## 博士論文

A Comparative Study of Authorized English Textbooks for Junior High Schools in Japan and China （日中の中学校英語検定教科書の比較研究）

## INDEX

## Contents

Chapter 1 / Research Background: Textbook Research in an EFL Context
1.1 Introduction to English Textbook Research ..... 3
1.1.1 General introduction and outline of this thesis ..... 3
1.1.2 Textbook research: from the perspective of curriculum and instruction theory ..... 4
1.1.3 English textbook research in an EFL context ..... 5
1.2 English Textbooks in Japan: An Overview ..... 7
1.2.1 Meiij period (1887-1894): imported English textbooks were considered to be superior to domestic English textbooks ..... 8
1.2.2 From Meiji to Taisho period (1895-1924): the start of state-approved English textbook entrenchment in schools. .....  9
1.2.3 From Taisho to Showa period (1925-1939): improvement in English textbook compiling skills, and the establishment of a stable model for English textbooks in the post-war era ..... 10
1.2.4 Showa period (1940-1946): a crucial time for textbooks during the Second Sino-Japanese War ..... 10
1.2.5 Post-war era (1947-1956): the beginning of the nation's gradual recovery from war damage with a newly- developed national textbook ..... 11
1.2.6 Economic recovery period (1957-1976): emergence of innovative textbook models ..... 11
1.2.7 Relaxed-education period (1977-1997): a growing awareness of Japanese identity and softening of textbook contents. ..... 12
1.2.8'Zest-for-living' period (1998-2007): emphasizing a global perspective while encouraging the cultivation of practical communication ability ..... 12
1.2.9 Globalized period (2008-present): highlighting the integration of the four skills ..... 13
1.3 English Textbooks in China: An Overview ..... 13
1.3.1 The late Qing dynasty (1840-1911): reliance on the introduction, translation and adoption of foreign textbooks ..... 14
1.3.2 Republic of China period (1912-1948): rapid development of textbooks compiled by Chinese scholars ..... 15
1.3.3 From the founding of the People's Republic of China until the 1970s (1949-1978): temporary shortage oflearning materials and the politicization of English textbooks16
1.3.4 Chinese economic reform period (1978-1988): development of national English textbooks based on a
constructivist theory of language teaching and learning ..... 16
1.3.5 National teaching guidelines period (1988-2001): cooperation with foreign publishers with a focus on language structure and function. ..... 17
1.3.6 2001-2010: increased diversity of English textbooks at the onset of the $21^{\text {st }}$ century ..... 19
1.3.7 2011-present: towards textbooks with Chinese characteristics in fulfilment of 2011's revised national curriculum ..... 20
1.3.8 Summary and discussion. ..... 21
1.4 A Descriptive Analysis of Japanese and Chinese English Language Curricula ..... 24
1.4.1 Framework for curriculum analysis ..... 24
1.4.2 Analysis of the 2008 English National Curriculum for junior high school in Japan ..... 25
(1) Curriculum documentation and origins (JPN) ..... 26
(2) The curriculum proper (JPN) ..... 32
(3) The curriculum in use (JPN) ..... 37
(4) Critique (JPN) ..... 39
1.4.3 Analysis of the 2011 English National Curriculum for compulsory education in China ..... 40
(1) Curriculum documentation and origins (CHN) ..... 42
(2) The curriculum proper (CHN) ..... 51
(3) The curriculum in use (CHN) ..... 59
(4) Critique (CHN) ..... 61
1.4.4 Summary and conclusion ..... 61
1.5 Core Focus of This Study ..... 66
1.6 Purpose of the Present Study ..... 68
1.7 Thesis Outline ..... 69
Chapter 2 / Literature Review: Towards a Descriptive Model for EFL Textbook Unit Analysis
2.1 Introduction ..... 74
2.2 A Review of Descriptive Models ..... 75
2.3 A Descriptive Model for EFL Textbook Unit Analysis ..... 78
2.3.1 Messages from textbooks to learners: metadiscourse analysis. ..... 80
Interaction between the learner and the textbook ..... 81
Metadiscourse analysis of EFL textbooks ..... 83
2.3.2 Understanding the comprehensibility of texts through rhetorical pattern analysis ..... 84
Text structure: linkages that organise the design of a text ..... 85
Linkages: rhetorical patterns in written exposition ..... 86
Text structure: how to distinguish between rhetorical patterns ..... 87
2.3.3 Looking at 'what learners are required to $\mathrm{do}^{\prime}$ : practice activity analysis ..... 88
A well-balanced language course: the Four Strands principle ..... 88
Littlejohn's (1992) analysis of learning tasks ..... 90
An analytical framework of practice activities within an individual unit ..... 93
2.4 Conclusion ..... 96
Chapter 3 / Metadiscourse Analysis in Japanese and Chinese EFL Textbooks
3.1 Introduction ..... 98
3.2 Adaptations to Crismore's Methodology ..... 98
3.3 Examples of Metadiscourse Subtypes Found in EFL Textbooks ..... 102
3.3.1 Informational metadiscourse ..... 102
3.3.2 Attitudinal metadiscourse ..... 107
3.3.3 Other tags ..... 109
3.4 Description of Steps Used for the Metadiscourse Analysis and Other Methodological Considerations ..... 111
3.5 Main Findings from the Metadiscourse and Non-Metadiscourse Analysis of Japanese and Chinese EFL Textbooks ..... 119
3.5.1 Voice and target-native language (non-metadiscourse) ..... 119
3.5.2 Voice and target-native language (metadiscourse) ..... 119
3.5.3 Diversity and balance of metadiscourse subtypes. ..... 121
3.5.4 Extra materials ..... 123
3.6 Discussion and Conclusion ..... 123
Informational metadiscourse: objective-oriented (CHN) vs. situational-oriented (JPN) approach ..... 124
Attitudinal metadiscourse: excessive focus on saliency (CHN \& JPN) ..... 124
Language use: excessive reliance on native language (JPN) vs. foreign language (CHN) ..... 126
Other relevant points ..... 126
Focus on accessibility/handholding (JPN) vs. sheer exposure of contents (CHN) ..... 127
Chapter 4 / Rhetorical Pattern Analysis in Japanese and Chinese EFL Textbooks
4.1 Introduction ..... 130
4.2 Main Issues Related to Text Comprehensibility and Objectives of This Analysis ..... 130
4.3 Analysis Framework: Merits and Previous Experiments with Rhetorical Patterns ..... 133
4.3.1 Merits of rhetorical patterns ..... 134
4.3.2 Experiments involving easy-to-understand rhetorical patterns ..... 138
4.4 Method for Analysis of EFL Textbooks ..... 140
4.4.1 List of textbooks whose units are to be analysed ..... 140
4.4.2 Brief considerations on the analysis method and list of selected texts/units ..... 142
4.5 Results ..... 145
4.5.1 Main characteristics of rhetorical patterns in reading comprehension texts. ..... 145
4.5.2 Rhetorical pattern analysis organized by unit theme ..... 148
School-related units (Japanese) ..... 148
School-related units (Chinese) ..... 150
Family-related units (Japanese) ..... 152
Family-related units (Chinese) ..... 154
Event-related units (Japanese) ..... 157
Event-related units (Chinese) ..... 159
4.6 Discussion of Results ..... 161
Excessive focus on list pattern resulting in low levels of cohesion (JPN \& CHN) ..... 161
Description of events using linear string/falling dominoes patterns (JPN \& CHN) ..... 162
Matrix pattern is not used to its full potential (JPN \& CHN) ..... 163
Additional remarks ..... 163
Chapter 5 / Analysis of Practice Activities in Japanese and Chinese EFL Textbooks
5.1 Introduction ..... 168
5.2 Overview of EFL Textbooks from the Viewpoint of Practice Activities ..... 169
5.3 General Aspects of Littlejohn's Framework. ..... 169
5.4 General Methodological Choices and Procedures ..... 171
5.4.1 Guidelines for distinguishing between different sub-categories ..... 176
5.4.2 Sequence of analysis procedures and other minor methodological considerations ..... 181
5.5 Results ..... 184
5.5.1 Learners' roles in regards to turn-taking. ..... 184
5.5.2 Focus of practice activities ..... 185
5.5.3 Mental operations in practice activities ..... 188
5.5.4 General considerations about mental operations: diversity \& frequency ..... 193
5.5.5 Modes of participation in practice activities. ..... 194
5.5.6 Input contents ..... 195
5.5.7 Output contents. ..... 198
5.6 Discussion of Results and Conclusion ..... 200
5.6.1 Output: writing and speaking ..... 201
5.6.2 Input: reading and listening ..... 202
Chapter 6 / Results of EFL Textbook Comparisons with the English Language Curricula of Japan \& China
6.1 Introduction ..... 207
6.2 Main Objectives of Textbook Contents According to the Curricula ..... 207
6.3 Summary of EFL Textbook Characteristics ..... 211
6.4 Adequacy of EFL Textbooks to the English Curricula of Japan and China ..... 214
6.4.1 Reading ..... 214
6.4.2 Writing ..... 217
6.4.3 Listening ..... 218
6.4.4 Speaking ..... 219
6.4.5 Other aspects: moral education, cultural awareness, learning strategies, and mental operations. ..... 221
6.5 Final Verdict: Balance of the Four Skills \& the Role of L1 in EFL Education. ..... 223
6.5.1 Balance of the four skills. ..... 223
6.5.2 Role of native language in the teaching of foreign languages. ..... 224
6.6 Applicability of the Analytical Framework of This Study ..... 226
6.7 An Approach for Incorporating L1 into EFL Classrooms. ..... 228
6.7.1 Foreign language learning (EFL) can benefit native language learning (L1) ..... 228
6.7.2 Metalinguistic awareness can boost language competence in both L1 and EFL learning ..... 229
6.7.3 A collaborative approach between L 1 and EFL for raising metalinguistic awareness ..... 232
6.7.4 Action research initiatives for incorporating L1 and EFL towards metalinguistic awareness development. 233
6.8 Case Study of an English Class for Grade-7 ..... 234
6.8.1 Lesson plan: analysing a poem in Chinese and Japanese languages in EFL classrooms. ..... 234
6.8.2 Lesson implementation process ..... 235
6.8.3 Analysis of worksheet answers and reflective writings ..... 237
6.8.4 Results and discussion ..... 238
6.8.5 Summary ..... 241
6.9 Case Study of a Foreign Language Activity Class for Grade-4 ..... 242
6.9.1 The lesson ..... 242
6.9.2 Reflections regarding the lesson ..... 244
Chapter 7 / Conclusion
7.1 Summary ..... 248
7.2 Significance of This Study ..... 251
7.3 Scope and Limitations of This Study ..... 252
7.4 Recommendations for Future Research ..... 253
7.5 Final Remarks ..... 255
BIBLIOGRAPHY ..... 257
List of government-approved EFL Japanese Textbooks analysed in this study ..... 257
List of government-approved EFL Chinese Textbooks analysed in this study ..... 257
List of Reference Works. ..... 257
APPENDIX A: Metadiscourse Graph Charts: ‘School Life’ Units in Japanese and Chinese EFL Textbooks. ..... 271
(1) General Metadiscourse Analysis (Japanese Textbooks) ..... 272
(1) General Metadiscourse Analysis (Chinese Textbooks). ..... 273
(2) Detailed Metadiscourse Analysis: Target-Native Language + Voice (JP) ..... 274
(2) Detailed Metadiscourse Analysis: Target-Native Language + Voice (CH) ..... 275
(3) Non-Metadiscourse: Practice Activity Instructions (Target-Native Lang./Voice - JP). ..... 278
(3) Non-Metadiscourse: Practice Activity Instructions (Target-Native Lang./Voice - CH) ..... 279
APPENDIX B: Metadiscourse Analysis: Raw Data for 'School Life' Units ..... 281
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: New Crown Lesson 2 (283)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: New Crown Lesson 2 ..... (287)
(3) Final Table of Metadiscourse Items and Graph Charts: New Crown Lesson 2 ..... (288)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: New Crown Lesson 8 ..... (289)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: New Crown Lesson 8
(3) Final Table of Metadiscourse Items and Graph Charts: New Crown Lesson 8 (294)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: New Horizon (295)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: New Horizon (299)
(3) Final Table of Metadiscourse Items and Graph Charts: New Horizon (301)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Sunshine (302)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Sunshine (306)
(3) Final Table of Metadiscourse Items and Graph Charts: Sunshine (307)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Total English (308)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Total English (313)
(3) Final Table of Metadiscourse Items and Graph Charts: Total English (314)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: One World (315)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: One World (321)
(3) Final Table of Metadiscourse Items and Graph Charts: One World (323)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Columbus 21 (324)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Columbus 21 (329)
(3) Final Table of Metadiscourse Items and Graph Charts: Columbus 21 (331)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Ren'ai (332)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Ren'ai (334)
(3) Final Table of Metadiscourse Items and Graph Charts: Ren'ai (336)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Beishida (337)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Beishida (341)
(3) Final Table of Metadiscourse Items and Graph Charts: Beishida (343)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Renjiao (344)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Renjiao (346)
(3) Final Table of Metadiscourse Items and Graph Charts: Renjiao (347)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Shangjiao (348)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Shangjiao (352)
(3) Final Table of Metadiscourse Items and Graph Charts: Shangjiao (353)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Shangwai (354)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Shangwai (357)
(3) Final Table of Metadiscourse Items and Graph Charts: Shangwai (358)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Waiyanshe (359)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Waiyanshe (362)
(3) Final Table of Metadiscourse Items and Graph Charts: Waiyanshe (363)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Yilin (364)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Yilin (368)
(3) Final Table of Metadiscourse Items and Graph Charts: Yilin (370)
(1) Detailed List of Metadiscourse and Non-Metadiscourse Items: Jijiao (371)
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items: Jijiao (375)
(3) Final Table of Metadiscourse Items and Graph Charts: Jijiao (377)

## APPENDIX C: Practice Activity Analysis: Raw Data.

(1) Tables with Summary of Practice Activity Analysis Results...................................................... 381
(2) Detailed List of Practice Activity Items................................................................................... 383

New Crown (383)
New Horizon (385)
Sunshine (386)
Total English (387)
One World (388)
Columbus 21 (389)
Renjiao (390)
Beishida (391)
Ren'ai (393)
Yilin (394)
Jijiao (395)
Waiyanshe (397)
Shangwai (398)
Shangjiao (399)

## Chapter 1

## Contents

entrenchment in schools .. 9
1.2.3 From Taisho to Showa period (1925-1939): improvement in English textbook compiling skills, and the establishment of a stable model for English textbooks in the post-war era $\qquad$
$\qquad$
$\qquad$
$\qquad$ $-$
$\qquad$
$\qquad$
$\qquad$
in the context of reading comprehension research, I will introduce various experiments that provide a scientific basis for the relevance of rhetorical patterns towards the study of text comprehensibility.

### 4.3.1 Merits of rhetorical patterns

A typology of rhetorical patterns representing the possible linkages between textual passages are shown in Figure 4.1 (Table 4.1 contains a translation of the most important pattern names in Japanese). Each icon represents a type of diagram that can be used during analysis to segment and organize the various passages of a text so that its organizing structure is made visible. The use of this kind of graphic depictions to visualize the design of textual passages has been shown to be advantageous for understanding all sorts of forms of expression (Chambliss \& Calfee, 1998:118). This is because diagrams can display words and descriptions in meaningful ways, and organization charts are effective for clearly conveying a large amount of interrelated contents (Tufte, 1990). By expressing the contents in a graphical way, important and non-important information are made separate, and the relationships established before-and-after each textual passage can be displayed visually, rather than linguistically. In other words, it is possible to simultaneously display individual elements and show the linkages between them.

An organizational scheme that leads to a well-done design must be able to represent very complex relationships, and clarify linkage patterns between individual elements in a way that is easy to grasp for the reader. Based on this notion of graphical descriptions, Chambliss \& Calfee (1998) proposed a typology of graphical rhetorical patterns that link each element of a textual passage included in expository texts within textbooks. The authors presented several demonstration cases with rhetorical patterns, in order to examine not just the linkages within texts, but also linkages within the organizational structure of a curriculum, and even the content structure of indexes, chapters, units, goal lists and other elements of textbook design.


Figure 4．1：Typology of rhetorical patterns for analysing linkages within textual passages and content structure of textbook designs（Chambliss \＆Calfee，1998：32）．

Table 4．1 List of main rhetorical patterns and equivalent terms in Japanese．

| Type of Rhetorical Pattern | Main Purpose |
| ---: | :--- |
| Matrix（マトリックス） | Compares／contrasts categories with each other． |
| Hierarchy（階層型） | Presents contents from most global／general to most particular． |
| Topical Net（放射型） | Presents subtopics around a central core theme／topic． |
| List（羅列） | Presents a list of mostly stand－alone statements． |
| Branching Tree（分枝） | Presents multiple events taking place simultaneously． |
| Falling Dominoes（ドミノ） | Presents cause－and－effect between actions／events． |
| Linear String（線形） | Presents actions taking place in temporal succession． |

The texts included inside textbooks are often descriptive texts that convey academic knowledge in order to bring insights to the reader．In other words，they are written texts intended to integrate the reader＇s pre－existing knowledge with the newly－read knowledge contained in the text， and as a result produce new knowledge（Miyaura，2002）．For foreign language learners such as Japanese people，reading comprehension texts in English textbooks are texts designed for acquiring
foreign language expertise, especially linguistic knowledge and language skills. Conversational sentences, introduction sentences, or narrative sentences (which constitute different forms of English texts) represent the main target of language learning, because they are the preferred medium for conveying learning contents. From the viewpoint of communicating knowledge to learners, English texts within textbooks for English learning are regarded as having the same generalistic character as other typical textbook texts.

For the most part, the purpose of text writers can be divided into three aspects: conveying information (to inform), showing evidence (to argue), and clarifying a phenomenon (to explain).

For texts whose main objective is to inform, there are seven basic rhetorical patterns. Furthermore, depending on the characteristics of the information, each of these rhetorical patterns can be placed into one of two subcategories: to present attributes, or to describe sequences of events. In the case of presenting attributes, if there is a design where each of the subtopics is respectively matched with others that have the same characteristics, we refer to it as a matrix pattern; if each subtopic is linked hierarchically, it is a hierarchy pattern; if there are 3-5 subtopics radiating from a main topic, it is a topical net pattern; and if a subtopic is merely enumerated, and there are no more features in that subtopic, it is called a list pattern. Both the hierarchy and matrix patterns tend to show a dense linkage within subtopics, while the list pattern possesses the weakest degree of interrelationships between subtopics.

When a text is describing an event, the branching tree pattern is used to show one or more events progressing within the same timeline; the falling dominoes pattern describes relationships of cause-and-effect between events; and the linear string pattern is a representation of a single event developing in chronological sequence. The branching tree pattern coherently connects multiple linear events, while the linear pattern shows the lowest degree of association between stages of an event. Any of these seven basic rhetorical patterns can appear within the structure of a textbook text.

Furthermore, by combining these patterns with each other, much more complicated textual structures can be created. Table 4.2 explains a set of basic principles for identifying the correct rhetorical patterns within a text.

Table 4.2 Basic guidelines for identifying rhetorical patterns (Chambliss \& Calfee, 1998:125).

|  | Text Characteristics | Building block design (type) |
| :--- | :--- | :--- |
| If the text presents <br> attributes <br> events | then the design is <br> then the design is | Description <br> Sequence |
| Description |  |  |
| If each subtopic deals with the same attributes | then the design is | Matrix |
| If subtopics present categories that are hierarchically related | then the design is | Hierarchy |
| If there are 3-5 main subtopics | then the design is | Topical Net |
| If the subtopics are none of the above |  |  |
| Sequence | then the design is | Branching Tree |
| If there is more than one sequence covering the same period of time | then |  |
| If there is a cause and effect relationship among events in a sequence | then the design is | Falling Dominoes |
| If the events are linked by time only | then the design is | Linear String |

As mentioned previously, besides giving information (to inform), rhetorical patterns can be used to present evidence for a claim (to argue) and/or clarify a phenomenon (to explain). In regard to arguing, one can express more complex relationships within a text by adding a rational argument (warrant) that provides a basis for the claim which is being argued. As for the objective of explaining a phenomenon, when we try to make a child scientifically understand a phenomenon, it is best to use methods such as metaphors and analogies. In any of these cases, the seven basic rhetorical patterns are used as a way to support the overall structure of the text.

