicited responses which addressed the research questions dealing with task-based curricula in ESL.

The analysis of their data revealed several issues regarding the ESL for Business Curriculum as well as issues regarding task-based curricula in ESL: the implementation of a curriculum which addressed two different purposes; the discrepancy between curricula which are interactional and task-based in their orientation and the reality of the teacher-fronted classroom in content courses; the accessibility of the ESL for Business Certificate to immigrant Canadians as well as international students; communication between the three departments responsible for different components of the ESL for Business Certificate; the development of the practicum component to two
terms; and the maintenance of the language requirement for entrance to the ESL for Business Certificate.

The study also addressed the problem of researching work written by oneself. I found that as I engaged in the participatory model, I had become one of the objects of my own study, and in so doing, uncovered a personal dimension to the evaluation. To answer the research questions dealing with the feminist perspective, I questioned the major feminist premise that the personal is the political and its relevancy to the evaluation.

This questioning revealed powerful and private influences underpinning the evaluation rationale and choice of evaluation model. To accommodate the personal dimension, I included data in the form of poetry and autobiography which expressed the shifting of paradigms from that of positivism to an alternative one which embraced feminist themes.

The study, then, was one which explored a non-traditional approach to ESL research. The thesis, itself a non-traditional form, has attempted to marry two forms of data--the traditional form from the student and staff questionnaires and the non-traditional source of poetry and autobiographical text.

In conclusion, participatory curriculum evaluation, uncommon in ESL, was a model which accommodated ESL student and staff voices, including mine as the researcher, which are not often heard in traditional studies. This approach to research, while not attempting to analyze student data from a gender
perspective, will be valuable for those researchers who wish to investigate the relationship of their private and public roles to research.
References


second language education (pp. 5-24). Cambridge: Cambridge University Press.


Appendix A

ESL Students' Background Information Questionnaire

Personal Information

1. country of origin ________________

2. Please check ( ) one:
   International Student _____
   Canadian/Immigrant _____

3. age = ____ years

4. Please check ( ) one:
   male _____
   female _____

Language Background

5. first language ________________

6. other second languages besides English ________________

7. I have studied English at OUC for
   ________________ (months/years).

8. I studied at another English-speaking institute for:
   ________________ (months/years).

   I have not studied at another English-speaking institute.
   ____
9. In my country of origin, I studied English for: 
__________________ (months/years).

I did not study English in my country of origin.

10. In my country of origin, the English classes were, on average:

____ <2 hours/week
____ 2-6 hours/week
____ 7-10 hours/week
____ 11-15 hours/week
____ >15 hours/week

11. In my country of origin, the activities in my English classes were mainly: (Please check one or two.)

____ grammar
____ reading
____ writing
____ speaking
____ listening
____ vocabulary
____ other

12. The English classes I took in my country of origin usually had:

____ < 10 students
____ 11-20 students
____ 21-30 students
____ 31-40 students
____ 41-50 students
____ 51-60 students
____ 61-70 students
____ 71-80 students
____ 81-90 students
____ >90 students

Business Background

13. I am taking the ESL Business program because...

professional reason(s) ______________________________

________________________________________________
personal reason(s)  ________________________________________

_______________________________________________________

14. I have worked as (please give job title/s, e.g., waiter, manager, etc.):

_______________________________________________________

_______________________________________________________

15. I have worked (in any job) in a Business for:

____________ (months/years).

16. Before the ESL Business program, I took:

(please give a number) ________ courses in Business.

