Christchurch Polytechnic Institute of Technology (CPIT)
International School of English Language (ISEL)

<u>**Syllabus design for group programmes for Japanese students**</u>

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September 2000

There are numerous approaches to syllabus design, and a quick look at any course outline or textbook map will illustrate which method the writers have taken. Briefly, some examples of design methods are:

- Grammatical
- Structural
- Content-based
- Task-based
- Notional/Functional

A grammatical syllabus takes grammatical forms as its starting point, and content is dictated according to the application and level of difficulty of items. At CPIT we find that the majority of Japanese students have a good understanding of grammatical forms in English. Their difficulty lies in the ability to apply the grammar they have learned. Accurate usage in speaking and writing is highly problematic for them. Therefore, a grammatical approach is not appropriate for students on short-term group programmes.

A structural approach provides teaching which seeks to internalise formal aspects of English through class activities that drill and repeatedly consolidate carefully pre-selected items. Typically, items would be stock phrases and grammatical features selected by level. Again, Japanese students at CPIT are usually able to use a range of rehearsed phrases for use in daily life. For example, they can usually describe their family, talk about their college or university and discuss their hobbies. This approach to syllabus design would not serve the students' needs.

A content-based syllabus would teach a pre-determined set of language features, perhaps selected according to a subject area. For example, a student intending to study electronic engineering will need to learn a specific body of lexical items in order to succeed in the field. This approach would often be used by teachers offering language support teaching to students involved in such subject-based programmes. Aspects of this approach relate to our student needs at ISEL but students on short programmes would rarely need to learn large amounts of technical vocabulary, for instance.

A task-based approach is appropriate for students who need to be able to perform well in certain language activities. For example, students studying for the TOEFL or other examinations need to be familiar with and skilled in the question types encountered in the test. In a similar way, students training to be flight attendants will need to practise a range of speaking tasks, such as how to make offers, how to apologise and refuse politely, how to give clear instructions and so on. Again, aspects of a task-based course relate to the needs of Japanese students on group programmes, but a syllabus based exclusively on, say, reading comprehension question types would clearly not meet their needs.

In a notional/functional syllabus, content and tasks are selected according to the needs of the student. The process of design is discussed later, but the essential starting point is a thorough assessment of what the student needs.

For the students in mind, these needs are wide ranging. Many can be assumed before arrival in New Zealand, and determined from dialogue with the Japanese college or university, for example:

- Survival language for the short-term visitor
- Knowledge of some aspects of New Zealand culture
- How to participate in recreational activities
- Language related to special interest areas

Additional needs are determined post arrival at CPIT, by collecting data from the students themselves, for example:

- Language ability level in each skill
- Expectations of the course
- Preferred activities
- Preferred emphasis on general/specific language

The notional/functional syllabus enables ISEL to meet these needs in a way other approaches cannot. The approach takes needs as its starting point and determines selection of items according to notion (or idea/topic) and function (or purpose for use of language). The table below shows the difference between notions and functions:

Notions	Functions
Places in Christchurch	Describing location, giving directions
Food	Ordering in a restaurant
The home	Asking someone to do something
Shopping	Complaining about inferior goods

Many of the group programmes at ISEL started life covering the general notions and functions given above. Some of the other notions covered were typically education, relationships, fashion, entertainment, leisure, sport, farming, Maori culture, animals. In other words, they were general topics selected to serve the needs of a student on a short study tour of the country.

Increasingly, however the needs have shifted towards English for specific purposes (ESP). Where at one time almost all programmes had a general English focus, there are now a number of institutions requiring English plus language studies within given content areas. Some programmes which have been developed recently or have evolved over time from general to more specific are given below.