As described above, the graphical classification method of rhetorical patterns devised by Chambliss \& Calfee (1998:32) allows us to systematise the procedure of composing texts, and is often used in composition writing lectures that teach how to structure a text. This kind of graphical structure gives writers a framework that links together complicated subject matters, and also plays a role in helping the reader organize the contents in his/her mind. In this sense, the rhetorical pattern framework is considered to be an effective tool for analysing the linkage within textbook texts.

### 4.3.2 Experiments involving easy-to-understand rhetorical patterns

An experiment was conducted to examine how rhetorical patterns in a text affect children's reading and understanding of its contents (Chou Hare, Rabinowitz, Schieble, 1989). Fourth and sixth graders were given a short text section related to knowledge about social studies, and were asked to summarize its main contents. The text was presented in four variants, each of them respectively designed using one of the following four rhetorical patterns: topical net, linear string, matrix, and falling dominoes (although the researchers used a different terminology in their study to name their patterns, which is: listing, sequence, comparison/contrast and cause/effect). Furthermore, each rhetorical pattern was also expressed as an argumentative text, by featuring a topical sentence at the beginning that describes the main assertion or main point of the whole text. Therefore, each text starts with a topical sentence, and is followed by a number of 'building blocks': namely, short sentences that develop the main idea presented in the opening sentence, but which never explicitly state the idea themselves. The building blocks are organized according to one of the four rhetorical patterns. After reading the texts (some of which featured the opening topical sentence, while others did not) the children were then asked to underline or identify the main idea of each text (if they could find it).

The results showed a significant difference in children's understanding of argumentative-style texts (which featured the topical sentence at the start explicitly stating the main idea) and the texts featuring only the 'building block' sentences (devoid of a topical sentence, and where the main idea was only implicit in the building block sentences). The average score for the argumentative-style text was 3.11 , while the average score for the text composed of only building blocks organized according to one of the four rhetorical patterns was 0.63 .

Having clearly understood this distinction between stating the main idea of a text implicitly and explicitly, the following question was: within the 'building block'-only texts, which of the rhetorical patterns contributed the most to children's understanding of the main ideas in a text? While
the differences were not as drastic as those between implicit and explicit texts，children were most likely to understand the topical net pattern（which directly connects a single topic with a few subtopics that help to detail it and enhance it），followed by the linear string．The text comprehension rates for matrix and falling dominoes were fairly weak，in which most fourth graders were unable to fully summarize the main idea of the texts．These experimental results were later confirmed with similar results from a separate study made by Chambliss \＆Calfee（1998：34）．In this case，they targeted groups of fourth，fifth and sixth graders．

Also，in experiments designed for adults（Meyer \＆Freedle，1984），the researchers found that the rhetorical patterns they find easier to understand are different than those of children．For adults， the ability to recall text contents was higher when using the matrix and falling dominoes patterns rather than the topical net．Whereas adults can grasp more complex linkages，children find it easier to understand the topical net type，which expresses more clearly－structured relationships between sentences．One of the reasons for this discrepancy is that many of the texts in textbooks are structured by＇topical net＇－style rhetorical patterns，and the opportunities for children to regularly engage with other types of rhetorical patterns are very few．These results led Chambliss \＆Calfee（1998：41）to argue that although a topical net pattern is useful in some cases，it is becoming possible for children to recognize other patterns by exposing them to a wider diversity of rhetorical patterns at an early stage．

Until this point，I have looked back on a number of experiments that verified whether rhetorical patterns in a text can affect a reader＇s ability to properly grasp its main ideas．From such studies，it became clear that rhetorical patterns，which link each element within a text，are related to the comprehensibility of the text＇s contents，and this affects readers＇development of skills for text decoding．Although these studies were conducted with learners whose native language is English，it has been argued that，based on the Linguistic Interdependent Hypothesis（LIH，言語相互依存仮説），
rhetorical patterns also influence the reading comprehension skills of Japanese learners who are studying English. According to LIH, reading in one language has much in common with reading in another language, and most of the cognitive processing related to the reading of texts is explained by an universal human ability that is independent from the features of any specific language (Horiba and Araki, 2002). The core arguments behind LIH have been verified in studies that look into secondlanguage reading comprehension skills.

It is clear now that in the case of English native speakers and second-language learners, regardless of the language they speak, if they can read texts in a way that integrates well the information contained in them, they will have a higher degree of understanding of the contents (Block, 1986). Fitzgerald (1995) conducted a large-scale review of studies in second-language reading comprehension, and concluded from the results that cognitive processing of second-language reading is basically similar to the cognitive processing of native-language reading. Also, it is now understood that, in the same way as English native speakers, Japanese high school students that study English perform top-down processing during reading, and also incorporate information about the text's structure into their memory. According to the researchers that conducted the study, the readers made use of the "structural properties of a text in order to 'fill in' gaps in their mental representations" (Horiba, Van den Broek, \& Fletcher, 1993). Therefore, we can assume that the same reading skills and knowledge that a Japanese learner obtains from reading Japanese texts in elementary school can be applied when they read junior high school English texts.

### 4.4 Method for Analysis of EFL Textbooks

### 4.4.1 List of textbooks whose units are to be analysed

In April 2012, junior high school English textbooks in Japan were revised as a result of the full implementation of the new curriculum guidelines (Course of Study). The main changes in the Course
of Study in regards to English learning were: the increase in the number of classes; and the number of words taught under the basic policy of fostering the 'four skills' in a comprehensive manner (Ministry of Education, Culture, Sports, Science and Technology 2008).

The most recent revision of the Course of Study doubles down on these requirements, by: establishing a mandatory number of class hours for English; asking schools to define clearer language goals for learners; improve students' interest and motivation towards learning; and revise textbooks so as to develop learners' abilities to think, judge, express or provide explanations in English (MEXT, 2014).

As a result, each textbook publisher has made strong efforts to reflect these requirements into the textbooks' design. But on the other hand, within the specialized field of textbook analysis, almost no research on the new batch of junior high school English textbooks can be found. In addition, when reviewing the preceding research on junior high school English textbook analysis over the past 10 years, we found relatively few studies focusing on the reading comprehension texts that represent the core learning content of the textbooks. By analysing the English textbooks which are currently in use, it is expected that these findings may stimulate new discussions within the various groups of teachers, students and publishing stakeholders that produce and use the textbooks; and that these findings may be incorporated into future guiding principles for textbook editing.

In total, 98 seventh-grade reading comprehension texts ( 23 from Japanese, and 75 from Chinese textbooks) were selected for analysis, for two main reasons: first of all, in the scope of school education, the main subject of English reading comprehension studies so far have been the last grades of the elementary, middle and high school (6th grade, 9th grade and 12th grade). In the final grades, one can judge the effects of learning at the end of each stage, or verify whether a given standard was successfully achieved. On the other hand, for students at the starting grades, there has been little attention towards studying the ways by which learners are introduced to texts during the early
transition period.
Secondly, seventh-graders in Japan are having their very first encounters with English textbooks, and having easy-to-understand texts is becoming an important issue. Children who have been engaging with English activities during elementary school were mostly dealing with spoken language and playing fun activities; but as they become junior high school students, English becomes a full-fledged course with textbooks and tests, and therefore this early period of exposure can be crucial for motivating students to learn English. It is expected that learners may deepen their own engagement with English by using textbooks (Torikai, 2012).

### 4.4.2 Brief considerations on the analysis method and list of selected texts/units

It has been argued (Holsti, 1969) in the past that the most effective 'unit of analysis' for the analysis of contents in the humanities and social sciences realms is the theme. It can be said that textbook analysis is essentially a type of textual content analysis. In the body of research conducted so far concerning the problem of 'theme', there were many discussions on the selection of themes according to categories; however, up until now there have not been any analyses that refer to the organization of textual contents, based on rhetorical patterns that operate under a specific theme. Therefore, in this part of the research, I will focus on textbook units that share the same theme or subject matter (ex: ‘school life'); following this, I will then analyse the organization of contents within the main reading comprehension texts that deal with the theme, and after this, examine the current situation and issues concerning textbook design in EFL textbooks in Japan and China. From each textbook, I selected one unit that is related to the three themes of 'family life', 'school life' and 'events' (which therefore results in the study of three units from each textbook), and identified the rhetorical patterns used in the main texts of that unit.

In the Japanese textbooks, each unit generally contains approximately three or more
semantically coherent passages or paragraphs that, when taken as a whole, constitute a full reading comprehension text. Therefore, each passage occurring within the same unit is semantically considered as one coherent body of text, and is considered as the core unit of analysis. In other words, a unit in Japanese textbooks is almost always divided into three or four 'parts', and each of them contains a portion (passage) of the whole text. We then proceed to identify a rhetorical pattern that expresses the organizational structure of its contents, and type of linkage between each part. In some rare cases, the parts may actually be fully independent texts rather than passages (ex: New Horizon, Unit 11), and were therefore analysed as such by attributing numbers (ex: (1), (2), (3), etc.).

Because all of the Japanese textbooks exhibit a fairly homogeneous unit design, it is easy to identify the semantically coherent passages. But in the case of the Chinese textbooks, where the unit design may vary a lot from textbook to textbook, it is slightly more challenging to select the appropriate texts. To be more specific, all of the reading passages in the units of Chinese textbooks are strongly integrated with other exercises that are unrelated with reading comprehension. For example, it is not rare to find texts that have missing words, and require the reader to fill the appropriate words in the blanks after reading the whole text, and then answer a number of reading comprehension questions related to the text's contents.

Another issue is that there are many small dialogues and longer texts scattered throughout the unit, all of which have some basic relationship with the unit's theme. In sum, while Japanese textbooks mostly feature just one clear main text divided into three or four parts, the Chinese textbooks have many more texts, almost all of them longer than the ones in Japanese textbooks, and it is not always clear which of the texts is the 'main text', because they are all combined with many other exercises. Furthermore, texts in Chinese textbooks are almost never divided into multiple parts unlike the Japanese textbooks; rather, they are almost always completely independent, self-contained texts that merely depict aspects of the unit's theme. This does not change the fact that we can still identify
semantically coherent paragraphs or passages within the texts, and classify them in terms of rhetorical patterns.

In order to properly select the set of semantically coherent passages from Chinese textbooks for this study, I have decided to follow a few guiding principles: 1) always include texts that belong to unit sub-sections titled as 'Reading'; and 2) include texts whose structure is clearly repeated in other units. In other words, if we look at several units within a Chinese textbook, we can realise that in each of the units' sub-sections/parts, there are always texts located in the same areas that have similar characteristics and structures. Therefore, if there are similar-looking texts consistently appearing in the same sub-sections of each unit, they are included in the analysis. The final principle is: 3 ) ignore texts that have no connection whatsoever with reading comprehension skills. By using the term 'reading comprehension', we mean that after reading the text, the learner will be asked to answer questions about what took place, or perhaps to summarize the main ideas contained in the text. Even after applying these principles, the large majority of the texts featured within each unit were included in the analysis.

For this purpose, I will follow the guidelines and framework of rhetorical patterns proposed by Chambliss \& Calfee (1998:32) described in Table 4.1. When identifying the rhetorical patterns, it was decided to have another person participate in the task besides the author of this dissertation. The other reviewer (who was formerly an Assistant Language Teacher or ALT at Japanese elementary schools for two years) conducted the task of rhetorical pattern identification independently from myself, and then both participants compared their findings in order to minimize the risk of biases. As a result of mutual discussion between both parties, we reached a consensus regarding the results and interpretation of the global structure of the texts. This strong agreement is due to the fact that the texts themselves are simple and straightforward, and do not mix many patterns together.

### 4.5 Results

### 4.5.1 Main characteristics of rhetorical patterns in reading comprehension texts

For each of the analysed units in the EFL textbooks, the two graders looked at the structure of textual contents in the main body of text, and identified five rhetorical patterns. It was found that the two main objectives of the texts were to present attributes and describe events, rather than engage in argumentative discussions, or explain phenomena to the learner. The evaluation results are summarized in a variety of ways: first, there is a graph chart for each country, showing the total occurrence of patterns for each textbook (Tables 4.3 and 4.4; Figures 4.2 and 4.3), as well as for each unit (Figures 4.4 and 4.5); Following this, a legend with the graphical icons used for the rhetorical pattern analysis is presented (Figure 4.6); and finally, detailed diagrams for each text are provided, grouped by country and by unit theme (Figure 4.7 -4.12).

Regarding these detailed diagrams, the reader will notice that some of the icons have different colours (such as red, blue, etc.). These different colours are used whenever a certain text is connected with a matrix, or whenever the text expands into other text boxes. If a certain pattern has a colour other than black, then it is possible to check the associated matrixes or extended texts located immediately under that original pattern.

In the cases when the texts are presenting attributes, both of the text graders frequently found the patterns of list, matrix, and (more rarely) topical net. On the other hand, when describing events, it was more common to see the patterns of linear string and falling dominoes. In addition, if we look at both countries' textbooks as a whole, the number of texts using the list pattern accounted for more than half of the whole set. If we break it down by country, the use of list is predominant in both cases, although in Japanese textbooks it comprises a little less than half of all texts, while in the Chinese case it is clearly more than half.

In sum, the most commonly occurring patterns for both countries are (from most common to
least): list > linear string > matrix > falling dominoes > topical net. One small difference is that matrix is given more importance in Chinese textbooks, since many of the texts directly ask the learner to compare or contrast the same categories of information with each other. We also found a noticeable tendency in most of the textbooks (especially Chinese ones), by which at least two units within each textbook share the same rhetorical patterns. Now, we will take a closer look at our findings concerning rhetorical patterns for each unit theme in Japanese and Chinese textbooks.

Table 4.3 Number of rhetorical patterns in Japanese textbooks for 3 thematic units.

| Textbook | Unit Theme | List | Linear String | Falling Dominoes | Matrix | Topical Net |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| New Crown | School | 1 |  |  |  |  |
|  | Family |  |  |  | 1 |  |
|  | Event | 2 | 1 |  |  |  |
| New Horizon | School | 1 |  |  |  |  |
|  | Family | 1 |  |  |  |  |
|  | Event | 1 | 1 | 1 |  |  |
| Sunshine | School | 1 |  |  | 1 |  |
|  | Family |  |  | 1 |  |  |
|  | Event |  |  | 1 |  |  |
| Total English | School |  |  |  |  | 1 |
|  | Family |  |  |  | 1 |  |
|  | Event |  | 1 |  |  |  |
| One World | School | 1 |  |  |  |  |
|  | Family | 1 |  |  |  |  |
|  | Event |  | 1 |  |  |  |
| $\begin{gathered} \text { Columbus } \\ 21 \end{gathered}$ | School |  | 1 |  |  |  |
|  | Family |  | 1 |  |  |  |
|  | Event |  | 1 |  |  |  |



Figure 4.2 Number of rhetorical patterns in Japanese textbooks (total within the 3 units).


Figure 4.3 Number of rhetorical patterns in Japanese textbooks for each of the 3 thematic units.

Table 4.4 Number of rhetorical patterns in Chinese textbooks for 3 thematic units.

| Textbook | Unit <br> Theme | List | Linear <br> String | Falling Dominoes | Matrix | Topical Net |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Renjiao | School | 1 |  |  | 1 |  |
|  | Family | 2 |  |  |  |  |
|  | Event | 1 |  | 1 |  |  |
| Beishida | School | 1 |  |  |  |  |
|  | Family | 3 |  |  | 1 |  |
|  | Event | 1 | 1 |  | 2 |  |
| Ren'ai | School | 2 | 1 |  | 1 |  |
|  | Family | 2 |  |  | 2 |  |
|  | Event | 3 | 1 |  |  |  |
| Yilin | School |  | 1 |  |  |  |
|  | Family | 1 |  |  |  | 1 |
|  | Event |  | 1 |  |  |  |
| Jjijiao | School | 5 | 1 |  |  |  |
|  | Family | 5 | 2 |  |  |  |
|  | Event | 3 | 2 |  | 1 |  |
| Waiyanshe | School | 1 | 1 |  |  |  |
|  | Family | 1 |  |  | 1 |  |
|  | Event | 1 | 1 |  |  |  |
| Shangwai | School | 3 | 2 |  |  |  |
|  | Family | 3 |  |  | 2 |  |
|  | Event | 4 | 1 |  |  |  |
| Shangjiao | School |  | 2 |  |  |  |
|  | Family | 2 |  |  |  |  |
|  | Event |  | 2 |  |  |  |



Figure 4.4 Number of rhetorical patterns in Chinese textbooks (total within the 3 units).


Figure 4.5 Number of rhetorical patterns in Chinese textbooks for each of the 3 thematic units.


Figure 4.6 List of graphic symbols used in this chapter to represent rhetorical patterns.

### 4.5.2 Rhetorical pattern analysis organized by unit theme

## School-related units (Japanese)

Tables 4.3 and 4.4 show the rhetorical patterns of units related to school life. In the Japanese side, New Crown, New Horizon and One World only used the list pattern, while Sunshine combined list with matrix, Columbus 21 uses a linear string, and Total English a topical net. As a whole, there
are plenty of character dialogues with question-and-reply sections, in which the list pattern is frequently used for quickly conveying the core sentence patterns that represent the goals of each unit. What can be gathered from the content of such texts is not so much the subject of the school, but the fact that the editors chose to showcase the usage of expressions for introducing things and people, listing favourite things, etc. Such texts usually feature a low degree of coherency between each passage.

The matrix pattern (Sunshine) is convenient for students to contrast their likes or dislikes, while the linear string is best suited for narrated events. But in the case of Columbus 21 , the whole text combines a monologue passage with two dialogue passages and some manga comic panels. This text portrayed one event at a school using a linear string pattern. Tina, a student from the United States, was talking to an Australian teacher, while filming a ball game tournament in the school; in the process of explaining the game, both started talking about their feelings of living in a foreign country. Such a style of story-telling, which mixes different forms of text and images (and helps to keep things fresh for the reader) is also sometimes featured in other units of this and other Japanese textbooks; this fact marks an interesting contrast with Chinese textbooks, which are text-heavy.

As for Total English, the text's contents, which describe the state of an American junior high school on the Internet, are conveyed as a topical net pattern. While looking at a picture of the school's homepage, we are introduced to things such as classrooms, locker rooms, cafeteria and lunch.



Figure 4.7 Rhetorical Patterns for Japanese Textbooks (School Units)

## School-related units (Chinese)

Figure 4.8 shows rhetorical patterns for school units in Chinese textbooks. Because they feature many more texts, to some extent we should expect more variety, but the main difference is merely a larger number of matrix patterns, which encourage learners to compare bits of information with each other. However, the matrix patterns themselves are generally simplistic and contain only small amounts of comparable information.

In the same way as their Japanese counterparts, Chinese textbooks are frequently content with merely using the list pattern to present a short dialogue with question-and-answer (Q\&A), in which the goal sentence pattern is made clear. Even most of the linear string texts, which should focus more on narrative aspects, tend to be very simple and over-descriptive.

Although this kind of direct, almost formulaic approach helps to keep things simple for the learner, in the long run it may also become fatiguing or monotonous, because many of the linear string texts are character monologues, which merely list the time sequence of the character's school life activities, and add only a few short extra sentences to say which activity is their favourite and why.

None of the texts in Japanese textbooks attempt to list sequences of daily school activities in this level of detail.

Unit 3 in Jijiao (from the second semester textbook; all second-semester units are marked with an asterisk * in the tables), featured a touching story of a boy who loses his house in a fire, and is helped by the school and his classmates. This textbook in particular is prone to feature texts that emphasize kindness towards others and mutual aid.

As mentioned previously, due to the self-contained nature of the texts, the degree of coherency is not high, both between texts and within the texts themselves. Shangwai features a text about an astronaut's daily schedule, which has no connection with the unit's school theme.



Figure 4.8 Rhetorical Patterns for Chinese Textbooks (School Units)

## Family-related units (Japanese)

Figure 4.9 shows the rhetorical patterns of family units for each textbook. In contrast with school units, here we see more matrix patterns (New Crown, Total English), which aim to introduce and compare information for characters and their relatives, such as birthplace, current place of residence, occupation, special skills or hobbies, and favourite things. In the case of Total English, the occupation of Ms. Allen's father and mother are first introduced, and then Ms. Allen and a student
named Hiro have a conversation about whether her father and mother can swim. Following this, the names and occupations of Ms. Allen's brother and sister are presented. All of the three parts are composed of conversational sentences.