These courses were called (please give titles or areas e.g., "Starting Your Own Business; "Accounting"; etc.):

_______________________________________________________

_______________________________________________________

_______________________________________________________

17. I have a degree/diploma/certificate in a Business/Business related area.

_____    no

_____    yes    The area of my Business/Business related degree/diploma/certificate is __________________________

18. I come from a family who owns a Business.

_____    yes (please continue to question 19)

_____    no (please continue to question 21)

19. I want to work in the family Business.

_____    yes

_____    no

_____    not sure
20. My family expects me to work in the family Business.
   ______  yes
   ______  no
   ______  not sure

21. My family expects me to work in any Business.
   ______  yes
   ______  no
   ______  not sure

22. My family will help me find a job in Business.
   ______  yes
   ______  no
   ______  not sure

23. Please feel free to make other comments about yourself which are relevant to the evaluation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU VERY MUCH.
I APPRECIATE YOUR INVOLVEMENT IN THIS PROJECT.
Appendix B

ESL for Business/Management Section Student Questionnaire

Directions: • This questionnaire asks for information in three areas:

Part One - Management Course;
Part Two - ESL for Business Course, January to April;
Part Three - Job Placement

• Please remember that the information you give is anonymous. So, please do not write your name on the questionnaire.

• Please ask if you have any questions or problems understanding this questionnaire.

• Please answer as completely as you can.
PART ONE
Part One includes questions about the Management course.

1. How many of the Management classes do you attend? (Please mark with an "X").
   - few ______
   - some ______
   - most ______
   - all ______

2. How much of the Management lectures do you understand?
   - We don't have/hardly have any lectures. _________ (Please continue to #4.)
   - little ______
   - some ______
   - most ______
   - all ______

3. What difficulties do you have understanding the Management course lectures? (e.g., the lectures are too long; etc.)

4. Of the assigned chapters in the Management textbook, how much do you read?
We don't have any assigned textbook reading. (Please continue to #7.)

little _____
some _____
most _____
all _____

5. How much of the Management textbook that you have read do you understand?

little _____
some _____
most _____
all _____

6. What difficulties do you have understanding the Management textbook? (e.g., the textbook is too long; etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. How many of the Management case study discussions do you attend?

few _____
some _____
most _____
all _____

8. How much of the Management case study discussions do you understand?
130

little _____
some ____
most _____
all ______

9. What difficulties do you have following the Management case study discussions? (e.g., there are too many people in the discussions; etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Of the assigned case study readings, how many do you read?

few ______
some ____
most _____
all ______

11. How much of the Management case study readings that you read do you understand?

little _____
some ____
most _____
all ______

12. What difficulties do you have understanding the Management case study readings? (e.g., there are too many case study readings; etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
13. What is your approximate grade so far in the Management course?

- I don't know. __________ 60-67% (C, C+)_
- I prefer not to say. __________ 68-79% (B-, B, B+)_
- 0-49% (F)_ __________ 80-100% (A-, A, A+)_
- 50-59% (D, C-) ________

14. Are you satisfied with your grade so far in the Management course?

- yes ________ Please continue to # 18.
- no ________ Please continue to # 15.

15. If you said no to #14, do you think a higher level of English would improve your grade in the Management course?

- yes ________
- no ________
- other ________

16. If you said no to #14, do you think personal reasons, for example loneliness, have affected your grade in the Management course?

- no ________
- yes ________ Please explain the personal reason/s. ______________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
17. If you said no to #14, what do you think would improve your grade, besides a higher English level, in the Management course? (e.g., more Management class time; etc.)

18. Below is a list of tasks from the ESL for Business Curriculum which relate to the Management course. Please mark (with an "X") those tasks which you think are helpful. Please mark (with a "Y") those tasks which you have not done in the Management course. Please mark (with a "Z") those tasks which haven't helped you.
MANAGEMENT LECTURE/READING TASKS