Institution	English plus .....
Tezukayama College	Home Economics
Japan College of Foreign Languages	Language Teaching Methodology
Japan College of Foreign Languages	Social Work
Kagawa University	Comparative Education Studies
Hiroshima Shudo University	New Zealand culture,esp law/politics

As a result of this, the application of the notional/functional approach has to be deeper, more analytical and more considered. In addition to general study-tour language, the range of functions taught need to correlate more closely with specialist areas of study and more concrete notions, for example:

Notion	Functions
Food	Following instructions (i.e. recipes) Describing tastes (for menus, to customers) Identifying ingredients
Language practice activities	Giving instructions (to students in the classroom) Giving feedback (to students)
Working as a volunteer in a voluntary organisation	Starting and finishing conversations Understanding some New Zealand colloquialisms Asking for help Asking for information

Clearly, we have moved to a situation where both syllabus designer and classroom teacher need to be familiar with a range of specialist content and related language. This has required a number of new strategies for ISEL, for example:

- Sourcing and recruiting academic staff who combine language teaching expertise with knowledge of specialist areas
- Using experts in CPIT faculties as consultants and co-teachers (e.g. food and hospitality, social and community studies)
- Liaising closely with the organising institution
- Using the organising institution's curriculum documents
- Adapting the organising institution's own teaching materials
- Sourcing published materials to meet student needs

- Writing additional materials to meet student needs

In terms of teaching resources, there is very little published material available and by far the majority of those used in the classroom are specifically written by CPIT staff for particular programmes. Storage, revision and rewriting of these materials are a constant process.

Attached are some examples of course outlines of ESP – based programmes currently offered.

TEZUKAYAMA COLLEGE

Week 2:

	Monday 28 February	Tuesday 29 February	Wednesday 1 March	Thursday 2 March	Friday 3 March	Saturday 4 March	Sunday 5 March
9.00 a.m.	Cookery	English Language	Cookery	English Language Requests and Offers	English Language Farm Vocabulary	Free Time With Host Families	
10.30. a.m.		Instructions		Pronunciation	Pronunciation		
10.50 a.m.	Cookery	English Language	Cookery	English Language	English Language Pronunciation		
12 noon		Prepare School Visit		Telephoning	_____		
1.00 p.m.	English Language Intonation	English Language Shopping Shopping/Role Play	Visit to Banks Avenue Primary School	English Language Maori Culture (3.00 p.m. finish) **Evening:** Visit to Marae and Dinner/ Cultural Show	Horse Riding		
3.30 p.m. or later	(3.00 p.m. finish)	(3.00 p.m. finish)					

JAPAN COLLEGE OF FOREIGN LANGUAGES
English Language and Language Teaching Timetable
February-March 1999

Arrive: Monday 22 February 1999

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY
am	22 February	23 February

Course Orientation
City Orientation | 24 February

EFL Class | 25 February

Language Teaching Methods | 26 February

Feedback on Teaching Practice
EFL Class | 27 February   28 February

Free / With Host Families |
| pm | Arrival.
Welcome Party | Testing | Cultural Presentation Practice |

Teaching Practice | Cultural Presentation Practice | |
| am | 1 March

Language Teaching Methods | 2 March

Language Teaching Methods | 3 March

Feedback on Teaching Practice
EFL Class | 4 March

Language Teaching Methods | 5 March

Feedback on Teaching Practice
EFL Class | 6 March   7 March

Free / With Host Families |
| pm | Observation/Cultural Presentation |

Teaching Practice | Observation/Cultural Presentation |

Teaching Practice | Observation/Cultural Presentation | |
| am | 8 March

Language Teaching Methods | 9 March

Language Teaching Methods | 10 March

Feedback on Teaching Practice
EFL Class | 11 March

Language Teaching Methods | 12 March

Feedback on Teaching Practice
EFL Class | 13 March   14 March

Free / With Host Families |
| pm | Observation/Cultural Presentation |

Teaching Practice | Observation/Cultural Presentation |

Teaching Practice | Observation/Cultural Presentation | |
| am | 15 March

Language Teaching Methods | 16 March

Language Teaching Methods | 17 March

Feedback on Teaching Practice
EFL Class | 18 March

Language Teaching Methods | 19 March

Feedback on Teaching Practice
Course Review | 20 March   21 March

2 Night/3 Day Excursion? |
| pm | Observation/Cultural Presentation |

Teaching Practice | Observation/Cultural Presentation |

Teaching Practice | Sayonara Graduation Function | |
| am | 22 March

Return to Christchurch | 23 March

Free Day | 24 March

Leave Christchurch (time to be confirmed) | | | |
| pm | | | | | | |

JAPAN COLLEGE OF FOREIGN LANGUAGES
English Language and Community Studies Timetable
February-March 2000