An interesting outlier is Sunshine, which has a fun story using a linear string pattern about Grandma Baba, who is sheltered in her house in the middle of falling winter snow. Gradually, several animals seek shelter and warmth in her house, but since the house is not quite warm enough, Grandma encourages the animals to jump in her bed to warm up. They do so, but accidentally break the bed's legs. Without feeling any displeasure from this incident, Grandma encourages the animals to turn the bed into a sleigh and they all go outside to play. By playing and having fun, they realised that their bodies had become very hot, which was the original objective of Grandma Baba: to not let the cold get in the way of doing things and going outside to enjoy nature. It is a well-written and humoured story, featuring a narrative tone that contrasts considerably with the list pattern texts.

The list patterns of New Horizon and One World showcase the use of sentence patterns in conversational dialogues in order for Japanese characters to communicate with foreign characters, and it is often the case that foreign characters will introduce their foreign relatives (or sometimes Japanese people as well) that live abroad. For example, in One World, in the first part Ms. King introduces through a monologue the occupation of her father, then her mother's place of birth and special abilities; in the second part a dialogue presents the name and personal character of the younger brother, followed by the sister's name, age and personality; in the third part, the characters convey their thoughts about the brother and sister's looks and character. But in the fourth and last part, there is a talk about Ms. King's car and her mother's bike, which has little to do with the previous topic of introducing people.

As for Columbus 21, it features the same style of linear-string narration that we saw in its school unit.

## Family Life Units (Japanese)



Figure 4.9 Rhetorical Patterns for Japanese Textbooks (Family Units)

## Family-related units (Chinese)

Figure 4.10 shows family-related rhetorical patterns for Chinese textbooks. Besides the information conveyed by Japanese textbooks, the Chinese ones will often add information about looks (ex: "my father is tall and strong"; "my mom is tall and pretty", etc.) and workplace. Japanese
textbooks are very much focused on the core family, sometimes adding grandparents and cousins, but Chinese textbooks feature bigger families, including brother/sister-in-law, nieces and nephews and even pets. Beishida adds an additional multicultural feature, which is a monologue from a girl that has an American father and a Chinese mother, and she introduces how she and her mother have Western and Chinese names.

Linear strings are used to describe family events, such as a family picnic or grandma's birthday party (Jijiao). But in both cases, the text consists of short descriptive monologues associated with pictures of the events, which are organized in numbered sequence, and because of this, the sense of narrative storytelling is somewhat weakened. Yilin has an image of a neighbourhood community centre notice board, which features a number of small texts describing different services provided by the community: health support, house decoration, fixing things, and general help. This presentation style was identified as a topical net.

Matrix patterns are the preferred way of organizing descriptive information about many relatives in a single text (Beishida, Ren'ai, Waiyanshe, Shangwai), but list patterns that feature character dialogues with $\mathrm{Q} \& A$ are still prevalent. Overall, the level of coherence continues to be somewhat low. Since each family member is presented through the same basic aspects, this makes it easy for the reader to predict and follow the flow of the text. However, as with previous units that use the matrix pattern, there is a shortage of elements that can draw the interest of the reader. The same can be said for texts using the list pattern, which are known to have low text cohesion and coherence. It is possible that obstacles may occur in learners' reading processes, because it is difficult to argue that each textual element and each clause are linked in a fully coherent manner.

Family Life Units (Chinese)



Figure 4.10 Rhetorical Patterns for Chinese Textbooks (Family Units)

## Event-related units (Japanese)

Figure 4.11 shows the diagrams for event-related units. Finally, the dominance of list patterns is over, and linear strings (followed by falling dominoes) become the pattern of choice for describing events.

Sunshine uses the falling dominoes pattern. One event taken from the daily life of a family with 4 members is depicted. One morning, the phone started to ring, but the mother, daughter, son, and father were all occupied, and so no one could pick up the phone. And when the phone began to ring again, the son picked up the call, which came from his grandmother. At the end he reported her sayings to everyone in the house. This flow of events shows a relationship of cause-and-effect. Another instance of falling dominoes comes from New Horizon, which teaches the values of perseverance and continuous practice in order to succeed at the game of soccer, but which can also be extrapolated to the challenges of learning English.

Total English uses the linear string pattern, in which the use of a realistic life setting and
comparison of cultural aspects helps to convey a humorous tone．During New Year，the characters Miku，Ben and Seema meet at Miku＇s house．When they decide to do kakizome，Miku writes＂平和＂ while Seema writes＂もつたいない＂，and then Miku asks her how to say that term in English．

At least for these two units in Sunshine and Total English，we can say that their main texts develop in the form of a continuous dialogue，in which the change of speakers and the order of speech proceeds in a smooth manner．In either case，the episodes are portrayed in a realistic manner，and we can feel the contents as being interesting or appealing．

## Event Units（Japanese）



Figure 4．11 Rhetorical Patterns for Japanese Textbooks（Event Units）

## Event-related units (Chinese)

Figure 4.12 shows the list of diagrams for event-related units in Chinese textbooks. Here we found four patterns: list, linear string, matrix and falling dominoes. Just as in Japanese textbooks, here we also find a somewhat diminished use of the list pattern, replaced by more instances of linear string.

Most of the texts in these units deal with the topic of summer vacations, and explaining one's travel plans. Because of this, the texts are just as descriptive as those found in the school units, where characters will painstakingly list in sequence all of the things they plan to do at certain dates and times (a good example is Yilin, that lists in sequence the various things that the character Wendy does in Halloween day and are written in a very similar way to the texts describing a character's school day). These sequences are described using the linear string pattern.

The most interesting texts using this pattern were found in Shangjiao, where the characters describe their fun experiences during their school's club fair, or travelling to a beautiful island. As for the matrix pattern (Beishida, Jijiao) it is mostly used for interpreting travel brochures that showcase and compare travel plans for different popular tourist destinations in China.

Concerning the use of falling dominoes, the only example is Renjiao, featuring a well-written monologue by a girl that went to do camping in India with her family. In the morning, the girl saw a snake next to the campfire and became frightened, shouting to her father. The noise did not make the snake move, but when the father started jumping up and down, the snake fled. Then the father proceeds to explain to the daughter that snakes cannot hear, but only react to movements.

Other aspects that are presented in all of these units' texts are: weather conditions (Beishida), describing food, homestays, and discovering tips for planning a safe trip (Ren'ai). Because of the focus on various types of vacation experiences, there is an exposure to a diversity of expressions, but nevertheless the degree of coherence between texts is still low.

## Event Units (Chinese)





Figure 4.12 Rhetorical Patterns for Chinese Textbooks (Event Units)

### 4.6 Discussion of Results

For all EFL textbooks, the organization of contents within a selection of main texts was analysed from the viewpoint of rhetorical patterns, in regard to the units related to school life, family life, and events. As a result of the analysis, the following three arguments can be made:

## Excessive focus on list pattern resulting in low levels of cohesion (JPN \& CHN)

By using the rhetorical pattern framework to analyse the linkage of semantically coherent paragraphs within each unit, it became clear that the use of the list pattern, featuring the least amount of relevant connections between passages, generally took place in more than half of the target units. The defining characteristic of texts designed in this manner, is not that each passage is connected with strong consistency or cohesiveness, but rather that these passages are a practical way of presenting the learning goals of the unit (such as using sentence patterns to portray scenes and actions). To be more specific, such texts are basically expedient tools for providing a basic context, in which a certain
language function is demonstrated. In other words, they are examples of a grammar-centred design, and are merely used to embed the expressions that constitute the unit's primary learning objectives. As a result, sometimes the textual contents deviate from the unit's theme, and the sense of thematic unity within the unit is lost (ex: the community centre's notice board for Yilin's family-related unit, or the astronaut's schedule in Shangwai's school life unit). This has the danger of weakening the linkages between each passage, and dissipating the overall appeal of the main text itself. Therefore, if we take into consideration the ideal requirements for an English text within a unit, the level of cohesion provided here is not very high.

## Description of events using linear string/falling dominoes patterns (JPN \& CHN)

The texts that describe an event are generally more capable of expressing the unit's theme in an easy-to-understand manner, with a natural flow. Such texts progress sequentially using a linear string or falling dominoes pattern. Originally, linear string patterns were featured in explanatory texts that describe scientific events, which tend to occur in a sequential manner, such as historical case studies or animal evolution; but in these textbooks we sometimes find events that represent interesting scenes based on everyday life, and reproduced using lively words.

Also, when the texts that portray the events are styled in narrative form, and are organized according to the natural progression of the events, we can say that its parts are integrated into a coherent chain. In particular, these texts that are designed with the linear string and falling dominoes patterns were able to further increase the interest of the reader by portraying an episode that attempts to be interesting. Therefore, even in introductory English textbooks, it is possible to devise sentences that express the unit's theme in an interesting way. Instead of arranging mostly-unrelated sentences individually with a list pattern, a set of meaningful contents can be assembled in an appealing manner (Total English and Columbus 21 are generally good examples). In order to create better texts, it is not
only necessary to select an appropriate rhetorical pattern, but also select contents that can attract the reader. This evokes Chambliss and Calfee's (1998:26) argument that attracting students' attention with the use of engaging passages is an important aspect of a well-written text.

## Matrix pattern is not used to its full potential (JPN \& CHN)

Within reading comprehension research, it is generally considered that the degree of coherency within sentences and paragraphs that directly follow each other is the highest, due to their proximity; and for most readers, the matrix pattern is the easiest to understand because it puts multiple statements in close contact with each other through the use of a grid. However, although there were texts in both Chinese and Japanese textbooks recognized as a matrix, they were mostly short of appealing contents, in which the same categorical information about all of the family members is dryly presented one by one. As a result, the readers' interest might not be fully captivated, even if ordinary things or pieces of information are assembled with a tightly-knit rhetorical pattern such as the matrix.

## Additional remarks

The analysis of content structure based on rhetorical patterns can provide useful suggestions for the evaluation criteria of textbooks, and can help to improve learners' English reading comprehension skills from the perspectives of proximity (between text passages), text comprehensibility and content acquisition.

The textual contents in Japanese textbooks are for the most part assembled for the sake of learning vocabulary and grammar items under a certain theme. In the case of government-authorized textbooks in Japan, the examination of each textbook is carried out by checking items in a checklist based on predetermined requirements. In the checklist used for evaluation criteria and analysis of English textbooks, in the section that deals with textual content items, we find the items 'theme'/ 'text
type' / 'degree of difficulty' (Kogushi, 2011). However, these items do not refer to rhetorical patterns that express the organizational structure of the textual contents, and we have already seen in this chapter that previous research has shown this aspect to be closely related to the degree of comprehensibility of a text.

A checklist that evaluates such textbooks can determine whether certain sections match the items in the list, but cannot fully evaluate the organizational characteristics of main texts, which represent the primary learning contents of the textbook. Moreover, the results of textbook examinations are published by using the grades of 'passing' or 'failing', but the characteristics of each successful textbook are not indicated. In this sense, the analysis of rhetorical patterns that was performed in this chapter suggests that it may be beneficial to introduce a new evaluation item into the textbook evaluation checklist dealing with rhetorical patterns, which represents the linkage of text contents within reading comprehension texts.

Furthermore, it is likely that presenting the main notions and science behind the study of rhetorical patterns within guidance materials for English reading comprehension will have a positive influence on reading comprehension skills. In order to improve learners' reading comprehension of texts, it is necessary to become more aware of the relevance of each element in a text (Celce-Murcia \& Olshtain, 2000). Yoshidome (2010) examined the effects of English reading comprehension guidance by focusing on the organizational structure of texts. As a result, it was confirmed that providing guidance on educational intervention policies that promoted an awareness of the importance of cohesion and coherence within texts helped Japanese learners to attain an improved understanding of English texts. Therefore, we may assume that if we emphasize the role of rhetorical patterns when conceiving the main texts of textbooks, it may lead to a meaningful improvement in the reading ability of learners.

As pointed out by Sato (2012), it is possible to realize a positive experience for learners of

English through the judicious use of learning materials, even at the initial stage of junior high school. This analysis is one such attempt to achieve that goal. It is easy to judge whether an existing text is excellent, but it is a much more difficult task to produce one. As one possible viewpoint among many, by investigating rhetorical patterns in texts, it is argued here that the English writing ability of learners can be improved in accordance with an increased quality in reading materials.

# Chapter 5 Analysis of Practice Activities in Japanese and 

## Chinese EFL Textbooks

Contents
5．1 Introduction ..... 168
5．2 Overview of EFL Textbooks from the Viewpoint of Practice Activities ..... 169
5．3 General Aspects of Littlejohn＇s Framework ..... 169
5．4 General Methodological Choices and Procedures． ..... 171
5．4．1 Guidelines for distinguishing between different sub－categories ..... 176
5．4．2 Sequence of analysis procedures and other minor methodological considerations ..... 181
5．5 Results ..... 184
5．5．1 Learners＇roles in regards to turn－taking ..... 184
5．5．2 Focus of practice activities． ..... 185
5．5．3 Mental operations in practice activities． ..... 188
5．5．4 General considerations about mental operations：diversity \＆frequency ..... 193
5．5．5 Modes of participation in practice activities ..... 194
5．5．6 Input contents ..... 195
5．5．7 Output contents ..... 198
5．6 Discussion of Results and Conclusion ..... 200
5．6．1 Output：writing and speaking ..... 201
5．6．2 Input：reading and listening． ..... 202

Note：the contents of this chapter include an adapted portion of the paper＂英語検定教科書の練習活動から求められる能力と学習指導要領目標の乘離：四技能のバランスに焦点をあてて＂ （中央教育研究所教科書研究奨励論文），by the main author Linfeng Wang（the author of this dissertation），published in 教科書フォーラム：中研紀要，Vol．4，（November，2015），2－10．There are no copyright issues regarding the re－adaptation of the text for this thesis，as the author still retains the full copyright of the original paper．

### 5.1 Introduction

Having studied the aspects of metadiscourse and rhetorical patterns in the previous two chapters, I will now focus on the design of learning practice activities in EFL textbooks. Despite the fact that teachers spend a large amount of their time dealing with textbooks and using them in classrooms, Williams (1983) has argued that they have little or no involvement in the tasks of evaluating and interpreting textbooks. Even if these two realities seem contradictory, it is still possible in most cases for teachers to adopt supplementary materials in their classrooms, especially since there is no ideal textbook which can cater to everyone's needs (Kumaravadivelu, 2001). But how can they assess the quality of a textbook in a scientific and reliable manner? In principle, teachers should be able to evaluate, adapt and produce materials in order to put language-learning theories into practice, and to facilitate learners' learning. Because the study of learning materials development is quite relevant for the professional development of teachers, a number of courses dealing with this topic have been introduced in recent years (Tomlinson, 2012).

Within this context, I will demonstrate in this chapter an operational procedure for analysing practice activities in textbooks, which teachers can then apply to the textbooks that they work with. This procedure makes use of Littlejohn's $(1992,2011)$ framework, which was devised to investigate English-language teaching and learning materials, and to explain the reasons why these materials turned out the way they are. Recently, this same framework was also applied in an analysis of South Korean EFL textbooks based on principles derived from second language acquisition (SLA) studies (Guilloteaux, 2012).

Firstly, I will describe in more detail Littlejohn's framework, introduce the textbooks and lessons/units which are to serve as sample materials, and methodological decisions taken prior to and during analysis. Following this, the main findings will be presented.

### 5.2 Overview of EFL Textbooks from the Viewpoint of Practice Activities

In light of the importance of seventh-grade textbooks, there is a need to know the real impact of textbooks on learning at such an early stage. English textbooks in Japan normally contain reading sections and passages as their primary form of language input, in order to demonstrate to learners how target language items should be employed. Then, as a secondary form of language input, there are practice activities, which allow learners to become familiar with the language knowledge featured in the reading sections ('practice activities' can be roughly labelled as tasks or exercises, but in the next section this term will be explained in more detail).

Because practice activities ask learners to take a variety of actions in order to interact with others by using language (during which the language learning process is assumed to take place), it is important to understand the characteristics, types and effects of these practice activities, for they can reveal the main considerations and intentions of the textbook designers. In other words, by studying these aspects, one can discern the basic principles behind the design of the textbook. The things that textbook designers choose to incorporate (or not) into a textbook can reveal a lot about what things they deem to be helpful towards helping learners improve their English skills.

Furthermore, by analysing practice activities in a descriptive manner and exposing the underlying nature of these textbooks, we can test to what extent the claims made by textbook publishers (namely, that their textbooks conform to the principles set by the national curricula) are accurate. Of particular importance is the requirement of "balancing the four skills", mentioned in the Japanese national curriculum (also commonly referred to as 'Course of Study').

### 5.3 General Aspects of Littlejohn's Framework

This study makes use of Littlejohn's framework, instead of standard textbook evaluation checklists: the first reason is that this framework is arguably a more objective and clear-cut way for
describing and evaluating language practice activities, and for considering textbooks from a pedagogic point of view (i.e. in terms of their potential to aid the learning and teaching of a foreign language).

Littlejohn $(1992,2011)$ suggests three levels or stages for describing language teaching and learning materials: Level-1 is concerned with basic information and physical descriptions of the materials themselves (ex: title, year of publishing, number of units, extra materials, etc.); Level-2 is designed to look closely at practice activities within the materials, focusing on what exactly they require learners to do (for instance, what kind of mental operations are being exercised, or what kind of interaction between learners is taking place, among other aspects); finally, Level-3 sets out to discuss the underlying principles contained in the materials, as well as the overall aims of the materials, and the types of roles that teacher and learners are expected to take.

Of particular interest for this study is Level-2, because it can reveal the most information about how each textbook engages learners in the use of the four skills. It is not necessary to present here Level-1 information about the textbooks, since it was already discussed on previous chapters, and a table explaining the subdivision of units can be found in the Appendix.

Still, there is the issue of defining exactly what parts of the textbook are to be analysed, and how to label them. Littlejohn (2011) subdivides the instructions contained in the materials into tasks: these are defined as "any proposal within the materials from which learners have to act upon to bring about learning of the foreign language" (p.188). In other words, they are instructions which ask the learner to do something, which should result in the improvement of his/her skill with a foreign language. However, the term 'task' is commonly taken as 'meaning-focused' classroom work, or is likely to be associated with Task-Based Language Teaching (TBLT), which is not applicable to all kinds of language materials. Even by applying a broader definition, such as 'any structured languagelearning endeavour', 'task' might not be an appropriate neutral term to refer to the overall work conducted in the classroom due to its potential variety of interpretations.

At the same time, the definition of the term 'activity' has become a contentious issue revolving around its differentiation from the terms exercise and task (Nunan, 2001). Thus, for the purpose of this study, practice activity was the term I chose to refer to any general element-whether it is graphic, textual or aural-within the materials upon which learners are asked to act, with the objective of facilitating language learning. This can range from a very simple and basic exercise, to a complex task which may be comprised of several actions chained together. From this definition, it becomes clear that grammar explanations and demonstrations of language rules-which are present in most of the textbooks-were not considered as practice activities in this study, because there are no instructions requiring learners to respond to them.

### 5.4 General Methodological Choices and Procedures

The materials sampled in this study are all of the authorized EFL textbooks that we have analysed up until now. I have mentioned in previous chapters the importance of considering a unit's theme in order to select the final set of units for analysis. When looking at the Japanese national curriculum, it recommends the adoption of topics that are relevant to the daily life of learners. For example, because learners spend a considerable length of time at school, they are likely to feel more involved when the topics deal with school life. Since the 'theme' is said to be the most useful aspect for conducting a general analysis of contents (Berg, 2007), I will continue looking at the same units as in the previous chapters, which are related to the themes of 'school', 'family' and 'events'.