<table>
<thead>
<tr>
<th>MANAGEMENT LECTURE/READING TASKS</th>
<th>HAVE HELPED</th>
<th>HAVEN'T DONE</th>
<th>HAVEN'T HELPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take notes from Business lectures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare notes with classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer questions asked by teacher based on notes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for repetition of lecture material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm understanding of lecture material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions of professor and classmates about lectures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply reading skills (i.e., skimming and scanning) to management textbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare annotations (i.e., notes made in textbook by you) with classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize key concepts from textbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide definitions of key terms from textbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relate reading and lectures to tables, graphs, and charts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask for repetition of textbook material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm understanding of textbook material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions of professor and classmates about textbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list other tasks which you do in the Management course which are not included in #18.
<table>
<thead>
<tr>
<th>MANAGEMENT CASE STUDY TASKS</th>
<th>HAVE HELPED</th>
<th>HAVEN'T DONE</th>
<th>HAVEN'T HELPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read case studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions to the teacher based on case studies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer questions asked by the teacher based on case studies.</td>
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<td></td>
</tr>
<tr>
<td>Organize answer using main points and supporting details.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make notes to guide answer.</td>
<td></td>
<td></td>
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<tr>
<td>Speak coherently.</td>
<td></td>
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<tr>
<td>Evaluate other groups' answers to case study questions.</td>
<td></td>
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<tr>
<td>Cite specific examples of positive and negative aspects of other groups' answers.</td>
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<tr>
<td>Suggest improvements to other groups' answers.</td>
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</tbody>
</table>
PART TWO
Part Two includes questions about the ESL for Business course, Management section, January to April.

1. In your opinion, is the ESL for Business course helping you with your Management course?

   yes_______ How has it helping you? __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________

   no_______ Why is it not helping you? ______________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
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   __________________
   __________________
   __________________
   __________________
   __________________

   I don't know._______ Comment: ________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________
   __________________

2. In your opinion, is the ESL for Business course helping you in your other Business courses you are taking this semester?
3. Below is a list of tasks from the ESL for Business Curriculum. Please mark (with an "X") those tasks which have helped you. Please mark (with a "Y") those tasks which you have not done in the ESL for Business course. Please mark (with a "Z") those tasks which have not helped you.
### ESL FOR BUSINESS TASKS

<table>
<thead>
<tr>
<th>Task</th>
<th>Have Helped</th>
<th>Have Not Done</th>
<th>Have Not Helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write informal reports on local Business interviews.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a critical evaluation on group decision making.</td>
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<tr>
<td>Write a summary of the five year plans of an international Business.</td>
<td></td>
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</tr>
<tr>
<td>Give a group presentation on the 10 year future of a business.</td>
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<tr>
<td>Debate the pros and cons of a topic.</td>
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<tr>
<td>Write a short informal report comparing information from three different speakers.</td>
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<tr>
<td>Design a traditional employee performance evaluation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Conduct a personnel performance appraisal.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hire the best person for a job.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Solve a cross cultural Business problem.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Negotiate a strategic alliance with a foreign firm.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Write a memo which summarizes agreement from the negotiations in the strategic alliance.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Select strategies most likely to motivate five very different employees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn how to solve a conflict (disagreement) at work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand a guest speaker.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Give an oral presentation of a quality control system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make new Business policies for a near-bankrupt company.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for mid term exam.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for final exam.</td>
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<td></td>
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</tbody>
</table>

Please list other tasks which you do in the ESL for Business course which are not included in #3.
4. Do you think the tasks listed in #3 above connect the theories of the textbook to the real world?

yes ______
no ________

5. Do you think the tasks listed in #3 above help improve your English?

yes ______
no ________

6. In what ways is the ESL for Business course the same as the other ESL courses you took at OUC?

I didn't take other ESL courses at OUC before this course.

SAME:

7. In what ways is the ESL for Business course different from the other ESL courses you took at OUC?

I didn't take other ESL courses at OUC before this course.

DIFFERENT:
8. In your opinion, if you were taking other ESL courses at OUC (i.e., WRIT, REAC, EE), instead of the ESL for Business course, would they be as helpful as the ESL for Business course?

Yes
No
I can't compare because I have not taken other ESL courses at OUC.

9. How would you improve the ESL for Business course?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
PART THREE
Part Three includes questions about your job placement.