Arrive: Thursday 24 February 1999

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
am				24 February Arrival.	25 February EFL Testing. Course Introduction.	26 February Free/With Host Families	27 February
pm				Welcome.	Social Work Placement.		
am	28 February EFL Class.	29 February Volunteer Bureau talk.	1 March Community Studies Class - Introduction to Social Services Provision.	2 March EFL Class.	3 March EFL Class.	4 March Free/With Host Families.	5 March
pm	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.		
am	6 March EFL Class.	7 March EFL Class.	8 March Community Studies Class. Provision for the Elderly.	9 March EFL Class.	10 March Environmental Studies visit to Bromley Settlement Ponds/ Recycling Station.	11 March Free/With Host Families.	12 March
pm	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.		
am	13 March EFL Class.	14 March EFL Class.	15 March Community Studies Class - Provision for the Intellectually Disabled.	16 March EFL Class.	17 March Community Studies Visit - Kilmarnock Enterprises (Sheltered Factory Workplace for the Intellectually Disabled).	18 March Free/With Host Families.	19 March
pm	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.		
am	20 March EFL Class.	21 March EFL Class.	22 March Community Studies Class – Cultural Exchange with Youth Studies Students.	23 March Community Studies Visit - Kindergarten/Nursery School.	24 March EFL Class. Social Work Placement.	25 March Free/With Host Families.	26 March Depart Christchurch.
pm	Social Work Placement.	Social Work Placement.	Social Work Placement.	Social Work Placement.	Sayonara Graduation Function.		

KAGAWA UNIVERSITY

Week 2   14 August – 20 August

	Monday 14 August	Tuesday 15 August	Wednesday 16 August	Thursday 17 August	Friday 18 August	Saturday 19 August	Sunday 20 August
9.00 am 9.30. am	English Language	English Language	English Language	English Language	Day Visit to Akaroa, Including Visit to: • Akaroa School • Beach • Walks • Cafes • Museum	Free Time With Host Families	Free Time With Host Families
10.50 am 12 noon	English Language	English Language	English Language	English Language			
1.00 pm 3.00 pm (or later)	Talk/Discussion/ Question Time Neil Andersen, Head of Teacher Education School "The Structure of the NZ Education System Compared with Japan"	Maori Culture Class	Recreation/Sport or Free Afternoon (Student Preference)	Visit Maori Meeting House – Nga Hau e Wha Marae			

SHUDO UNIVERSITY

New Zealand Studies Programme

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Week 1 *Christchurch and its surrounds*	7 Campus and central city orientation	8 Differences between NZ and Japan (guest speaker)	9 Greater Christchurch - Sign of the Takahe, Corsair Bay and historical Lyttelton	10 A – YMCA Trust Games B - City Council	10 B – YMCA Trust Games C - City Council	11/12
Week 2 *N.Z. History*	14 Canterbury historical Provincial Chambers (lunch on river bank)	15 Trail Blazers	16 Riccarton House and Bush	17 National Marae	18 Hanmer Springs (Overnight)	19/20
Week 3 *Education*	21 Art Gallery	22 Primary school visit	23 Museum visit	24 To be advised	25 Sports Afternoon: • Cricket • Netball • Soccer	26/27
Week 4 *Community*	28 Women's Comedy Troupe	29 Port Hills Walk	1 Metro Station Visit	2 Canoeing on the Avon	3 Willowbank Wildlife Reserve	4/5
Week 5 *Environment*	6 Environmental Issues	7 A - Police Visit B - Taylors Mistake	8 Trees for Canterbury	9 Antarctic Centre	10 B - Police Visit C - Taylors Mistake	11/12 Farmstay weekend (optional)
Week 6 *Industry*	13 Paua Shell Factory	14 A - a.m. – CD Brewery B - p.m. – CD Brewery	15 Western cookery at Groynes	16 Testing	17 Farewell preparation	18/19

N.B.   Please allow for flexibility in this programme. Sometimes there are changes.