

## **Syllabus Design and Pronunciation Teaching**

**Yukiko AMAKAWA**

**Associate Professor, Mito College, Japan**

**In the age of global communication, more human exchange is extended at the grass-roots level. In the old days, language policy and language planning was based on one nation-state with one language. But high waves of globalizaiton have allowed extended human flow of exchange beyond one's national border on a daily basis. Under such circumstances, homogeneity in Japan may not allow Japanese to speak and communicate only in Japanese and only with Japanese people.**

**In Japan, an advisory report was made to the Ministry of Education in June 1996 about what education should be like in the 21st century. In this report, an introduction of English at public elementary schools was for the first time made. A basic policy of English instruction at the elementary school level was revealed. With this concept, English instruction is not required at the elementary school level but each school has their own choice of introducing English as their curriculum starting April 2002.**

**As Baker, Colin (1996) indicates the age of three as being the threshold diving a child becoming bilingual naturally or by formal instruction. Threere is a movement towards making second language acquisition more naturalistic in an educational setting, developing communicative competence in a more or less formal way.**

**From the lesson of the Canadian immersion success, Genesee (1987) stresses the importance of early language instruction. It is clear that from a psycho-linguistic perspective, most children acquire basic communication skills in their first language apparently effortlessly and without systematic and formal instruction during the first six or seven years of life. This innate capacity diminishes with age, thereby making language learning increasingly difficult. The author, being a returnee, experienced considerable difficulty acquiring L2, and especially achieving native-like competence.**

**There will be many hurdles to conquer until Japanese students are able to reach at least a communicative level in English. It has been mentioned that English is not taught to clear the college entrance examination, but to communicate. However, Japanese college entrance examination still makes students focus more on the grammar-translation method.**

**This is expected to shift to a more communication stressed approach. Japan does not have to aim at becoming an official bilingual country, but at least communicative English should be taught at every level in school.**

Mito College is a small two-year co-ed college in Japan. Students at Mito College are basically not good at English. It has only one department for business and economics, and English is required for all freshmen. It is necessary for me to make my classes enjoyable and attractive so that students can at least get motivated to learn English.

My major target is communicative English so that students may be prepared to use English in various business settings.

As an experiment to introduce more communicative English, the author has made the following syllabus design. This program aims at training students speak and enjoy English. 90-minute class (only 1 90-minute session per week is most common in Japanese colleges) is divided into two: The first half is to train students orally using Graded Direct Method. The latter half uses different materials each time so that students can learn and enjoy English culture and language simultaneously.

There are no quizzes or examinations in my one-academic year program. However, all students are required to make an original English poem by the end of the spring semester. 2-6 students work together in a group on one poem.. Students coming to Mito College, Japan have one of the lowest English levels in all of Japan. However, an attached example of one poem made by a group shows that students can improve their creativity as long as they are kept encouraged. At the end of the fall semester, all students are then required individually to make a 3-minute original English speech. An example of that speech contest will be presented at the Convention in Seoul.

## English Syllabus

### Spring semester

Week	first 45 minutes	latter 45 minutes	
1	Pronunciation	Mother Goose	
2	GDM Unit 1	Game	
3	2	Myth	
4	3	Music	
5	4	Fable	
6	5	Bible	
7	6	Movie	
8	7	Poem	
9	8	Poem	
10	9	Poem	
11	10	CNN news	
12		Hamlet	Poem presentation

### Fall semester

1	GDM Unit 11	Speech (Lincoln)	
2	12	Cartoon	
3	13	Newspaper	
4	14	Shakespeare	
5	15	Japanese culture	
6	16	American studies	
7	17	Economics (Samuelson)	
8	18	Hemingway	
9	19	Musical	
10	20	Speech	
11	Speech writing	Speech writing	
12	Speech practice	Speech practice	
13	Speech contest for all	the freshmen.	

For GDM practice, a video and textbook entitled "Look Ahead" (Longman) is used.

**An original poem made by 4 students:**

**Dreams**

**To believe in myself,  
Not to be afraid of making mistakes,  
Dreams break all the hurdles.  
Never abandon your dreams.  
Never lose yourself.  
Hours never stop, they flow through time.  
Passion will be the future.  
seeing your dreams means a bridge to the future.  
and so is the love.  
Meeting always accompanies departure.  
I will never show my tears.  
Because meeting you moves me.  
As long as dreams last.**

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