Within each selected unit/lesson, all practice activities were identified and set apart from other contents. This begs the question of how to number (or properly identify) each type of practice activity. For this purpose, I used as a reference the same numbering system that each textbook uses to itemize each of their exercise proposals. If a practice activity exists within the textbook with a specific item number, and it is a self-contained entity, containing at least one instruction that is independent from
other practice activities, then it is counted as a single practice activity, even if it contains a series of instructions (or repetitive tasks). The reason for this is to avoid dividing a comprehensive practice activity into different parts, especially as it can be difficult to set exact rules for separating interlinked instructions from each other, and this might distort our interpretation of each individual instruction, which would deviate from the original purpose of this study. Overall, my intention with this approach (and which I have followed in the previous chapters on metadiscourse and reading practices) is to emphasize the type and variety of practice activities, rather than the quantity of tasks contained within the same type of practice.

The original basic scheme for categorising learning tasks devised by Littlejohn is presented in Table 5.1. The first question posed by his scheme is, 'what is the learner expected to do?' Within the context of a classroom, the aspect of turn-take generally refers to the situation where a teacher starts a conversation, the pupil responds and then the teacher will provide appropriate feedback. It is also possible for the pupil to initiate the conversation instead.

During practice activities, a learner will have to focus on certain aspects of the learning content: their 'focus' or concentration can be directed to a certain topic (message/meaning), or to a certain grammatical item, sentence pattern or language function (form/language system), or both aspects at the same time (relationship between meaning and form/system).

But what is arguably the most important aspect is operation, because it aims to describe in a clear, unambiguous manner, what mental operations or mental processes the learner is carrying out when participating in the practice activity. To put it in simple terms, it describes what exactly the learner is required to do, and this data set will be useful when I later compare it with the requirements set by the national curricula of China and Japan. Examples of operations carried out by a pupil are: to compare pieces of information; repeat a sentence; hypothesize a certain grammatical rule, etc.

Table 5.1: Littlejohn's (1992:38) proposed basic method for initiating the analysis of learning tasks, including additional explanations by the author of this dissertation.

I - What is the learner expected to do?
A Turn-take (initiate language, scripted response or none)
B Focus (meaning, form or both)
C Operation (list of mental operations carried out by the learner)

II - Who with? (participation)

III - With what content? (characteristics of learning contents)
A Form (graphics, sounds, text, speech, audio, etc.)
$\rightarrow$ input given to learners
$\rightarrow$ output generated by learners
B Source (from teacher, learner, textbook, dictionary, etc.)
C Nature (metalinguistic/linguistic items, fiction/non-fiction, etc.)

IV - Who decides? (parties responsible for decision-making)

The second question is 'who with?' This refers to the style of student participation in the classroom, which can consist of individual work, pair work, group work, or various types of interactions between the teacher and the learners.

The third question is 'with what content?' Here the term form appears once more, but in this case it refers to the type of input that the learner receives from the textbook, and to the type of output that the learner is expected to produce. As an example, the textbook might present an audio passage (aural form), a graphic/photograph (graphic/non-verbal form), a reading text, or words as the initial input, and based on this the learner might be asked to either talk to another learner, or draw a graphic, or write a sentence. Speaking of textual forms of input and output, it is important to distinguish between input that is comprised of a single word/sentence, and that which constitutes a full-fledged text/discourse. This distinction is crucial because, as I have mentioned in Chapter 3, many learners experience difficulties reading and interpreting text passages at a higher level than that of the individual sentence.

Another two aspects related to the issue of 'content' are the source of the learning contents (ex: they can come from the learners themselves, or the teacher, or the textbook, etc.) and the nature of the content (ex: fiction/non-fiction, general knowledge, personal information related to the learner, etc.).

The final question is 'who decides?' This describes who makes the decisions regarding the practice activities; the decision-maker can be a teacher, the learner, or a textbook.

During the course of this study, five changes were made to Littlejohn's original framework, which are listed and explained below.
(1) The category of turn-take has been modified. Littlejohn only developed three possible sub-categories for 'turn-take', which are initiate language, scripted response, and not required. But in the case of these EFL textbooks, a learner will not be asked to initiate an unscripted conversation with a teacher or another person, and say whatever they wish, without any guidance whatsoever. Since all possible conversation options are always derived from textual examples in the textbooks, the only available choice for learners is to either engage in scripted response, or produce no response at all (not required). This latter option takes place, for example, when learners are only asked to silently read a text, but do nothing else. Although the textbooks were analysed under the assumption that 'initiate language' might appear, no conclusive examples of unscripted language production were found in the three sample units of each textbook.
(2) The category who decides has been merged with source, because in this study the textbook is the only available source of learning contents (rather than a teacher or another learner), and all of the instructions and decisions concerning the learning activities come exclusively from the textbook itself. Of course, the textbook may ask the learner to either provide some contents by themselves (ex: convey their own experiences), or reuse textbook contents to produce new language. The sources of contents for input may be different from those used during output. Accordingly, I will only consider textbook materials ( T ) and the learner ( L ) as valid sources of content during the input and output phases (audio passages in CD materials that come with the textbook are included in the category of 'textbook materials').
(3) Addition of a translate sub-category. It has already been mentioned that operation refers to the things that the learner is actually required to do, like answering a question based on things that one has already memorized, or sequencing words in order to form a sentence. In this respect, I decided to add a new sub-category called 'translate' which requires learners to translate between the target language and native tongue (this subcategory can be found in the operation/process section of Table 5.3). Understandably, the materials that Littlejohn originally analysed did not require any language translation at all, and therefore this feature could only possibly be found in EFL textbooks, although
as we will see later, it is rarely used even in this context.
(4) Changes in the criteria for defining extended discourse. Regarding content, Littlejohn defined the boundary between 'extended discourse' and 'words/phrases/sentences' at 50 words, but this measuring stick is based on native English textbooks, which tend to have more text and longer sentences than EFL textbooks. While analysing the units, it was decided to lower the benchmark to 30 words, which felt more appropriate for the situation at hand, because sentences in the sampled units tend to be notoriously short.
(5) New sub-categories: ask-and-answer \& unclear. Still within the domain of content, two new sub-categories were added: 'ask-and-answer' and 'unclear'. Since our set of EFL textbooks puts much more focus on dialogues with questions and replies, it became necessary to create a specific category named ask-and-answer, which are basically short dialogues consisting of a question and a reply (this category is found in the input/output contents section of Table 5.3). In some practice activities, it may be necessary to repeat the question-and-reply pattern two or three times, in which case it is still considered as 'ask-and-answer' instead of 'extended discourse'. This sub-category occupies an intermediate space between those of 'written words/phrases/sentences' (which are isolated elements without any coherent meaning as a group) and 'extended discourse' (which are longer texts surpassing 30 words). An example of an 'unclear' practice activity can be found in Shangwai (Unit 4, 6 DIY Lab, Internet Surfing), in which it asks learners to study the family tree of Elizabeth II, but then provides no further guidance as to how this should be done, or even whether this study should be presented to anyone in the classroom. This kind of vague practice activities, while uncommon, is slightly more prevalent in Japanese textbooks, especially in the context of reading comprehension questions.

During the second phase of the study, and in accordance with Littlejohn's framework, all practice activities were classified on an Excel spreadsheet according to three main aspects: operation, participation and content (namely input and output content, which also includes the sub-categories of focus and nature). For each aspect, a table is provided, showing the percentage of each sub-category, along with mean and standard deviation values. These values represent the combined totals of the three thematic units per textbook, in accordance with Littlejohn's (1992) procedures. Finally, each cell in the tables was given a colour according to its percentage value. Zero percent is always displayed as
white (and by using the hyphen symbol '-' instead of ' 0 '), while the highest percentages have a darker colour such as red, orange, green, blue or purple. By using this colour-coding scheme, the reader can quickly compare the relative intensities of various sub-categories between all textbooks, without having to individually read and memorize each percentage value.

The total number of practice activities analysed in the textbooks is shown in Table 5.2. The reason why Chinese textbooks have much more practice activities is due to the fact that Japanese textbooks prefer to occupy the page space with large images and provide less workload for learners, while Chinese textbooks feature less images, using the available space to put more text and exercises.

Table 5.2: Total number of analysed practice activities, taken from three units in each textbook.

| Textbook Title | Total Number of Analysed Practice Activities |  |  |
| :---: | :---: | :---: | :---: |
| New Crown | 88 | 340 | 967 |
| New Horizon | 47 |  |  |
| Sunshine | 49 |  |  |
| Total English | 54 |  |  |
| One World | 42 |  |  |
| Columbus 21 | 60 |  |  |
| Renjiao | 65 | 627 |  |
| Beishida | 125 |  |  |
| Ren'ai | 69 |  |  |
| Yilin | 60 |  |  |
| Jijiao | 103 |  |  |
| Waiyanshe | 60 |  |  |
| Shangwai | 72 |  |  |
| Shangjiao | 73 |  |  |

### 5.4.1 Guidelines for distinguishing between different sub-categories

Now I will discuss the issue of how to distinguish between different sub-categories when analysing the practice activities. To this end, a number of rules and guidelines were adopted in order to have a consistent method for classifying ambiguous features.

The first issue is how to determine the distinction between 'scripted response' and 'not required' within the domain of turn-take. It is easy to decide when learners only have to silently read or hear a piece of language, but in the sampled textbooks, many cases were found where the learner only has to
draw a line between two language items, or underline a word/phrase in a text, or draw a symbol $(\sqrt{ }$, $\mathbf{X}$ ), or write T or F (true of false), or write numbers to order the proper sequence of a set of images. While these actions may be considered as forms of scripted 'responses' in the broadest sense of the term, it is hard to argue that the learner is producing a coherent piece of language, or that he/she is directly engaging with the target language in the way that fluent speakers are expected to do. Therefore, to better understand how learners are engaging with the target language, it is important to mark a distinction between producing symbols, numbers, drawings or individual letters, and actually writing/speaking full words, sentences and paragraphs. Therefore, the benchmark for separating both sub-categories is the individual word. Any time that the learner has to speak or write at least one full word, it is considered as scripted language. In the case of individual letters, numbers, symbols and drawings, learners are focusing more on conceptually apprehending new language items in their minds, mainly through the use of visual mnemonics, and therefore they were marked as 'not required'. This focus on symbols, letters and numbers in EFL textbooks reduces the unpredictability of results from learners, which is helpful for teachers in rural or less-developed areas who have much less training and proficiency in English, but may also adversely hamper the learners' ability to expand their language knowledge in the long run.

Considering the aspect of focus, it can often be difficult to distinguish between a focus in 'language system' or 'meaning'. As a basic rule, it was decided that doing pure pronunciation drills (i.e., merely reading and repeating individual words), completing grammar tables, and using grammar rules to fill blanks within sentences that have no semantic and structural coherence are considered as 'focus on language system/form' (ex: applying only a grammatical rule without being required to interpret any other text or audio passage). As for reading comprehension sections, or questions that ask the reader to select information from a text or audio passage, those were always coded as 'focus on meaning'. All other practice activities that did not neatly conform to these two rules were
conservatively considered as focusing on 'relationship between meaning and language system/form'.

In the realm of input and output content, it was decided to define all tables, diagrams or charts as 'graphic' items, and if they contain any letters, words or phrases, those are also marked as 'written: letters/words/phrases/sentences'. But if the learner has to draw symbols, lines, tables, charts and diagrams, those are coded as 'graphic'.
'Extended discourse' is considered to be a textual or audio passage with more than 30 words that shows a coherent meaning as a whole. Within one practice activity, if the individual text segments or parts show a coherent meaning and structure when properly sequenced (or they are narrated by the same fictional character), they are interpreted as one single extended discourse. However, if a passage is clearly and exclusively comprised of repetitive short questions and answers, they are marked as 'ask-and-answer' even if they cumulatively crossed the 30 -word mark. In other words, the two benchmarks of '30-word limit' and 'semantic coherence between phrases' are both used to distinguish between sets of individual phrases without semantic connections between them, and coherent extended passages.

One of the trickiest issues is found in the domain of nature, namely in terms of how to distinguish between the sub-categories of 'linguistic items' and 'fiction/non-fiction'. In the sampled materials, it is very frequent to see 'ask-and-answer' sections or short example sentences associated with photos of real people, or illustrations of fictitious characters. It was decided that when associated with photos or illustrations of fictional or non-fictional situations, such sentences would be coded as either fiction or non-fiction. This is because the learner has to interpret the fictional or non-fictional context provided by the image of a person/character in order to produce language. If the learner is only required to draw lines, symbols, individual letters and numbers, or if the learner has to fill a table with individual words or incomplete sentences taken from a textual or audio passage, they are considered as 'linguistic items'. Another common feature of these textbooks (especially the Chinese ones) is that
they provide sentences with blanks that the learner has to fill after reading a text, listening to audio, or after applying a language rule. In this case, I used the same benchmark that was determined for 'individual phrases' and 'extended discourse': if the individual phrases, after placed in sequence, produce a coherent discourse in terms of meaning and structure, they are considered as either 'fiction', 'non-fiction' or 'personal information'. But if learners must fill blanks in incomplete sentences, or in full sentences that do not cohere well with each other, they are coded as 'linguistic items'. Questions that are addressed directly at the learner about his/her personal situation and daily life are marked as 'non-fiction'.

I now turn to the section of mental operations, which also requires various small guidelines. When a practice activity is ambiguous in the sense that it could conceivably involve two or more subcategories, then all those sub-categories were included or marked. A simple 'ask-and-answer' activity between two learners usually does not involve negotiation. But anything beyond that, especially if it requires exchange of information or compilation of information in a table or text, was considered as 'negotiation'. 'Attend to example' is coded not only when an actual example is provided, but also in the cases when learners are directly asked to check/reference the results, contents or explanations contained in a previous practice activity or grammar section (this also includes cases where the learner is implicitly asked to pay attention to particular sounds, when pronouncing isolated words in pronunciation drills). As for the sub-category of 'apply knowledge about general world facts', it was decided to code it whenever learners had to discuss the contents of real-world photos, talk about climate patterns in real-world locations, speak about their vacation plans in real locations, or describe aspects of their family life or daily life to others, because they will often need to present such general facts to make themselves understood by their peers, or to justify their personal preferences for something in particular.

Another difficult decision relates to the subcategories 'retrieve information from short-term
memory', 'intermediate-term memory' and 'long-term memory' because the textbooks are often very vague about this aspect. In most cases, it is hard to argue that any use of memory is involved, because practice activities frequently require the learner to merely consult another practice activity or section within the very same page or adjacent page. As a result, 'long-term memory' (LTM) is defined as remembering items from a previous lesson, or requiring the learner to remember what he/she did in the previous weekend. 'Intermediate-term memory' (ITM) refers to remembering words or phrases (that were not written down) said by another learner in a previous practice activity within the same unit, and 'short-term memory' (STM) involves remembering unwritten words or phrases expressed by oneself or another learner within the same practice activity. The last comment that needs to be made within the section of operations is that 'calculate' was decided to refer not just to mathematical operations, but also to the estimation of dates, time periods, or the total number of hours related to a certain fictional or non-fictional event.

Regarding the domain of participation, it's important to remind that it refers to the type of classroom participation and interaction between learners, such as individual work or group/pair work. Regarding the coding of some practice activities, two basic rules had to be adopted to avoid confusion and errors: the first one is that, if no clear participation style is shown in the instruction, then such a practice is to be categorized as "individual learners execute it simultaneously" (which is the most basic form of participation possible); the second basic rule is that when more than one participation form is required, the participation structure of the final stage of that very practice is to be adopted. For example, a practice activity would be coded as "pairs working simultaneously", if that practice asks individual learners to speak out to the class by themselves, or do preparatory work individually, before engaging in pair work. This principle allows us to focus on the core goals and objectives of learner participation, instead of dwelling on the number of times that a learner has to do things individually (or as part of a group) within a single practice activity.

It should be noted that the sampled units in Japanese textbooks do not require the learner to present something to the whole class; this kind of individual or group presentations to the whole class are handled within separate 'Project' sections found outside of the units, while Chinese textbooks do include this kind of presentation requirements within the units themselves.

### 5.4.2 Sequence of analysis procedures and other minor methodological considerations

Taken together, all practice activities within the selected units/lessons from the sample materials were coded according to Littlejohn's (2011) definitions of these aspects (except for the changes already mentioned in the previous paragraphs). Instead of creating a framework of categories before analysis (which may prove to be inadequate once the real analysis begins), a data-driven approach was followed, by analysing samples from the materials and using that to formulate a set of sub-categories that served as guidelines for analysis in a later phase. To improve the reliability of the results, I coded all the practice activities repeatedly, until intra-rater reliability reached $100 \%$ (meaning that the categorization and coding of all practice activities followed a set of consistent rules or principles). Additionally, another independent blind rater, who formerly served as an ALT in Japanese public schools, separately coded all practice activities as well. Periodical discussion meetings were held between both parties during the process, and in the end, an agreement was achieved on all coding results.

The final modified list of coding categories and sub-categories is presented in Table 5.3. When categorizing the practices for each textbook in spreadsheets, the letters and numbers corresponding to each sub-category were used. For instance, $\mathrm{A}^{* * *}=$ 'unclear', B1 $=$ 'graphic', C9 = 'fiction', D30 = 'negotiate', and so on (see Figure 5.1).

Table 5.3: Typology of practice activities, adapted and modified from Littlejohn's (1992) research.

| Elements | Definition |
| :---: | :---: |
| (1) Turn-Take | do learners produce language with or without guidance? |
| initiate language (unscripted) | learner(s) initiate discourse without any prompt, script or guidance. |
| scripted response | learner(s) produce language under guidance by the textbook. |
| not required | textbook does not require direct production of language items / unclear. |
| (2) Focus | where do learners need to concentrate/focus their attention? |
| language system (form) | focus on grammar, pronunciation, sentence patterns, linguistic items. |
| meaning | focus on semantic aspects (ex: reading comprehension). |
| relationship of system and meaning | focus on the connections between meaning and language form. |
| A: Input to learners | the form of content that is provided to the learner by the textbook |
| 1. graphic | pictures, illustrations, photographs, diagrams/tables, symbols, etc. |
| 2. word/phrases/sentences: written | written letters/numbers/words/phrases/sentences without coherence. |
| 3. word/phrases/sentences: audio/oral | spoken letters/numbers/words/phrases/sentences without coherence. |
| 4. extended discourse: written | texts composed of more than one sentence/pattern which cohere (>30 words). |
| 5. extended discourse: audio/oral | texts composed of more than one sentence/pattern which cohere (>30 words). |
| *. ask-and-answer: written | short dialogue with one question and one reply (can be repeated). |
| **. ask-and-answer: audio/oral | short dialogue with one question and one reply (can be repeated). |
| ***. unclear | the form of input is not clearly specified in the practice instructions. |
| B: Expected output | the form of content that is to be produced by the learner as a result |
| 1. graphic | pictures, illustrations, photographs, diagrams/tables, symbols, etc. |
| 2. word/phrases/sentences: written | written letters/numbers/words/phrases/sentences without coherence. |
| 3. word/phrases/sentences: oral | spoken letters/numbers/words/phrases/sentences without coherence. |
| 4. extended discourse: written | texts composed of more than one sentence/pattern which cohere (>30 words). |
| 5. extended discourse: oral | texts composed of more than one sentence/pattern which cohere (>30 words). |
| *. ask-and-answer: written | short dialogue with one question and one reply (can be repeated). |
| **. ask-and-answer: oral | short dialogue with one question and one reply (can be repeated). |
| ***. unclear | the form of output is not clearly specified in the practice instructions. |
| C: Nature | what is the nature of the content provided/created by learners? |
| 6. metalinguistic comment | comments on language use, structure, form or meaning. |
| 7. linguistic items | words/phrases/sentences/symbols devoid of any global message. |
| 8. non-fiction | factual sentences/texts/photos/graphics/audio with coherent meaning |
| 9. fiction | fictional sentences/texts/photos/graphics/audio with coherent meaning |
| 10. personal information/opinion | personal information about learner(s) or their own opinion(s). |
| D: Operation / Process | which mental processes are involved while the activity is performed? |
| 11. repeat identically | the learner is to reproduce exactly what is presented. |
| 12. repeat selectively | the learner is to choose before repeating the given language. |
| 13. repeat with substitution | the learner is to repeat the basic pattern of the given language, but replace certain items with other given items. |
| 14. repeat with transformation | the learner is to apply a (conscious or unconscious) rule to given language and to transform it accordingly. |
| 15. repeat with expansion | the learner is given an outline and is to use that outline as a frame within which to produce further language. |
| 16. retrieve from STM | the learner is to recall items of language from short-term memory, that is, within a matter of seconds. |
| 17. retrieve from ITM | the learner is to recall items from intermediate-term memory, that is, within a matter of minutes. |
| 18. retrieve from LTM | the learner is to recall items from a prior lesson (long-term memory). |
| 19. formulate items into larger unit | the learner is to combine recalled items in a way that requires the application of consciously or unconsciously held language rules. |
| 20. decode semantic/propositional meaning | the learner is to decode the 'surface' meaning of the given language. |


| 21. select information | the learner is to extract information from a given text/graphic/audio/talk. |
| :--- | :--- |
| 22. calculate | the learner is to perform mathematical operations. |
| 23. categorise selected information | the learner is to analyse, classify or organise selected information. |
| 24. hypothesise | the learner is to hypothesise an explanation, description or the meaning of something. |
| 25. compare samples of language | the learner is to compare two or more sets of language data on the basis of meaning or <br> form. |
| 26. analyse language form | the learner is to examine the component parts of a piece of language. |
| 27. formulate language rule | the learner is to hypothesise a language rule. |
| 28. apply stated language rule | the learner is to use a given language rule in order to transform or produce language. |
| 29. apply general knowledge | the learner is to draw on knowledge of 'general facts' about the world. |
| 30. negotiate | the learner is to discuss, decide or collaborate with others in order to accomplish <br> something. |
| 31. review own English output | the learner is to check his/her own foreign language production for its intended meaning <br> or form. |
| 32. attend to example/explanation | the learner is to 'take notice' of something. |
| *. translate | the learner is to translate between target language and mother tongue. |
| E: Participation | who are learners expected to interact with during the activity? |
| 33. teacher and learner(s), whole class observing | the teacher and selected learner(s) are to interact together. |
| 34. learner(s) to the whole class | selected learner(s) are to interact with the whole class, including the teacher. |
| 35. learners with the whole class <br> simultaneously | learners are to perform an operation in concert with the whole class. |
| 36. learners individually simultaneously | learners are to perform an operation in the company of others but without immediate <br> regard to the manner/pace with which others perform the same operation. |
| 37. learners in pairs/groups; class <br> observing | learners in pairs or small groups are to interact with each other while the rest of the class <br> listens. |
| 38. learners in pairs/groups, simultaneously | learners are to interact with each other in pairs/groups in the company of other <br> pairs/groups. |



Figure 5.1: Excerpt from the spreadsheet used for cataloguing the characteristics of practice activities found within the three selected sample units from each EFL textbook (see Appendix C).