1. How useful is your job placement for understanding Business?
   (Please circle one number below).
   
   5  4  3  2  1
   very useful  not very useful

2. How useful is your job placement for learning English?

   5  4  3  2  1
   very useful  not very useful

3. Below is a list of tasks from the ESL for Business Curriculum which relate to the job placement. Please mark (with an "X") those tasks which you think are helpful. Please mark (with a "Y") those tasks which you have not done in your job placement. Please mark (with a "Z") those tasks which you think are not helpful for you.
### JOB PLACEMENT TASKS

<table>
<thead>
<tr>
<th>Task</th>
<th>HAVE HELPED</th>
<th>HAVENT DONE</th>
<th>HAVENT HELPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter of application for job placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a resume for job placement.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Arrange an appointment with job placement.</td>
<td></td>
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</tr>
<tr>
<td>Participate in an interview with job placement employer.</td>
<td></td>
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</tr>
<tr>
<td>Interact in a Business-like manner in job placement.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exchange observations, experiences, and reactions in ESL for Business class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evaluate your job placement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list other tasks which you perform in your job placement which are not included in #3.

__________________________________________________________________

__________________________________________________________________
4. How would you improve the job placement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What is your opinion of the job placement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix C

ESL Instructor's Background Questionnaire

1. My background in Business is:

   educational:

   experience:

   other:

2. My background in ESL is:

   educational:

   experience:

   other:
3. I would describe my approach to/philosophy of teaching as:

4. Please give any extracurricular activities you do which might be relevant to this evaluation project.
Appendix D

ESL Instructor's Questionnaire

• Please answer as completely as possible.
• You may withdraw your participation at any time from the project.
• The information you give will be anonymous.

1. To me, "curriculum" is ... .

2. What was your first impression of the ESL for Business Curriculum?
3. If your first impression of the ESL for Business Curriculum has changed, what is your impression of it now?

4. What advice would you give another teacher who might be implementing this curriculum?

5. What changes, if any, would you like to see in the curriculum? You only need to mention any which are different from those you suggest in 8.3 and 8.4.

6. What suggestions, if any, would you like to make for the ESL for Business Certificate?
7. Do you think you would have taught the ESL for Business course in the same or similar way as you did without the curriculum? Please explain.

8. Please note the following on the curriculum document:

   8.1 put a "Y" by those tasks and language functions which you used;
   8.2 put an "N" by those tasks and language functions which you did not use;
   8.3 write any modifications to the tasks which you made;
   8.4 write any modifications to the tasks which you would suggest;
   8.5 write "S" by those tasks which you used and think were successful;
   8.6 write "U" by those tasks which you used and think were not successful.

9. Explain how you used the curriculum in planning for instruction. How did you select what you wanted to do in the class? When you had selected, how did you use the tasks that you selected for the classroom?
10. You have said that you focussed on teaching the content of the Business courses and preparing for the Business exams. What percentage of the ESL for Business class was spent on these tasks?

11. Please tell me about a significant experience you have had in relation to your role as teacher of the ESL for Business Curriculum.

12. Please explain why the experience you gave in #11 above was significant.
Appendix E

Business Professor's Questionnaire

1. In what ways were the ESL students in your Marketing or Management course:
   
   * prepared for the demands of your class?

   * not prepared for the demands of your class?

2. What differences and similarities did you notice between the ESL students and the students whose first language is English in your Marketing/Management class?

   * differences
3. If you changed the Marketing/Management course in any way because you had ESL students, please describe the changes you made.

4. Please describe a significant experience you had in relation to your role as a teacher in the ESL for Business Certificate program.
Appendix F

International Student Advisor Questionnaire

1. What have been your responsibilities to and connections with the ESL for Business Certificate program?

2. Please describe the contact you have had with the students and teachers in the ESL for Business Certificate program. (amount, reason, result, etc.)

*ESL students

*ESP teacher
• Marketing teacher

• Management teacher

3. What advice about the ESL for Business Certificate would you give another course advisor in your office who might have future responsibilities for the ESL for Business Certificate?