### 5.5 Results

### 5.5.1 Learners' roles in regards to turn-taking

In response to the question 'what's the role of learners when engaging in practice activities?', all practice activities were labelled as either "make learners respond with scripted language" or "response not required" (see Tables 5.4 and 5.5). As mentioned previously, although I still included the 'initiate language (unscripted)' sub-category during the analysis procedure, no conclusive results were found in the sampled units of both Japanese and Chinese textbooks. It's important to mention in this regard that even when a specific practice activity only asks two learners to talk about a specific topic without providing any further explicit instructions, if one looks at the position of the activity within the other neighbouring activities in the same page, it becomes very clear that both learners will have to reference or reproduce the contents and results of previous practice activities if they are to be successful. Therefore, when deciding if a practice activity refers to unscripted or scripted responses, it is crucial to investigate the general context in which the practice activity exists, and how it relates to previous practice activities.

Table 5.4: Percentages of practice activities in terms of learners' roles (Japanese textbooks).

| Code | Turn-take | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| IL | initiate language (unscripted) | - | - | - | - | - | - | $0 \%$ |
| SR | scripted response | $59 \%$ | $60 \%$ | $57 \%$ | $61 \%$ | $67 \%$ | $57 \%$ | $60 \%$ |
| NR | not required | $41 \%$ | $40 \%$ | $43 \%$ | $39 \%$ | $33 \%$ | $43 \%$ | $40 \%$ |

Table 5.5: Percentages of practice activities in terms of learners' roles (Chinese textbooks).

| Code | Turn-take | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangjiao | Mean |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| IL | initiate language (unscripted) | - | - | - | - | - | - | - | - | $0 \%$ |
| SR | scripted response | $65 \%$ | $72 \%$ | $83 \%$ | $85 \%$ | $84 \%$ | $72 \%$ | $63 \%$ | $74 \%$ | $75 \%$ |
| NR | not required | $35 \%$ | $28 \%$ | $17 \%$ | $15 \%$ | $16 \%$ | $28 \%$ | $38 \%$ | $26 \%$ | $25 \%$ |

Overall, it is not surprising in any way to see that 'scripted response' (JP-M=60\%; CH$\mathrm{M}=75 \%$ ) dominates consistently across all textbooks, whereas 'not required' (JP-M=40\%; CH-
$\mathrm{M}=25 \%$ ) has a more modest presence. The reasons for a higher prevalence of 'not required' in the Japanese textbooks is that there are less practice activities in general (when compared to Chinese textbooks), and in many cases, such practice activities only ask the learner to passively observe an image, read or listen to a passage (or sentence pattern / pronunciation rule), or they ask reading comprehension questions without clarifying in any way how the learner is supposed to respond (or even whether the learner has to respond at all).

These results resonate with those of two other studies: an analysis of English language teaching textbooks produced by UK publishers for 12-13 year old learners (Littlejohn, 1992); and a study of authorized English textbooks for 7th graders used in South Korea (Guilloteaux, 2012). This strongly indicates that, at least in terms of encouraging students to be more flexible in their use of a foreign language, English teaching and learning materials have not changed significantly in recent decades. It also shows that, on this particular aspect, there does not seem to be any major differences between ESL and EFL materials.

For English beginners, this scenario is likely to provide them with an accumulation of words and grammar points to facilitate future language learning. However, opportunities for learners to initiate language or attempt to use language in their own way might be more indispensable for beginners than we have realized. It has been pointed out by Ellis (2005) that when learners have to use their own words (i.e. communicate their own thoughts, opinions and feelings in an unscripted way, as opposed to reproducing pre-defined speech), it allows them the chance to produce a sustained output in the form of extended talk.

### 5.5.2 Focus of practice activities

Tables 5.6 and 5.7 present the percentages related to the focus category. To investigate what learners need to focus on, practice activities were coded under three categories: language system
(form), meaning, and relationship between meaning and language system. To remind the reader of what these terms mean, one can say that a practice activity may ask learners to focus their attention on a specific element of the target language: namely, the semantic contents of a word/expression, or a group of words (meaning); or the linguistic aspects of a text or sentence (language system). In the latter case, learners must look more closely at the rules that allow them to organize words and compose sentences, rather than understanding the meaning of the words or sentences themselves. Finally, some practice activities might place their focus at the connection between form and meaning (relationship between system+meaning). In this case, learners must realize that by altering or applying a rule, the meaning of a sentence is also affected in a certain way, and vice-versa.

Table 5.6: Percentages of practice activities in terms of focus (Japan textbooks).

| Code | Focus | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Mean |  |  |  |  |  |  |  |
| LS | language system (form) | $11 \%$ | - | - | $17 \%$ | - | $3 \%$ |
| M | meaning | $41 \%$ | $38 \%$ | $45 \%$ | $37 \%$ | $50 \%$ | $47 \%$ |
| M+LS | relationship of meaning and system | $48 \%$ | $62 \%$ | $55 \%$ | $46 \%$ | $50 \%$ | $50 \%$ |

Table 5.7: Percentages of practice activities in terms of focus (China textbooks).

| Code | Focus | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangjiao | Mean |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LS | language system (form) | $2 \%$ | $14 \%$ | $16 \%$ | $20 \%$ | $11 \%$ | $10 \%$ | $21 \%$ | $11 \%$ | $13 \%$ |
| M | meaning | $38 \%$ | $41 \%$ | $54 \%$ | $47 \%$ | $35 \%$ | $30 \%$ | $24 \%$ | $30 \%$ | $37 \%$ |
| M+LS | relationship of meaning and system | $57 \%$ | $45 \%$ | $30 \%$ | $33 \%$ | $54 \%$ | $58 \%$ | $56 \%$ | $59 \%$ | $49 \%$ |

As a whole, the results show that nearly half of all practice activities (JP-M=43\%; CH-M=37\%) require learners to 'focus on meaning', while the rest can be divided into 'focus on language system' ( $\mathrm{JP}-\mathrm{M}=5 \% ; \mathrm{CH}-\mathrm{M}=13 \%$ ) and 'meaning-system relationship' (JP-M=52\%; CH-M=49\%), which is slightly prevalent. However, due to the slight ambiguities involved in determining if a practice activity focuses more on form or meaning, it is more accurate to say that throughout the sampled units, 'meaning' and 'relationship of system and meaning' are present in roughly similar numbers. Having said this, if we consider that the notion of 'meaning' is present in both sub-categories, it is undeniable
that it constitutes a dominant feature of these EFL textbooks.

This shows that meaning-focused practice activities are predominantly favoured in all textbooks. Practice activities that focus on meaning are mostly comprised of listening and reading questions that ask learners to extract information from a given audio track or a written text. This kind of meaning is what Ellis (2005) called 'pragmatic meaning', which is crucial to language learning. Requiring a learner to organize images and photos in a correct sequence after reading or listening to a passage is another common case of a 'meaning-centred' activity found in all textbooks.

Practice activities that focus on the 'relationship between language forms and meaning' usually require learners to apply basic language rules to incomplete sentences, so that they can convey the correct meanings provided by illustrations or other textual/audio passages.

In regard to 'focus on language system', its frequency of usage within the textbooks is relatively low. For the most part, these are speaking or writing activities that ask learners to repeat given sentence patterns or individual words, which as a whole do not possess any clearly coherent structure or meaning. It seems that system-focused (or form-focused) practice activities are not considered as essential as they used to be for beginners. The recent prevalence of new trends in the fields of English teaching and learning, such as CLT (communicative language teaching) and TBI (task-based instruction) might have pushed textbook designers to limit the number of drills and other form-based practice activities in order to avoid accusations of lagging behind the times, or causing feelings of excessive monotony among learners. To be clear, Japanese textbooks do have sections within each unit that explain sentence patterns and grammatical rules; it just so happens that for the most part, these sections clearly do not contain any practice activity and are included only for reference purposes. Having said this, we can see that Chinese textbooks tend to include more 'language systemfocused activities' than the Japanese ones.

### 5.5.3 Mental operations in practice activities

As explained in the methodological procedures section, the aspect of operation/process includes a list of mental operations that are put into effect during practice activities. It should be stated once again that a single practice activity often involves more than one operation. Based on a modified version of Littlejohn's (2011) framework, twenty-three types of operations in total were identified within the sampled units of the textbooks; their percentage values are represented in Tables 5.8 and 5.9.

Table 5.8: Percentages of practice activities in terms of mental operations (JPN).

| Code | Operation/Process | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| D11 | repeat identically | 16\% | 4\% | - | 28\% | 10\% | 7\% | 11\% |
| D12 | repeat selectively | 1\% | 4\% | 10\% | 7\% | - | 12\% | 6\% |
| D13 | repeat with substitution | 15\% | 36\% | 18\% | 17\% | 40\% | 8\% | 22\% |
| D14 | repeat with transformation | 10\% | 17\% | 14\% | - | - | 15\% | 9\% |
| D15 | repeat with expansion | 7\% | 2\% | 2\% | - | 5\% | 3\% | 3\% |
| D16 | retrieve from STM | 15\% | 4\% | - | - | 10\% | 22\% | 8\% |
| D17 | retrieve from ITM | . | . | - | - | 2\% | . | 0\% |
| D18 | retrieve from LTM | - | - | - | - | - | 13\% | 2\% |
| D19 | formulate items into larger unit | 8\% | 2\% | 2\% | 9\% | 10\% | 3\% | 6\% |
| D20 | decode semantic/propositional meaning | 23\% | 45\% | 67\% | 54\% | 57\% | 53\% | 50\% |
| D21 | select information | 61\% | 51\% | 55\% | 59\% | 81\% | 77\% | 64\% |
| D22 | calculate | - | - | - | - | 2\% | - | 0\% |
| D23 | categorise selected information | 23\% | 4\% | 12\% | - | 2\% | 17\% | 10\% |
| D24 | hypothesise | $1 \%$ | - | 10\% | - | - | 10\% | 4\% |
| D25 | compare samples of language | 2\% | 2\% | 16\% | 6\% | 2\% | 2\% | 5\% |
| D26 | analyse language form | 5\% | - | - | 6\% | 2\% | - | 2\% |
| D27 | formulate language rule | 2\% | - | - | - | - | - | 0\% |
| D28 | apply stated language rule | 1\% | - | - | 6\% | - | 7\% | 2\% |
| D29 | apply general knowledge | 11\% | 4\% | 14\% | 2\% | 7\% | 5\% | 7\% |
| D30 | negotiate | 1\% | - | 8\% | 11\% | 5\% | 10\% | 6\% |
| D31 | review own English output | - | - | - | - | - | - | - |
| D32 | attend to example/explanation | 30\% | 55\% | 37\% | 37\% | 43\% | 22\% | 37\% |
| D* | translate | 3\% | 2\% | 2\% | 6\% | 5\% | 8\% | 4\% |

Table 5.9: Percentages of practice activities in terms of mental operations (CHN).

| Code | Operation/Process | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangjiao | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| D11 | repeat identically | 8\% | 9\% | 26\% | 18\% | 3\% | 8\% | 28\% | 5\% | 13\% |
| D12 | repeat selectively | 15\% | 14\% | - | - | 10\% | 15\% | 4\% | 10\% | 8\% |
| D13 | repeat with substitution | 18\% | 13\% | 14\% | 12\% | 7\% | 13\% | 10\% | 8\% | 12\% |
| D14 | repeat with transformation | 2\% | 4\% | - | - | 14\% | 7\% | 7\% | 12\% | 6\% |
| D15 | repeat with expansion | 8\% | 13\% | 16\% | 8\% | 12\% | 10\% | 8\% | 8\% | 10\% |
| D16 | retrieve from STM | 8\% | 2\% | - | - | - | 2\% | - | - | 1\% |
| D17 | retrieve from ITM | - | 2\% | 1\% | - | 2\% | - | - | 1\% | 1\% |
| D18 | retrieve from LTM | 5\% | 1\% | - | - | 2\% | - | 1\% | - | 1\% |
| D19 | formulate items into larger unit | 23\% | 14\% | 9\% | 5\% | 17\% | 25\% | 21\% | 12\% | 16\% |
| D20 | decode semantic/propositional meaning | 74\% | 55\% | 71\% | 77\% | 92\% | 90\% | 81\% | 92\% | 79\% |
| D21 | select information | 60\% | 54\% | 74\% | 72\% | 71\% | 52\% | 69\% | 81\% | 67\% |
| D22 | calculate | - | - | - | - | 1\% | - | 4\% | 1\% | 1\% |
| D23 | categorise selected information | 31\% | 4\% | 26\% | 15\% | 26\% | 32\% | 31\% | 15\% | 22\% |
| D24 | hypothesise | 2\% | 1\% | 9\% | - | 4\% | 2\% | 1\% | - | 2\% |
| D25 | compare samples of language | - | 18\% | 29\% | 68\% | 37\% | 60\% | 26\% | 30\% | 34\% |
| D26 | analyse language form | - | 13\% | 3\% | 27\% | 4\% | 5\% | 17\% | 11\% | 10\% |
| D27 | formulate language rule | - | - | - | - | - | - | - | 5\% | 1\% |
| D28 | apply stated language rule | - | 1\% | 1\% | 12\% | 2\% | 10\% | - | 4\% | 4\% |
| D29 | apply general knowledge | 17\% | 18\% | 20\% | 7\% | 17\% | 2\% | 15\% | 15\% | 14\% |
| D30 | negotiate | - | 8\% | 14\% | 2\% | 15\% | 8\% | 7\% | 10\% | 8\% |
| D31 | review own English output | - | - | - | - | - | - | 1\% | - | 0\% |
| D32 | attend to example/explanation | 40\% | 31\% | 35\% | 32\% | 21\% | 45\% | 26\% | 36\% | 33\% |
| D* | translate | - | - | - | - | - | - | - | 1\% | 0\% |

The results can be organized into three groups in accordance with their frequency of occurrence.

These are: 'prominent' results (high percentage values), 'less-prominent' results (with percentages around the $10-40 \%$ mark) and 'poorly-featured/inexistent' results (percentage values from $0-10 \%$ ).

Regarding the strongest results, it is to be expected that 'decode meaning' and 'select information' are highly featured in all textbooks, regardless of the country. In most cases, it is impractical or almost impossible to carry out a practice activity successfully without understanding the basic meanings of text passages and illustrations, and without extracting relevant data from them. In fact, the overwhelming majority of activities require learners to look at a piece of data (text, audio, image), understand its basic meaning, extract pieces of information from it, and then either organize the extracted pieces of data in a coherent way, or use them to produce language such as reading comprehension sentences, conversations, and so forth.

In the second category of 'less-prominent' results, we start to notice differences between the Japanese and Chinese textbooks: in the former case, one can point out the sub-categories of 'attend to example/explanation' (JP-M=37\%), 'repeat with substitution' (JP-M=22\%) and 'repeat identically' ( $\mathrm{JP}-\mathrm{M}=11 \%$ ); and in the latter case, those of 'compare samples of language' ( $\mathrm{CH}-\mathrm{M}=34 \%$ ), 'attend to example' ( $\mathrm{CH}-\mathrm{M}=33 \%$ ), 'categorise selected information' $(\mathrm{CH}-\mathrm{M}=22 \%)$, 'formulate items into larger unit' (CH-M=16\%), 'apply general knowledge’ (CH-M=14\%), 'repeat identically’ (CH-M=13\%), 'repeat with substitution' $(\mathrm{CH}-\mathrm{M}=12 \%)$, 'repeat with expansion' $(\mathrm{CH}-\mathrm{M}=10 \%)$ and 'analyse language form' $(\mathrm{CH}-\mathrm{M}=10 \%)$.

The wider diversity of operations in the Chinese textbooks is easily explained by the fact that they contain much more practice activities than Japanese textbooks, and this forces textbook designers to diversify the instructions in each practice, so as to reduce the amount of repetitive tasks.

It is clear that the 'prominent results' section describes how learners have to absorb and extract information from the textbooks, but in the case of 'less-prominent' results, we begin to understand how the textbooks from each country expect learners to process or produce language as an output. In
the Japanese textbooks, there is a stronger sense of explicit guidance, since learners usually need to follow examples or repeat a given sentence pattern in some form or another (repeating with substitution is a strong feature of New Horizon and One World). 'Repeat identically' appears more often in instructions for stress and intonation, by asking learners to repeat sentences identically after an audio demonstration; this is the only practice that is directly related to phonology and is employed in a similar way in the textbooks of both countries.

It seems that the more complex forms of language processing operations in Japanese textbooks are reserved for the 'Project' sections located outside of the units (which generally involve group activities), but since these sections are relatively short, and usually do not appear more than three or four times within any given textbook, one must question whether this is sufficient for proper language acquisition and development of advanced language skills.

As for the Chinese textbooks, while there is more diversity of operations, it can be said that the main two requirements placed upon learners are: to organize words, sentences and pictures in a summarized form (ex: produce a table with the daily schedule of a fictional character); and to ask learners to produce language corresponding to extended discourse ('repeat with expansion' and 'formulate recalled items into larger unit'), although in most cases, not that much guidance is provided beyond one or two example sentences.
'Apply general knowledge' often occurs in cases where learners need to figure out the names of particular cities or countries in different maps, and write their names accordingly. It requires the application of general knowledge in domestic and world geography, because the names of places and countries are not directly provided. There are also many cases in Chinese textbooks where learners need to talk about famous people, weather patterns, or general knowledge related to the learner's province.

We now reach the third category, which is that of 'poorly-featured results': this is where the
differences between Japanese and Chinese textbooks become more diffuse and difficult to describe. There are still some commonalities: 'repeat selectively' (JP-M=6\%; CH-M=8\%) 'repeat with transformation' (JP-M=9\%; CH-M=6\%), 'negotiate' (JP-M=6\%; CH-M=8\%) and 'hypothesise' (JP$\mathrm{M}=4 \%$; $\mathrm{CH}-\mathrm{M}=2 \%$ ) have similar prevalence rates in both countries. Likewise, operations that require the use of memory (short, intermediate and long-term) are relatively rare.
'Hypothesize' is mostly present within some reading comprehension questions, asking learners to look at a text, and without any explicit hints, to write their assumptions about a given situation (a possible example would be: 'After reading the text, what do you think this fictional person was feeling? Elaborate an answer'). There is one major difference: Chinese textbooks often require the learner to hypothesize the meaning or significance of a text/audio passage in English, while every instance found in the Japanese textbooks asked the learner to do so using the native language. Although this operation encourages learners to think creatively and develop a greater degree of attachment to fictional characters and events, in the Japanese case it is of limited value, because there is no active production of target language.

As for other notable differences between both countries, we can see that Japanese textbooks in general barely feature any operations that involve a strong focus on grammar rules and language system, such as 'analyse language form', 'formulate language rule', 'apply stated language rule' and 'review own English output'. It is true that Chinese textbooks are not focused on this aspect either, but it is nevertheless less neglected. 'Analyse language form' asks learners to look at a given language item and study it in terms of its language form, rather than its meaning: this appeared most frequently when learners had to analyse phonetic differences in the sounds of words within pronunciation activities. 'Formulate language rule' occurs whenever the learner has to look at a language item and guess what language rule was used to produce it. 'Apply stated language rule' requires learners to produce language, by applying a sentence pattern or grammar rule explicitly stated in the practice
activity through the use of examples or instructions: these were mainly found within speaking and writing practice activities.

Another difference is the presence of the category 'translate' only in the Chinese textbook Shangjiao, and in all of the Japanese textbooks, although it is a minor feature. In most cases, 'translate' consists of a translation practice that provides Japanese sentences as dialogues (or sometimes individual words), with corresponding disordered English words, offering an opportunity to connect target language and mother tongue; the task is to put English words into their correct order.

### 5.5.4 General considerations about mental operations: diversity \& frequency

Looking at the overall picture, most of the 23 types of mental operations are relatively scattered across all textbooks. In terms of diversity of operation types, New Crown, Beishida, Jijiao and Shangjiao are the most varied. We can assume that the types of operations featured within each textbook reflect the designers' values as to what elements are best for developing language competency. From this viewpoint, a wider variety of operations might offer more opportunities for learners to interact closely with a language, and become more flexible in their use of it.

As for frequency of operations, the ones who appear the most often involve those related to: decoding the meaning of language items and pictures; selecting and extracting information from textbook materials or other learners; repeating language items with substitution; combining isolated language items into larger units through the application of language rules; and finally, following the examples provided along with the practice activities. Since only these occur in all textbooks, we can see that common operations among the authorized textbooks of both countries are not that many.

But just as important as describing the operations that were identified, is to list the ones missing or poorly featured in the sample materials: namely high-cognitive operations, related to categorizing, analysing, negotiating and researching. Even while considering the fact that these operations may
appear in group project sections outside of the units, it is debatable as to whether this is sufficient or not. It is not the purpose of this study to argue that these operations should invariably be introduced or not, but it does suggest a topic that is worthy of further discussion in the future.

### 5.5.5 Modes of participation in practice activities

'Participation mode' describes the entity with whom learners are required to work with during practice activities. The results in Tables 5.10 and 5.11 reveal that almost all practice activities require learners to complete tasks simultaneously either by themselves (JP-M=76\%; CH-M=81\%), or in pairs $(\mathrm{JP}-\mathrm{M}=23 \% ; \mathrm{CH}-\mathrm{M}=17 \%)$.

Table 5.10: Percentages of practice activities in terms of participation (JPN).

| Code | Participation | New Crown | New <br> Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E33 | teacher and learner(s), whole class observing | - | - | - | - | - | - | - |
| E34 | learner(s) to the whole class | - | - | - | - | - | - | - |
| E35 | learners with the whole class simultaneously | - | - | - | - | - | - | - |
| E36 | learners individually simultaneously | 82\% | 60\% | 73\% | 81\% | 81\% | 82\% | 76\% |
| E37 | learners in pairs/groups; class observing | - | - | - | - | - | - | - |
| E38 | learners in pairs/groups, simultaneously | 18\% | 40\% | 27\% | 17\% | 19\% | 18\% | 23\% |

Table 5.11: Percentages of practice activities in terms of participation ( CHN ).

| Code | Participation | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangjiao |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mean |  |  |  |  |  |  |  |  |  |
| E33 | teacher and learner(s), whole class observing | - | - | - | - | - | - | - | - |
| E34 | learner(s) to the whole class | $2 \%$ | $4 \%$ | $1 \%$ | - | $2 \%$ | $2 \%$ | - | - |
| E35 | learners with the whole class simultaneously | - | - | - | - | - | - | - | - |
| E36 | learners individually simultaneously | $75 \%$ | $78 \%$ | $74 \%$ | $88 \%$ | $79 \%$ | $83 \%$ | - | $0 \%$ |
| E37 | learners in pairs/groups; class observing | - | - | - | - | - | - | - | - |
| E38 | learners in pairs/groups, simultaneously | $23 \%$ | $18 \%$ | $25 \%$ | $12 \%$ | $18 \%$ | $15 \%$ | $14 \%$ | - |

In particular, listening and reading comprehension questions are mostly conducted in the form of 'learners individually' while speaking practice activities are almost always expected to be completed in pair mode. If we consider that most of these speaking practice activities are restricted to the mere repetition of sentence examples provided by the textbooks, on one hand this makes it easier for less-trained teachers to evaluate and correct the results produced by learners, but on the other hand
it is hard to imagine that the proper communication requisites are met during pair or group work. Despite this shortcoming, group activities have been found to be particularly suitable for EFL learners, because the sense of belonging to a group is heavily valued in collectivist cultures (Tomlinson, 2005).

As a distant third place, I regularly found in the sampled units of five Chinese textbooks practice activities where a learner must talk either individually or as part of a group to the whole classroom. This was not the case in the sampled units of Japanese textbooks, although as previously said, external 'Project'-style sections sometimes ask for group presentations in front of the whole classroom.

### 5.5.6 Input contents

The percentage values related to input contents are summarized in Tables 5.12 and 5.13. The main form of input (i.e., language content presented to learners) is graphics in Japanese textbooks (JP$\mathrm{M}=50 \%$ ) and written words/phrases/sentences in Chinese textbooks ( $\mathrm{CH}-\mathrm{M}=65 \%$ ). The majority of graphics are pictures or photos, either accompanied by 'extended discourse' texts to assist learners' understanding, or presented in practice activities to provide terms for use in 'repeat with substitution'. Unsurprisingly, the widespread use of graphics is a typical feature of textbooks for beginners, although in Chinese textbooks one tends to see more tables and diagrams than illustrations or photos, and it is clear in the case of Japanese textbooks that they strive to look more aesthetically pleasing to young learners, through the use of large-size, appealing images and manga-style characters. Since Chinese texts prefer to use tables and diagrams, with a higher density of text per page, this contributes to a noticeable increase in the number of 'written words/phrases/sentences'.

Written 'extended discourse' texts mainly appear in association with reading comprehension practice activities, and are especially prominent in Sunshine (61\%) and Ren'ai (48\%).

Table 5.12: Percentages of practice activities in terms of input contents (JPN).

| Code | Form of Input Contents | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A1 | graphic | 53\% | 51\% | 14\% | 52\% | 71\% | 58\% | 50\% |
| A2 | words/phrases/sentences: written | 41\% | 23\% | 29\% | 31\% | 33\% | 30\% | 31\% |
| A3 | words/phrases/sentences: audio/oral | 15\% | 13\% | 10\% | - | - | 10\% | 8\% |
| A4 | extended discourse: written | 23\% | 32\% | 61\% | 22\% | 21\% | 23\% | 30\% |
| A5 | extended discourse: audio/oral | 22\% | 13\% | 2\% | 22\% | 29\% | 38\% | 21\% |
| A* | ask-and-answer: written | 6\% | 23\% | 8\% | 17\% | 24\% | 3\% | 14\% |
| A** | ask-and-answer: audio/oral | 7\% | 2\% | 2\% | 17\% | 2\% | 2\% | 5\% |
| $\mathrm{A}^{* * *}$ | unclear/unspecified | - | - | - | - | . | - | - |
|  | Source of Input Contents |  |  |  |  |  |  |  |
| Ti | teaching materials | 89\% | 100\% | 96\% | 93\% | 95\% | 95\% | 95\% |
| Li | learner(s) | 11\% | - | 4\% | 11\% | 10\% | 13\% | 8\% |
|  | Nature of Input Contents |  |  |  |  |  |  |  |
| C6i | metalinguistic comment | 8\% | - | - | - | - | 5\% | 2\% |
| C7i | linguistic items | 17\% | - | - | - | 2\% | 7\% | 4\% |
| C8i | non-fiction | 5\% | - | - | - | - | 2\% | 1\% |
| C9i | fiction | 72\% | 100\% | 98\% | 94\% | 93\% | 85\% | 90\% |
| C10i | personal information/opinion | 8\% | - | 2\% | 6\% | 10\% | 12\% | 6\% |

Table 5.13: Percentages of practice activities in terms of input contents (CHN).

| Code | Form of Input Contents | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangjiao | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A1 | graphic | 48\% | 38\% | 32\% | 43\% | 43\% | 37\% | 38\% | 62\% | 42\% |
| A2 | words/phrases/sentences: written | 54\% | 68\% | 55\% | 73\% | 69\% | 75\% | 61\% | 67\% | 65\% |
| A3 | words/phrases/sentences: audio/oral | 11\% | 13\% | 1\% | 7\% | 4\% | 10\% | 17\% | 3\% | 8\% |
| A4 | extended discourse: written | 22\% | 26\% | 48\% | 43\% | 35\% | 28\% | 42\% | 26\% | 34\% |
| A5 | extended discourse: audio/oral | 8\% | 8\% | 35\% | 17\% | 20\% | 13\% | 29\% | 5\% | 17\% |
| A* | ask-and-answer: written | 20\% | 6\% | 6\% | 2\% | 7\% | 10\% | 10\% | 10\% | 9\% |
| $A^{* *}$ | ask-and-answer: audio/oral | 3\% | - | - | 7\% | - | - | 10\% | 1\% | 3\% |
| $\mathrm{A}^{* * *}$ | unclear/unspecified | 2\% | - | - | - | 1\% | 2\% | 7\% | 11\% | 3\% |
|  | Source of Input Contents |  |  |  |  |  |  |  |  |  |
| Ti | teaching materials | 100\% | 98\% | 93\% | 100\% | 98\% | 97\% | 99\% | 97\% | 98\% |
| Li | learner(s) | 2\% | 2\% | 7\% | - | 2\% | 3\% | 1\% | 3\% | 3\% |
|  | Nature of Input Contents |  |  |  |  |  |  |  |  |  |
| C6i | metalinguistic comment | - | - | - | - | 1\% | 5\% | 7\% | 18\% | 4\% |
| C7i | linguistic items | 23\% | 33\% | 17\% | 30\% | 30\% | 40\% | 14\% | 12\% | 25\% |
| C8i | non-fiction | 5\% | 16\% | 14\% | 7\% | 12\% | 5\% | 15\% | 14\% | 11\% |
| C9i | fiction | 71\% | 50\% | 62\% | 73\% | 56\% | 50\% | 63\% | 62\% | 61\% |
| C10i | personal information/opinion | 2\% | 2\% | 7\% | - | 2\% | 3\% | 1\% | 3\% | 3\% |

'Written: ask-and-answer' is mostly provided in the form of examples within speaking practice activities, which means that, for the most part, speaking activities consist of a single question with a short reply; in some cases, isolated written words or phrases are provided as items for learners to substitute while repeating the given example. Moreover, isolated written words also occur in incomplete forms with blanks that learners have to fill as part of listening activities. It should be noted that in Japanese materials, some of these forms are written in Japanese, although the corresponding
aural materials are in English. As for these aural materials, there is not much to say, other than mention their predominant usage as input contents within listening practice activities.

In sum, isolated written words/phrases/sentences ( $\mathrm{w} / \mathrm{p} / \mathrm{s}$ ) and extended audio passages are the main forms of input, which means that learners are obliged to read and listen to them. In other words, the main forms of input come in the following order: $\mathrm{read}(\mathrm{w} / \mathrm{p} / \mathrm{s}+$ extended discourse + ask-andanswer) $>$ watch $($ graphics $)>$ listen $($ extended discourse $+\mathrm{w} / \mathrm{p} / \mathrm{s}+$ ask-and-answer $)$.

Concerning the source of input contents, it is obvious that the textbook provides the bulk of learning contents: the few exceptions happen when learners must bring to the classroom a photo of their family and talk about it, or list their personal interests and favourite places as a basis for further language production.

Having understood these different forms of input, it is also necessary to look at the nature of these inputs to investigate, for instance, whether the contents are based on real facts or fiction. It turns out that fictional contents overwhelmingly predominate in Japanese textbooks (JP-M=90\%) while less so in the Chinese ones $(\mathrm{CH}-\mathrm{M}=61 \%)$. Fictional contents refer to texts or dialogues taking place in imaginary contexts or between imaginary characters, most of which are extended discourse texts. In particular, all of the input found in the sampled units of New Horizon was fictional.

Non-fictional contents refer to dialogues based on true or real information. If learners are required to answer according to given photos of real objects or representations of universally-held concepts (such as for example time differences across the globe), these practice activities were coded as non-fiction, because the input represents objects and information existing in the real world.

The main difference between both countries is the greater importance of 'non-fiction' $(\mathrm{CH}-$ $\mathrm{M}=25 \%)$, and 'linguistic items' $(\mathrm{CH}-\mathrm{M}=11 \%)$ in Chinese textbooks, and their near-inexistence in the Japanese ones (respectively, JP-M=4\% and 1\%). This reinforces what I have previously said about 'language system' being given slightly more importance in China than in Japan, although both remain
heavily focused on 'meaning'.

Although it is common to provide examples alongside practice activities, and these examples are likely to be fictional, this does not mean that such practice activities do not encourage learners to express personal information or their ideas and opinions. In order to clarify this aspect, the nature of the output needs to be examined as well.

### 5.5.7 Output contents

Table 5.14: Percentages of practice activities in terms of output contents (JPN).

| Code | Form of Output Contents | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B1 | graphic | 18\% | 21\% | 24\% | 13\% | 10\% | 30\% | 19\% |
| B2 | words/phrases/sentences: written | 39\% | 13\% | 37\% | 35\% | 40\% | 53\% | 36\% |
| B3 | words/phrases/sentences: audio/oral | 22\% | 19\% | 10\% | 20\% | 14\% | 12\% | 16\% |
| B4 | extended discourse: written | 1\% | 2\% | 2\% | - | - | - | 1\% |
| B5 | extended discourse: audio/oral | - | 9\% | - | - | - | 2\% | 2\% |
| B* | ask-and-answer: written | 2\% | 13\% | 4\% | 11\% | 14\% | 2\% | 8\% |
| B** | ask-and-answer: audio/oral | 13\% | 21\% | 12\% | 17\% | 19\% | 8\% | 15\% |
| $\mathrm{B}^{* * *}$ | unclear/unspecified | 20\% | 21\% | 16\% | 17\% | 14\% | 13\% | 17\% |
|  | Source of Output Contents |  |  |  |  |  |  |  |
| To | teaching materials | 77\% | 81\% | 76\% | 78\% | 83\% | 68\% | 77\% |
| Lo | learner(s) | 23\% | 19\% | 24\% | 24\% | 21\% | 32\% | 24\% |
|  | Nature of Output Contents |  |  |  |  |  |  |  |
| C60 | metalinguistic comment | $1 \%$ | - | - | - | - | - | 0\% |
| C7o | linguistic items | 23\% | 15\% | 37\% | 22\% | 19\% | 35\% | 25\% |
| C8o | non-fiction | 2\% | - | 2\% | - | - | - | 1\% |
| C90 | fiction | 58\% | 68\% | 43\% | 65\% | 71\% | 45\% | 58\% |
| C10o | personal information/opinion | 17\% | 17\% | 18\% | 15\% | 14\% | 22\% | 17\% |

Table 5.15: Percentages of practice activities in terms of output contents ( CHN ).

| Code | Form of Output Contents | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangjiao | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B1 | graphic | 23\% | 17\% | 26\% | 5\% | 23\% | 20\% | 7\% | 22\% | 18\% |
| B2 | words/phrases/sentences: written | 57\% | 60\% | 43\% | 55\% | 71\% | 52\% | 44\% | 56\% | 55\% |
| B3 | words/phrases/sentences: audio/oral | 3\% | 6\% | 13\% | 18\% | 7\% | 13\% | 15\% | 4\% | 10\% |
| B4 | extended discourse: written | 5\% | 2\% | 9\% | 5\% | 10\% | 3\% | 8\% | 7\% | 6\% |
| B5 | extended discourse: audio/oral | 5\% | 3\% | 20\% | - | 4\% | 5\% | 18\% | 3\% | 7\% |
| B* | ask-and-answer: written | - | 1\% | - | - | - | 3\% | 1\% | 1\% | 1\% |
| B** | ask-and-answer: audio/oral | 17\% | 11\% | 10\% | 12\% | 12\% | 12\% | 8\% | 14\% | 12\% |
| B*** | unclear/unspecified | - | 7\% | 1\% | 8\% | - | - | 6\% | 5\% | 4\% |
|  | Source of Output Contents |  |  |  |  |  |  |  |  |  |
| To | teaching materials | 71\% | 77\% | 77\% | 80\% | 75\% | 77\% | 81\% | 73\% | 76\% |
| Lo | learner(s) | 31\% | 24\% | 26\% | 20\% | 26\% | 23\% | 21\% | 27\% | 25\% |
|  | Nature of Output Contents |  |  |  |  |  |  |  |  |  |
| C6o | metalinguistic comment | - | - | - | - | - | - | - | - | 0\% |
| C7o | linguistic items | 42\% | 50\% | 35\% | 42\% | 52\% | 50\% | 43\% | 38\% | 44\% |
| C8o | non-fiction | - | 2\% | 3\% | - | - | - | 4\% | 1\% | 1\% |
| C9o | fiction | 34\% | 24\% | 39\% | 38\% | 24\% | 27\% | 36\% | 29\% | 31\% |
| C10o | personal information/opinion | 26\% | 26\% | 28\% | 20\% | 22\% | 23\% | 18\% | 33\% | 25\% |

Here we find some differences from what was previously seen in the case of inputs. The most frequently required output is 'written: words, phrases or sentences' (JP-M=36\%; CH-M=55\%), followed by graphic output such as symbols or drawings (JP-M=19\%; CH-M=18\%) and in third place we find in close proximity spoken language items in the form of 'oral: words/phrases/sentences' (JP$\mathrm{M}=16 \%$; $\mathrm{CH}-\mathrm{M}=10 \%$ ) and 'oral: ask-and-answer' (JP-M=15\%; CH-M=12\%). Especially in the Japanese textbooks, their reading comprehension questions are asked without giving any instructions as to their output forms; consequently, they can be answered in both oral and written forms, and were categorized as 'unclear' (JP-M=17\%; $\mathrm{CH}-\mathrm{M}=4 \%)$.

Although written words, phrases or sentences are bundled into a single category, in reality several of the practice activities in both countries merely consist of isolated names, numbers or multiple choice letters such as " $\mathrm{A} / \mathrm{B} / \mathrm{C} / \mathrm{D}$ " or "T/F". Likewise, in the case of graphics, it is symbols and lines that are often produced (ex: $\boldsymbol{\mathcal { V }}$ and $\boldsymbol{x}$ ) rather than actual drawings. The fact is that there is not as much production of full sentences as one would expect. In any case, it is the Chinese textbooks that tend to encourage more production of actual sentences.

Furthermore, the category of 'written: extended discourse text' is practically inexistent in the sampled units of Japanese textbooks (JP-M=1\%), which makes it hard to say that seventh-grade Japanese learners are being challenged to produce long-form texts (only New Crown, New Horizon and Sunshine included such practices). While the situation is not much better in the Chinese textbooks ( $\mathrm{CH}-\mathrm{M}=6 \%$ ), at least all textbooks had practice activities that required 'extended discourse' as written output, and the same is valid for spoken extended discourse ( $\mathrm{CH}-\mathrm{M}=7 \%$; only Yilin had no such activities).