4. What suggestions would you give to improve the curriculum and the certificate?
Appendix G

Small Group Discussion Questions

Directions: Discuss each question in your group. Try to provide as detailed an answer as you can.

1. What has been your most frequent thoughts and feelings in the last seven to eight months?

2. What are your thoughts and feelings about the evaluation of the ESL for Business Curriculum that you are participating in?

3. How has or will the Business course affect you, including the future in your job possibilities, your life here in Kelowna, your opinion of OUC, your confidence in using English?
Appendix H

Individual Student Narratives

PLEASE REMEMBER:

• that the information you give is anonymous, so you don't need to give your real name.
• that this evaluation is voluntary, so feel free not to participate in this activity.

DIRECTIONS:

1. Choose an important experience you have had as an ESL for Business student.

2. Tell me about the experience by recording it on the cassette.

   OR
   Write an informal letter to me about the experience. Write the letter on this paper.

3. Please provide as much detail as you can, for example, when this experience happened, who was involved, what happened, how you felt at the time, why it's important to you.

THANK YOU VERY MUCH FOR PARTICIPATING.
Appendix I

Invitation to Participate in the Evaluation

WOULD YOU LIKE TO PARTICIPATE IN THE STUDY?

YES _____ NO _____

IF YOU SAID YES, PLEASE ANSWER THE QUESTION BELOW. IF YOU SAID NO, THANKS ANYWAY AND GOOD LUCK IN YOUR COURSES!

IF YOU SAID YES . . .

HOW WOULD YOU LIKE TO PARTICIPATE IN THE STUDY?

__________ WORK WITH THE OTHER STUDENTS IN THE STUDY AND DECIDE WITH THEM HOW WE WILL EVALUATE THE ESL FOR BUSINESS CURRICULUM.

__________ WORK WITH ARDISS AND THE OTHER STUDENTS AND DECIDE WITH HER HOW WE WILL EVALUATE THE ESL FOR BUSINESS CURRICULUM.

__________ LET ARDISS DECIDE HOW THE ESL FOR BUSINESS WILL BE EVALUATED.

THANK YOU VERY MUCH FOR AGREEING TO PARTICIPATE!
Appendix J

Extent and Type of Participation in the Evaluation

QUESTION ONE: HOW SHOULD WE EVALUATE THE ESL BUSINESS COURSE? PLEASE CHOOSE THE METHODS YOU WOULD LIKE US TO USE. CHOOSE AS MANY AS YOU LIKE.

_____•INDIVIDUAL STUDENTS AND TEACHERS INTERVIEWED
_____•SMALL GROUP (3-4 STUDENTS) DISCUSSION
_____•WHOLE CLASS DISCUSSION
_____•CLASS OBSERVATION BY ARDISS
_____•QUESTIONNAIRE COMPLETED BY STUDENTS AND TEACHERS
_____•QUESTIONNAIRE COMPLETED BY INTERNATIONAL EDUCATION STAFF
_____•SHORT REPORTS WRITTEN BY STUDENTS AND TEACHERS
_____•OTHER ________________________________

QUESTION TWO: TO WHAT EXTENT DO YOU WANT TO PARTICIPATE?

_____•STUDENTS AND TEACHERS SHOULD WRITE THE QUESTIONS FOR THE INTERVIEWS, DISCUSSIONS, AND QUESTIONNAIRES. ARDISS SHOULD MAKE SUGGESTIONS OR EDIT.
_____•ARDISS SHOULD WRITE THE QUESTIONS FOR THE INTERVIEWS, DISCUSSIONS, AND QUESTIONNAIRES.
STUDENTS AND TEACHERS SHOULD MAKE SUGGESTIONS OR EDIT.

TEACHERS AND STUDENTS SHOULD ONLY ANSWER THE QUESTIONS IN THE INTERVIEWS, DISCUSSIONS, AND QUESTIONNAIRES.

STUDENTS AND TEACHERS SHOULD READ WHAT ARDISS WRITES ABOUT THE EVALUATION.

OTHER ________________________________

• WE SHOULD WORK ON THE EVALUATION:
DURING THE ESL BUSINESS CLASS TIME
AFTER THE ESL BUSINESS CLASS TIME, IN THE EVENING
AFTER THE ESL BUSINESS CLASS TIME, TUESDAY OR THURSDAY AFTERNOON
OTHER TIME ________________________________

• WE SHOULD SPEND:
0-5 HOURS ON THIS EVALUATION
5-10 HOURS ON THIS EVALUATION
10-15 HOURS ON THIS EVALUATION
OTHER ________________________________
Appendix K

Letter to OUC Staff:
Recommendations for the ESL for Business Program

DATE: August 30, 1994

TO: [], Instructor, ESL Dept.
    [], Manager, IE Office
    [], Chair, ESL Dept.
    [], Course Advisor, IE Office
    [], Instructor, ESL Dept.

FROM: Ardiss Mackie, Instructor, ESL Dept.

SUBJECT: Recommendations for the ESL for Business Program

I thought you might be interested in the recommendations given by students and staff involved in the evaluation of the ESL for Business Curriculum. The recommendations below might be useful in decisions and discussions concerning the program.

Recommendations:

1. Restructure the program. Two specific recommendations were made: that there be a formal division between the Business content and Business English components of the curriculum; and that the current certificate be laddered into the two year diploma. Regarding the dual focus of the course students were divided as to what the focus should be.

2. Maintain or increase the language requirement. The overriding negative aspect of the program from the students' perspective was the language barrier in the Business courses. They felt they were not prepared for the language expectation in Business.

3. Include support for the options courses.
4. Make the program available and accessible to landed immigrants and Canadians. Comments from student data indicated the unfairness of the two-tiered system.

5. Expand the job placement to both terms. Students saw this component as the most valuable yet too short.

6. Provide a more detailed orientation to job placement contacts. Student comments indicated that the companies should have had a deeper understanding of the purpose of the placement and needs of the students.

7. Include work etiquette in the preparation for the job placement.

8. Have regularly scheduled meetings with participation from the ESL instructor and chair, the IE advisor, and the Business professors and chair. Staff believed that the extent of the communication among the three offices should be increased, and should involve a more formal initial introduction of the staff and the program.

9. Provide more interaction with Canadian students in regular Business classes.

10. Reconsider the content and delivery of regular ESL classes. Student comments regarding the differences between the regular courses and the ESL for Business course were mainly negative, mentioning, for example, that regular ESL was boring.

The recommendations which received the most comments or the strongest comments were #1, 2, 4, 5, 8, and 10.

Many thanks to [] and [] for their participation in the evaluation. If you would like to talk about the recommendations or the evaluation, please call me at -4560.

Sincerely,
Appendix L

Participant Consent Form

Title of Project:
Evaluation of the ESL for Business Curriculum,
Okanagan University College

Principal Investigator: Dr. Rick Berwick 822 4335
Student: Ardiss Mackie 762 5445

Please feel free to withdraw your participation in the project at any time or to choose not to participate. In any case, if you withdraw or if you participate in the study, your grades will not be affected.

The purpose of this project is to explore a model of curriculum evaluation. The evaluation invites you to complete questionnaires, participate in small group discussions, and make suggestions to and edit the questionnaires.

Your identify will be confidential. This confidentiality will be maintained by assigning your questionnaire and discussion responses to a number and not your name. It will take a maximum of seven hours of your time to participate in the evaluation.

If you have any questions about the project, please call me at the numbers above, or ask me at any time you see me on campus.

Thank you for your time.

Sincerely,

Ardiss Mackie
Please sign below if you understand the project, and if you would like to participate in the study.

__________________________________________
Student's Name

Please sign below showing that you have taken a copy of this letter for yourself.

__________________________________________
Student's Name