To summarize, the prevalence of writing ( $\mathrm{w} / \mathrm{p} / \mathrm{s}+$ ask-and-answer + extended discourse $)$ > speech $(\mathrm{w} / \mathrm{p} / \mathrm{s}+$ ask-and-answer + extended discourse $)>$ drawing is a common feature in both countries.

The source of output contents is practically identical for Japan and China: 'teaching materials' ( $\mathrm{JP}-\mathrm{M}=77 \%$; $\mathrm{CH}-\mathrm{M}=76 \%$ ) followed by 'learner' (JP-M=24\%; CH-M=25\%). In the former case, the learner must make use of the contents provided by the textbook in order to produce language; but in the latter, all contents come from the personal opinions, information and facts related to the learners themselves.

In regard to the nature of these output contents, three categories were identified: fiction, nonfiction and personal opinion. 'Fictional output' remains strong (JP-M=58\%; CH-M=44\%), whereas 'non-fiction' (JP-M=1\%; CH-M=1\%) and 'personal opinion/information' occur in similar amounts $(\mathrm{JP}-\mathrm{M}=17 \% ; \mathrm{CH}-\mathrm{M}=25 \%)$.

Regarding the latter category, it is clear that all of the textbooks make a reasonable effort to engage learners in expressing their own ideas and opinions about themselves or certain topics of their choosing.

### 5.6 Discussion of Results and Conclusion

In total, 18 units/lessons/programs (Japan) and 24 units/modules/topics (China) were analysed from the full batch of authorized EFL textbooks for seventh-grade learners. The results were presented in Tables 5.4 to 5.15 , each of them describing a particular aspect: learners' roles, focus, mental operations, participation modes, and input/output.

Although a more comprehensive review of the textbooks will take place in the next chapter, for now it is important to summarize the main results of 'input' and 'output' contents, which are especially relevant for understanding whether the 'four skills' are balanced throughout the textbooks (the aspect of 'graphics' will be ignored here.). The results are displayed in Tables 5.16 and 5.17.

Table 5.16: Summary of percentage values related to the 'four skills' (JPN).

| JP input | $\mathrm{w} / \mathrm{p} / \mathrm{s}$ | $31 \%$ |  |
| :---: | :---: | :---: | :---: |
|  |  | extended | $30 \%$ |
|  |  | ask+answer | $14 \%$ |
|  | listening | w/p/s | $8 \%$ |
|  |  | extended | $21 \%$ |
|  |  | ask+answer | $5 \%$ |
| JP output | writing | extended | $36 \%$ |
|  |  | ask+answer | $1 \%$ |
|  |  | w/p/s | $16 \%$ |
|  |  | extended | $2 \%$ |
|  |  | ask+answer | $15 \%$ |

Table 5.17: Summary of percentage values related to the 'four skills' (CHN).

| CH input | reading | w/p/s | 65\% |
| :---: | :---: | :---: | :---: |
|  |  | extended | 34\% |
|  |  | ask+answer | 9\% |
|  | listening | w/p/s | 8\% |
|  |  | extended | 17\% |
|  |  | ask+answer | 3\% |
| CH output | writing | w/p/s | 55\% |
|  |  | extended | 6\% |
|  |  | ask+answer | 1\% |
|  | speaking | w/p/s | 10\% |
|  |  | extended | 7\% |
|  |  | ask+answer | 12\% |

### 5.6.1 Output: writing and speaking

If one combines the output contents of textbooks in both countries, it can be said, generally speaking, that 'written: words / phrases / sentences', 'oral: ask-and-answer' and 'oral: words / phrases / sentences' are the main targets of practice activities.

By looking at the results more closely, we find that most of the output within 'written: words/sentences/phrases' is information that is merely copied from reading and listening activities (not to mention the notable amount of times that only single letters and numbers are required as output). Since learners do not have many opportunities to produce completely novel pieces of language, it
cannot be concluded that the outcome of this output can be fully associated to the improvement of writing skills. As for 'oral: one ask and answer' and 'oral: words/phrases/sentences', these are indeed related to speech skills, but the majority of its occurrences are 'substitution and repetition' exercises that are placed at a lower level of development of speech competency. In these two cases, it turns out that neither writing nor speaking is required in a way that equips learners with flexible tools for language use. Along with writing, reading practices in Japanese textbooks were also found in a previous study to be relatively lacking in terms of equipping learners with communicative competency (Wang, 2012b).

### 5.6.2 Input: reading and listening

Once again looking at the combined results from both countries, 'written: words / phrases / sentences', and 'written: extended discourse texts' comprise the majority of the reading input while 'oral: extended texts' constitutes most of the listening input. The main issue here is that I could only find a strong correlation between 'read input / written output' and 'heard input / spoken output' in the case of isolated words, phrases and sentences (i.e., there is not much difference between the amount of input and output). But in the case of 'extended discourse' and 'ask-and-answer', there is a much greater imbalance between the amount of content that learners receive and the amount of content that learners are expected to produce. Since the output demands placed on learners are of a lower level of complexity ('w/p/s' and 'ask+answer'), the difference between the realities of input (read/listen) and output (write/speak) is striking.

Still regarding the category of 'written: extended discourse' as input, I found that the extended texts themselves are of fairly limited length in the case of Japanese textbooks, and do not provide learners with sufficient exposure to everyday language usage. So learners are expected to continue experiencing difficulties when reading passages longer than a single sentence. This leads us to the
issue of implicit vs. explicit learning. Masuhara (2003) has presented theoretical evidence asserting that it is generally preferable for learners to acquire language in an implicit way, by reading texts that are meaningful and motivating, rather than reading 'distilled' or 'simplified' texts in which the main points are conveyed explicitly. Furthermore, Tomlinson (2005) suggests that the most effective way of acquiring language implicitly (within a context of 'meaningful and motivated exposure') is through extensive reading. It might be argued that it is unrealistic to introduce extensive reading to beginners; however, altered or simplified reading materials (without going to the same lengths of simplification that the materials analysed in this study display) can pave the way towards a more significant exposure to language in use. Chinese textbooks certainly do provide longer texts than the Japanese ones, but looking at the overall picture, the contents offered by the sample materials do not seem to constitute sufficient input to prepare for further language use and learning. Also, it is hard to say that the four skills are fully well-balanced among the totality of practice activities.

As for other findings common to both countries, the most striking ones are: a focus on individual participation, followed by pair work; few attempts to improve learners' presentation skills in English in front of the whole class; and the dominance of mental operations that request learners to decode meanings, select information, repeat with substitution, and follow the given examples.

In the next chapter, I will compare the main findings from Chapters 3-5, and discuss them in regard to the requirements stated by the national curricula of both countries.

Chapter $6 \quad$ Results of EFL Textbook Comparisons with the<br>English Language Curricula of Japan \& China

Contents
6.1 Introduction ..... 207
6.2 Main Objectives of Textbook Contents According to the Curricula ..... 207
6.3 Summary of EFL Textbook Characteristics ..... 211
6.4 Adequacy of EFL Textbooks to the English Curricula of Japan and China ..... 214
6.4.1 Reading. ..... 214
6.4.2 Writing ..... 217
6.4.3 Listening ..... 218
6.4.4 Speaking. ..... 219
6.4.5 Other aspects: moral education, cultural awareness, learning strategies, and mental operations ..... 221
6.5 Final Verdict: Balance of the Four Skills \& the Role of L1 in EFL Education ..... 223
6.5.1 Balance of the four skills ..... 223
6.5.2 Role of native language in the teaching of foreign languages. ..... 224
6.6 Applicability of the Analytical Framework of This Study ..... 226
6.7 An Approach for Incorporating L1 into EFL Classrooms. ..... 228
6.7.1 Foreign language learning (EFL) can benefit native language learning (L1) ..... 228
6.7.2 Metalinguistic awareness can boost language competence in both L1 and EFL learning. ..... 229
6.7.3 A collaborative approach between L 1 and EFL for raising metalinguistic awareness ..... 232
6.7.4 Action research initiatives for incorporating L1 and EFL towards metalinguistic awareness development ..... 233
6.8 Case Study of an English Class for Grade-7 ..... 234
6.8.1 Lesson plan: analysing a poem in Chinese and Japanese languages in EFL classrooms ..... 234
6.8.2 Lesson implementation process. ..... 235
6.8.3 Analysis of worksheet answers and reflective writings ..... 237
6.8.4 Results and discussion ..... 238
6.8.5 Summary ..... 241
6.9 Case Study of a Foreign Language Activity Class for Grade-4 ..... 242
6.9.1 The lesson ..... 242
6.9.2 Reflections regarding the lesson ..... 244

Note 1：the contents of this chapter include an adapted portion of the paper＂ことばの教育として国語と連携する小学校外国語教育の実践研究：教科書開発を見据えて＂，by the main author Linfeng Wang（the author of this dissertation）published in JES Journal，Vol．20，（March，2020），100－ 114．The relevant portions of text are included in section 6．9．There are no copyright issues regarding the re－adaptation of the text for this thesis，as the author still retains the full copyright of the original paper．

Note 2：the contents of this chapter also include an adapted portion of the paper＂Action Research on Collaborating Mother Tongue and Foreign Languages in EFL Materials Development＂，by the main author Linfeng Wang（the author of this dissertation），which is currently under review by The Journal of East Asian Educational Research Vol．10，（July，2020）．The relevant portions of text are included in section 6．8．There are no copyright issues regarding the re－adaptation of the text for this thesis，as the author still retains the full copyright of the paper．

### 6.1 Introduction

To briefly recap the contents and overall structure of this dissertation, I first provided a brief history of textbook development in China and Japan, and an analysis of the English national curricula in both countries (Chapter 1), followed by a presentation of the methodological framework for textbook analysis at the micro-scale of the individual unit (Chapter 2). In Chapters 3, 4 and 5, a number of sample units from each textbook were analysed in terms of metadiscourse, rhetorical patterns and practice activities.

In this chapter, I will seek to discuss the main findings from each chapter, and argue to what extent the currently-authorised textbooks are truly reflective of the objectives and methods stated in the curricula. In response to the shared critical issue pervading these two sets of EFL textbooks, I will propose a new approach for EFL material development and introduce an action research case study to verify its validity. Finally, I will suggest possible avenues for further research.

### 6.2 Main Objectives of Textbook Contents According to the Curricula

To begin with, let us overview the main points espoused in the English curricula of both countries, so as to be clear about which requisites the textbooks should satisfy. These crucial curriculum requisites are summarised in Table 6.1. It is clear that both curricula share many similarities in common regarding their overall requirements, yet they differ in terms of smaller aspects which are particularly emphasised by one curriculum, but not the other. This type of comparative examination provides an insightful perspective from which to interpret the previously-obtained textbook analysis results.

Regarding the overall objectives, both Japan and China aim to address the improvement of language abilities, attitude to learning, and cultural awareness. In addition to devising a learning strategy, China stresses the benefits of English learning towards promoting cognitive and mental
development, as well as improving one's humanistic quality. This reflects the unique character of English as a school subject, which integrates both practical and humanistic features. In other words, English learning is not merely a process for students to achieve language knowledge and skills, but also a process for which to widen their visions, enrich their life experiences, develop thinking skills, and improve comprehensive humanistic qualities.

Concerning the value of learning a foreign language, Rivers (1981) mentions that one can attain a deeper understanding of one's mother tongue by acquiring general language knowledge. This aspect is neglected in the current national curricula, showing that some values can be either stressed or omitted depending on the social dynamics of the time.

Table 6.1: Requisites for textbook contents in the curricula of Japan and China.

|  | Japan EFL Curriculum | China EFL Curriculum |
| :---: | :---: | :---: |
| Overall <br> Objectives | To develop students' basic communication abilities (listening, speaking, reading and writing), deepen their understanding of language and culture, and foster a positive attitude toward communication through foreign languages. | To develop students' comprehensive language competence, promote their cognitive and mental development, and improve their humanistic qualities. Comprehensive language competence is achieved through five general objectives including language skills, language knowledge, attitude to learning, learning strategy, and cultural awareness. |
| Language <br> Activities | > Listening: to enable students to understand the speaker's intentions when listening to their English. <br> > Speaking: to enable students to talk about their own thoughts using English. <br> > Reading: to accustom and familiarize students with reading English and to enable them to understand the writer's intentions when reading English. <br> > Writing: to accustom and familiarize students with writing in English, and to enable them to write about their own thoughts using English. | > Listening: to understand and participate in statements and discussions about familiar topics. <br> > Speaking: to exchange information and express opinions about various topics in daily life. <br> > Reading: to understand texts such as those of newspapers at each corresponding level, overcome the barrier of unknown words in order to grasp key ideas, and use appropriate reading strategies according to reading purpose. <br> $>$ Writing: to draft and edit short compositions. <br> > Attitude: to have clear motivation, active learning attitude and confidence, to cooperate with others towards completing tasks, solve problems and report results. <br> > Learning strategy: to assess one's own learning and summarize one's own learning style, by making use of a wide variety of learning resources. <br> $>$ Culture: to further increase one's understanding and awareness of cultural differences. |
| Treatment of <br> Language <br> Activities | > Students should use language to share their thoughts and feelings with each other in actual situations. <br> > Students should be able to perform language activities in which they have to think about how to express themselves in a way that is appropriate to a specific situation and condition. <br> > Teachers should focus on the indicated language-use situations and functions of language. | Suggestions for teaching: <br> > Provide English learning groundwork for all students. <br> $>$ Focus on using English to do things in order to develop language competence. <br> > Provide guidance regarding learning strategies in order to cultivate students' autonomous learning. <br> > Raise cross cultural awareness to promote cross cultural competence. |


|  |  | > Use teaching materials creatively in order to adjust them to realworld teaching needs. <br> $>$ Integrate various teaching resources in order to improve learning efficiency. <br> > Organize lively and active extracurricular activities in order to expand learning channels. <br> > Teachers should improve their own professional level in order to meet the requirements of the curriculum |
| :---: | :---: | :---: |
| Language <br> Elements | Speech sounds; letters and symbols; words, collocations and common expressions; grammatical items | Speech sounds; grammatical items; words; functions; topics; cases of classroom teaching; cases of evaluation; teaching suggestions for language skills; classroom English |
| Treatment of Language Elements | > Both the writing of letters and their corresponding pronunciation should be adequately taught. <br> > Language activities should be conducted in such a way that grammar is effectively utilized for communication, based on the idea that grammar underpins communication. <br> > Consideration should be given so that instruction does not centre on issues like explaining grammatical terms or differentiating between usage, but rather focusing on the actual use of grammatical items. Instruction should be provided for the awareness of the differences between English and Japanese in terms of word order, modification, and other aspects. <br> > Effective instruction should be devised in order to have students understand the unique features of English, such as organizing mutually-related grammatical items in a cohesive manner. | > Pronunciation teaching should focus on meaning, context, intonation and speech flow, rather than on pursuing accuracy of one single sound. It should be done by imitation mainly for beginners. Teachers should provide various opportunities for students to listen, to imitate repetitively, and to practice so as to form good pronunciation habits. <br> > Words should be learnt and used through activities that represent relevant contexts and situations. <br> > When teaching language skills, teachers should clarify the teaching objectives, set specific skill objectives, design and implement effective activities, optimize all sorts of teaching resources, and fulfil their duty to provide teaching guidance. <br> > Assessment should be focused not only on the final results, but also the process of learning. Formative and summative assessment should be integrated in order to guide teaching and learning. Assessment methods should be variable and flexible. |
| $\begin{gathered} \text { Lesson Plan } \\ \text { Design } \end{gathered}$ | Language elements should be taught in a stepwise fashion from easy to difficult, according to the respective learning stage. <br> > Pronunciation: continuous instruction should be given, through activities such as pronunciation practice while taking heed of the differences between English and Japanese. Instruction using phonetic notation can also be provided as a supplement to pronunciation instruction, if the need arises. <br> > Alphabet writing: it is possible to teach cursive writing, while giving consideration to the students' capabilities, so that they are not overburdened. <br> > Lexical teaching: for instruction of words, collocations and common expressions, frequently-used items should be chosen so that they take root in students' minds through their actual usage. <br> > Dictionary: students should familiarize themselves with how to consult dictionaries in order to make good use of them. <br> > Learning style: teachers should innovate through various learning formats, such as by incorporating pair work, group work, and so on as appropriate. | > Pronunciation: to enable students to understand the significance of phonetics in language learning, to speak with basically accurate, natural and fluent pronunciation and intonation in daily conversations, to understand and express different intentions by altering stress and intonation appropriately, to spell words and phrases according to phonics rules. <br> > Lexical teaching: to enable students to understand words, phrases, accustomed expressions and collocations, to understand and distinguish basic and expanded meanings of words, to use vocabulary to describe things, behaviours, characteristics, statements, to learn to use 1500-1600 words and 200-300 expressions and collocations. <br> > Grammar: to enable students to understand and use the grammatical items found in the appendix, to understand and apply structures and functions of language forms in daily use, to use appropriate language forms to describe people, objects, things, process of happenings, time, position, and place. <br> > Functions and Topics: to enable students to understand and apply the functions and topics found in the appendix. |
| Treatment of Teaching Materials | With regard to teaching materials, teachers should give sufficient consideration to actual language-use situations and functions of language, in order to comprehensively cultivate communication abilities such | Suggestions for the Elaboration of Teaching Materials: <br> > A: The materials should help students to know the essence of foreign cultures, as well as develop their critical thinking skills in regard to different cultures, in order to form a correct view of life and |



Regarding language activities and the treatment of the four skills, both countries present a list of expected learning outcomes, which appear to be very similar due to the use of vague expressions. Besides the four skills, extra attention is devoted to attitude, learning strategies and culture in the Chinese curriculum. In terms of how to organize language activities, Japan gives importance to the use of language for expressing students' thoughts and feelings according to specific situations and functions of language.

Like Japan, China also focuses on using English to carry out tasks or do various sorts of things. Additionally, China makes a number of suggestions regarding teaching methods and scenarios, stressing the importance of learning strategy guidance and promotion of cultural awareness. In addition, further suggestions for teachers to be more creative, resourceful and professional are proposed. The need for extracurricular activities is addressed as well.

As for language elements, treatment and lesson plan design, both countries list the types of contents which should be covered in the textbook. Besides this, in the appendices, China includes case examples of classroom teaching, evaluation of exercises and suggestions for teaching language skills, which are considered to be a response to teachers' feedback during the curriculum revision process. Similar to its treatment of language activities, Japan continues to focus on teaching grammar through
communication activities, rather than by explaining grammatical items. In particular, it is considered important for teachers to single out the differences between English and Japanese for close attention, so as to help learners better understand the unique features of English. This aspect is worth noting, since it provides a potential anchor point for engaging the mother tongue towards the learning of English.

With regard to teaching materials, a number of general principles are provided for consideration. In terms of common principles, the materials should be useful for deepening learners' understanding of foreign lives and cultures, as well as heightening their respective awareness of Japanese or Chinese identity. Moreover, the significance of fostering critical thinking and sensibility skills through various perspectives and ways of thinking is stressed in both curricula.

### 6.3 Summary of EFL Textbook Characteristics

By using the work of Littlejohn $(1992,2011)$ as a reference, I will now produce a summary of the main findings of Chapters 3 to 5 , in the form of a comparative table (Table 6.2), which allows us to get a broader understanding of the underlying nature of the analysed materials, both in terms of their similarities and differences.

Table 6.2: Summary of the main characteristics of Japanese and Chinese EFL textbooks

| Japanese textbooks | Chinese textbooks |
| :--- | :--- |
| 1st aim: to develop the linguistic skills of learners, with meaningful content related to their lives and interests |  |
|  |  |
| $2^{\text {nd }}$ aim: motivate learners to study English in a fun way | $2^{\text {nd }}$ aim: provide strong exposure to target language |
| Slight emphasis on reading and writing | Strong emphasis on reading and writing |
| Main features: accessibility, encouragement, handholding | Main features: drilling, grammar-focused |
| Predominance of native language | Predominance of target language |
| Focus on communication with many world cultures | Stronger focus on Anglophone cultures |
| Songs, tongue-twisters, etc. usually appear as extra materials | Songs, tongue-twisters, etc. usually appear inside the units |
| (2) Metadiscourse Analysis |  |
| Tendency to be situational-oriented (description of context) | Tendency to be objective-oriented (clear language objectives) |
| Stronger use of metadiscourse (uses native language) | Weaker use of metadiscourse (uses target language) |
| Lack of attitudinal metadiscourse (except saliency): possible negative influence on development of critical/argumentative skills |  |
| Almost all metadiscourse is found outside of practice activities |  |
| High homogeneity in terms of diversity of metadiscourse types; <br> Focus: goals, pre-plans (context), saliency | Low homogeneity in terms of diversity of metadiscourse types; <br> Focus: pre-plans (context), saliency > post-plans, topicalizers |


|  | Less diverse: Ren'ai, Beishida, Renjiao, Waiyanshe |
| :---: | :---: |
| Hierarchy of language items: essential vs. optional content | Tendency to present all language content as equally important |
| (3) Rhetorical Pattern Analysis |  |
| Mostly descriptive and expository texts (lack of argumentative texts; texts in narrative form are poorly represented) |  |
| Less quantity of texts; they tend to be relatively short | More quantity of texts; they tend to be relatively long |
| Texts are simple and straightforward (they avoid mixing many rhetorical patterns together) |  |
| Text passages are usually used for conveying language elements: vocabulary \& grammar items, etc. (grammar-centred design) |  |
| Heavy use of list pattern (low degree of coherence/connectivity between textual passages, phrases \& sentences) |  |
| 'Event' units: focus on linear string and falling dominoes (temporal sequence of events / cause-and-effect) |  |
| Matrix pattern is not used to its full advantage due to shortage of appealing contents (fails to captivate the interest of readers) |  |
| Most appealing/engaging texts: Total English, Columbus 21 | Most appealing/engaging texts: Shangjiao |
| (4) Principles of Selection \& Sequencing of Language Contents |  |
| Practice activities: written output > oral output; written input > aural input; |  |
| Main types of linguistic elements: sentence patterns \& semantic meanings, vocabulary items, pronunciation sections |  |
| Units generally progress from reading comprehension texts $\rightarrow$ practice activities $\rightarrow$ self-assessment / review sections |  |
| Linguistic elements and practice activities organized by level of difficulty: simple to complex |  |
| (5) Subject Matter and Focus of Subject Matter |  |
| Textbooks prefer to use fictional stories/characters to present language contents to learners |  |
| Use of personal information/opinion in practice activities is quite limited and mostly restricted to the output phase |  |
| Input: mostly graphics, followed by text and audio; (extended discourse $\simeq$ words/phrases/sentences > ask-answer) | Input: mostly text, followed by graphics and audio; <br> (extended discourse > words/phrases/sentences > ask-answer) |
| Output: mostly individual graphics/letters/symbols/words/phrases/sentences + ask-and-answer <br> Low complexity of output; strong neglect of extended discourse; possible difficulties in language ability beyond sentence level |  |
| Predominant source of contents: textbook/teaching materials |  |
| (6) Types of Practice Activities |  |
| Heavy focus on meaning + relationship of meaning \& language system (shift away from language system/form) |  |
| Learners are mostly expected to engage in scripted response (they do not initiate unscripted language) |  |
| Learner response is not required for 25-40\% of practice activities (mostly reading comprehension/listening practices) |  |
| Strong emphasis on repetition/reproduction of scripted language, decoding meaning and extracting pieces of information |  |
| Less diversity of mental operations: follow given examples (guidance for producing language); combine language items into larger units (i.e., produce language corresponding to extended discourse). | More diversity of mental operations: follow examples; compare and categorise pieces of language; organize words/sentences/pictures into a summarised form; produce language corresponding to extended discourse; apply general knowledge. |
| Strong neglect of higher-level mental operations such as analysing, hypothesising, memory recall, researching, etc. |  |
| Little demand for translation of language items between L1 \& L2 (shift away from grammar-translation approaches) |  |
| Little demand for negotiation between learners; pair/group work is predominantly focused on reproduction + ask-and-answer |  |
| Prevalence of content (input): heavy focus on fiction (fiction > personal info/opinion > linguistic items > metalinguistic comment > non-fiction) | Prevalence of content (input): fiction and linguistic items <br> (fiction > linguistic items > non-fiction > metalinguistic comment > personal info/opinion) |
| Prevalence of content (output): fiction and linguistic items (fiction > linguistic items > personal info/opinion > non-fiction) | Prevalence of content (output): ling. items, fiction, personal (linguistic items > fiction > personal info/opinion > non-fiction) |
| Relatively low number of mental operations within each practice activity; most practices involve only low cognitive skills |  |
| Mental operations (most diverse): New Crown, Columbus 21 Mental operations (less diverse): Total English | Mental operations (most diverse): Beishida, Jijiao, Shangjiao Mental operations (less diverse): Renjiao, Yilin |
| (7) Participation: who does what with whom? |  |
| Main mode of classroom participation: Learners are asked to work individually (76\%-81\%) |  |
| Learners in pairs/groups simultaneously (23\%) | Learners in pairs/groups simultaneously (17\%); Learners to the whole class (approx. 1\%) |
| (8) Classroom Roles of Teachers and Learners |  |
| In general, learners are passive absorbers of knowledge, while teachers remain as figures of authority |  |
| Most of the curriculum's decisions and contents are conveyed by the textbook rather than the teacher |  |
| Textbook contents are heavily scripted so as to reduce unpredictability in student evaluation (less burden for teachers) |  |
| Textbook serves mostly as a foundation from which the teacher can create lesson plans and activities |  |
| Instructions in practice activities imply a slightly collectivist stance (native language; use of inclusive plural) | Instructions in practice activities imply a slightly individualist stance (target language; use of second-person) |
| (9) Learner Roles in Learning |  |



In the following section (6.4), I will proceed to compare the contents of Tables 6.1 (curricula) and 6.2 (EFL textbooks) in regards to the four skills and other relevant aspects. But before that, it is worthwhile to compare the main aspects of Table 6.2 with a previous study by Wang (2015) concerning practice activities in Japanese EFL textbooks. The batch of six officially-approved textbooks (for $7^{\text {th }}$ grade students) featured in the 2015 study was the first to be published after the 2012 curriculum revision, and directly precedes the new batch of textbooks that is under analysis in this doctoral dissertation. In each textbook, practice activities within units related to 'school life', 'family life', and 'events' were analysed (total: 18 thematic units).

The main conclusions of the 2015 study of Japanese EFL textbooks are as follows:
(1) The balance of practice activities (related to each of the four skills) was biased towards writing and reading, at the expense of listening and speaking;
(2) Language input is mainly focused on meaning and language system. There is also a strong reliance on non-verbal information, such as photographs and illustrations;
(3) In terms of language output, there is too much focus on replacement drills, which require learners to repeat a given sentence or discourse while substituting some words or applying a certain language rule;
(4) Most of the written language output does not go beyond the level of the single sentence (words/phrases/sentences). There are relatively few practice activities that ask learners to write more than two sentences. Reading comprehension activities mostly only ask learners to verify if a statement is true or false, or fill in the blanks of sentences with single words;
(5) In listening activities, either most of the produced output is non-verbal, or there is no requirement for the learner to respond at all;
(6) As for speaking activities, learners were frequently asked to repeat the contents they heard (with some form of substitution) and take memos during conversations, but
it was also not rare to see an integration of multiple activities;
(7) Regarding the nature of the language contents in practice activities, the overwhelming majority of them are based on fiction and language items;
(8) The number of practice activities that ask for the personal opinion, experiences and information of learners is relatively low;
(9) Metadiscourse and metalanguage is barely present within the instructions of practice activities; these elements could be helpful in conveying useful information about language principles and the structural organization of texts. Metadiscourse was found in exercises that asked learners to compare the pronunciation of similar words, or to summarize pronunciation rules of different phonemes, or ask them to pay particular attention to a certain aspect of a language element.

The textbooks analysed in the 2015 study had several differences in terms of unit contents and overall organization of units, when compared to the current batch of textbooks. However, if we compare the above ten points to the contents of Table 6.2, we can see that in reality, there are no significant changes to the underlying nature of the language contents and mental operations found in practice activities. Furthermore, there was a noticeable gap between the requirements for skill balance espoused by the 2012 Japanese EFL curriculum, and the types of language skills stimulated by practice activities in the previous batch of EFL textbooks.

### 6.4 Adequacy of EFL Textbooks to the English Curricula of Japan and China

I will now discuss the adequacy of the currently-authorised textbooks in terms of how they teach each of the four skills, as well as some additional important aspects.

### 6.4.1 Reading

Some aspects of reading comprehension were already mentioned in previous paragraphs, but just to recap, I have quoted a number of studies arguing that: learners should be exposed to content relevant to their lives and interests; reading passages should be coherent and well-structured with
interesting narratives; and there should be more exposure to longer texts, because many learners struggle to read beyond the level of individual sentences.

The objectives of both curricula regarding the skill of reading are not overtly ambitious, which is understandable, considering the many challenges experienced by learners in EFL countries. Even in this study, it was decided to define extended discourse texts as those that have in total more than 30 words (as opposed to Littlejohn, who set the mark at 50 words when analysing ESL textbooks). Both Japanese and Chinese textbooks have extended discourse texts as input, but the Chinese ones have not just more texts, but longer texts overall. Thus, there is a meaningful difference in terms of exposure to target language between both countries.

The curricula of Japan and China agree that learners should be able to grasp the general outline, ideas and intentions expressed by short stories and descriptive texts. The Chinese curriculum is more demanding, in the sense that instructions in practice activities should be understood by learners, and it also sets a target for extracurricular reading. It is natural for Chinese textbooks to incorporate these demands, since learners already had in theory four years of exposure to the language. But in practice, after comparing the reading comprehension texts of textbooks in both countries, it was found that except for text length and overall number of texts, there is not that much difference in the internal structure of the texts. Most texts/dialogues are clearly tailored to convey a sentence pattern or a grammatical item, and tend to lack the natural flow and narrative character of normal English texts. And despite the differences in years of official English teaching, there is a clear similarity in the types of sentence patterns that are presented in the textbooks of both countries. These issues tend to make the texts and conversations less appealing for learners, and this may hamper their ability to deal with more argumentative and complex texts in the future.

Having said this, if we consider that the curricula prefer to teach an international form of English that focuses on basic communication, such as providing basic services to foreign customers
and tourists, and conveying basic ideas in a clear manner, then it cannot be said that the provided texts are completely inadequate. The main issues going forward are: how to improve the retention of language elements in the minds of learners; and how to provide a quick entry point into the world of argumentative texts. Firstly, there is a lot that can be done in terms of improving text composition and structure, by incorporating our knowledge of rhetorical patterns to make them more coherent; we can also provide more exposure to the attitudinal metadiscourse elements known as hedges, emphatics and evaluative. These are elements used not just to express uncertainty and doubt, but they also play a big role in making the texts feel less rigid and more natural. As Ken Hyland argues in his work Metadiscourse: Exploring Interaction in Writing (2005), it is important not to overuse metadiscourse within texts for foreign learners, as that can have counterproductive effects, but at the very least it should be desirable to find a healthy balance between overtly-dry texts and overwrought texts.

Metadiscourse is primarily used in the analysed textbooks to provide guidance to the learner, mostly by introducing the context in which a story or dialogue takes place, or by informing the student which language elements are more important to learn first, or by giving commentaries and helpful information about the content of the texts. As such, we find that Japanese textbooks use a lot more metadiscourse than Chinese ones. Even though in the former case such metadiscourse is entirely written in Japanese, it can be said to be a positive feature, since it provides useful guidance to learners, and may even help them to cover a lot of linguistic ground faster and more efficiently than the drillbased approach of Chinese textbooks. Perhaps the latter could benefit as well from introducing some more metadiscourse guidance in Chinese language, especially in terms of creating a hierarchy of contents (ex: to specify which contents are essential for learning and which ones are secondary, just like in the case of Japanese textbooks).

On the other hand, in order to read longer texts in English, learners must train themselves to develop longer attention spans and become able to memorise a larger amount of language contents, so
that they can interpret long paragraphs. So there is something to be said about asking learners to push themselves, by engaging with larger amounts of text (as long as the contents of the text are meaningful and compelling). However, too many texts in both countries' textbooks are heavily based on the list pattern, which means that there is a low degree of linkage and coherence between phrases, sentences and paragraphs. This study found that the best textbooks in terms of having engaging and coherent texts are Total English, Columbus 21 and Shangjiao, although it is certainly possible to achieve further improvements; these textbooks could be used as a starting point for developing better reading comprehension texts.

On a positive note, I found relatively few exercises that ask learners to translate language items; and for the most part, translations are only present in vocabulary lists (mostly in the Japanese textbooks). This means that, at least in this aspect, textbooks are making some effort to distance themselves from the grammar-translation approach, even if in practice many senior classroom teachers are still reliant on this method.

### 6.4.2 Writing

Unlike reading, writing is a form of output, even though such output is heavily dependent on reading examples. The Japanese curriculum states the importance of being able to take notes and convey one's impressions, thoughts and feelings, while paying attention to the way that sentences connect with each other. The Chinese curriculum is more utilitarian, and merely asks the learner to be able to write short stories and simple descriptions of pictures, convey information through posters and charts, and consult examples in order to reply to greeting / invitation cards.

These statements imply that at the very least, learners must master the ability of writing individual sentences, and even chain sentences together in a coherent manner, regardless of whether they are expressing their own thoughts, or taking notes from a book or a speech. But this study has
found that an excessive portion of the exercises in both countries' textbooks merely requires the learner to draw lines, or individual letters and numbers, or individual words. In comparison, there are comparatively few exercises that require learners to write whole sentences and texts. It can also be said that there is an excessive dependence on repetition and reproduction of scripted language, a lot of which is conversational in nature (ask-and-answer).

While the use of examples is certainly crucial for understanding a sentence pattern for the first time, it appears that learners find themselves unable to escape from the boundaries of the examples. Considering the many problems that most EFL teachers face in adequately rating the diverse language production of learners in communicative language activities, it is perhaps unwise for textbooks to deviate too much from the current approach. All that can be said in terms of possible improvements is to feature more written practice activities where students can express their personal opinions, information and ideas. Currently, only one quarter of all practice activities in both Japanese and Chinese textbooks require learners to output language that features their own experiences, while almost everything else is related to fictional contents (this figure of $24-25 \%$ includes both writing and speaking-related practice activities). Although it is understandable that some learners feel anxious or hesitant to express their own opinions, and that fictional settings allow learners to deal with a greater diversity of social contexts, it is still advisable to slightly increase the number of exercises that involve the personal experiences of learners, as well as introduce more practices where learners must write full sentences. If such exercises can allow learners to explore humorous situations, or topics that they are personally interested in, it may be feasible to increase their number.

### 6.4.3 Listening

The curricula of both countries stress two major objectives: (1) to be able to detect nuances in pronunciation, intonation and accent; and (2) to grasp the basic outline and ideas from audio passages
and dialogues. In regards to the first aspect, both Japanese and Chinese textbooks provide pronunciation sections with ample guidance and information by way of metadiscourse. On the other hand, there are relatively few practices where learners talk to each other, which are mostly ask-andanswer exercises. While it is true that learners do not get full exposure to native pronunciation from practising with each other, it is nevertheless an important practice activity, because most English communication in Asia takes place between non-native speakers.

Regarding the second aspect, because most listening practices are merely aural versions of reading comprehension texts, they are generally subject to the same issues that I already referred to in the 'Writing' section. The textbooks in both countries usually feature some practices that are not linked to texts, but in most cases, they merely ask learners to look at images, or extract some simple information such as individual words. One difference between both countries is that in terms of extended discourse, Japanese materials have more listening practice activities than the Chinese ones. In any case, the proportion of listening activities is not that well-balanced, when compared to other skills such as reading.

### 6.4.4 Speaking

In general, both curricula approach the skill of speaking as a synthesis of the previous three skills, but expressed in spoken form, with proper intonation and accent. It requires learners to grasp and comprehend information conveyed by others (listening/reading), and to formulate one's thoughts in a coherent manner (which is also an aspect of writing). There are some aspects unique to speaking: the Japanese curriculum asks for learners to conduct short oral presentations to the entire classroom, and to pay close attention to the ways in which words link together when spoken aloud. The Chinese curriculum does not explicitly mention presentations, but it does state that learners should feel comfortable providing short descriptions of pictures and slides, communicate easily about familiar
topics, tell short stories, recite poems and sing simple songs.

As I have mentioned in the 'Listening' section, all textbooks provide enough content and practices related to pronunciation, most of which require learners to repeat things out loud. All Japanese textbooks provide metadiscourse that explains how the pronunciation and accent of certain words change when they appear together in a sentence taken from a reading comprehension text. In the Chinese textbooks, only Shangwai had this kind of metadiscourse related to pronunciation.

Regarding speaking activities, these are subject to the same limitations and issues that I have mentioned in the previous sections: there is an excessive dependency on repetition and reproduction of scripted dialogue; the contents of ask-and-answer dialogues are usually low on coherence and are merely designed to present a basic sentence pattern; there are relatively few exercises requiring learner-to-learner conversations; and the sample texts tend to be too short, even if they barely match the definition of 'extended discourse'.

Another issue is that of oral presentations to the entire classroom. The Japanese textbooks prefer to assign group presentations onto special sections (which are often titled as 'Project' sections) which exist outside of the units themselves, while some Chinese textbooks do include individual presentations inside the units. But because the total number of such 'project' activities usually does not surpass two or three in Japanese textbooks, it is questionable whether that is sufficient. Furthermore, group presentations can play out in a very different way than individual presentations, because in the former case, the workload and amount of speech is distributed among various members, while in the latter case one learner must handle all aspects of preparing the presentation and speaking for a longer period.

There is also more anxiety involved in individual presentations, since the learner cannot rely on the support of others in case something goes wrong. However, developing one's presentation skills is crucial for success in job interviews, school applications, work meetings, and many other real-life
situations. So it may be necessary for Japanese textbooks to focus more closely on this issue, either by asking learners to see on the Internet examples of successful presentations in English, or by providing metadiscourse that helps learners to deal adequately with nervousness and anxiety. Later in this chapter, I will present some classroom experiments that attempt to coordinate the learning of English together with that of Japanese language, which involves conversation and language games between learners, among other activities.

### 6.4.5 Other aspects: moral education, cultural awareness, learning strategies, and mental operations

Looking at the summary of curricula characteristics in Table 6.1 , there are some relevant aspects that have not been addressed yet: moral education, cultural awareness, learning strategies and mental operations.

Most textbooks have a somewhat narrow approach to the aspect of moral education: for the most part, they just include implicit and explicit messages about how it is important to keep studying, and working hard in order to be successful. Although the dialogues and texts sometimes mention negative emotions such as boredom or lack of interest, there is a strong focus on uplifting messages and positive emotions. As expected, none of the textbooks discusses politics or religious issues, or showcase a preference for any particular ideology. One example of a textbook that tries to address the issue of moral education in a more explicit manner is Jijiao: its school unit asks learners to read texts about helping others in need, including abandoned animals, and it also asks learners to talk with each other and offer ideas on how they can help others and contribute to society in a positive manner. It would be interesting to see other textbooks follow this example, including discussing ways to improve relationships among students in school.

As for cultural awareness, Japanese textbooks exhibit a broader range of exposure to aspects
of different cultures, since they consistently show dialogues with characters of non-Anglophone countries and present interesting pictures and facts about those countries in a balanced manner. In contrast, Chinese textbooks are strictly focused on Anglophone countries, especially the U.S., U.K. and Australia. In both countries, the contrasting of cultural differences is essentially done in terms of daily habits, traditional cuisine, major festivals, sightseeing spots, weather patterns and seasons. There is no discussion of political issues, conflicts, disasters or anything that could be framed in a negative light. In terms of metadiscourse, we find that it is not used often for communicating aspects of cultural awareness. Only One World, New Crown, Shangjiao, Shangwai, and Waiyanshe had this kind of metadiscourse. Most instances of cultural comparison occur within reading comprehension texts, and usually present the situation in foreign countries, after which the learner is asked to write a short text presenting the situation in his or her country.

As for the issue of learning strategies, some textbooks feature this kind of information more explicitly than others. In One World, Sunshine, New Crown, Ren'ai, Beishida, Shangjiao, Waiyanshe and Yilin, I found metadiscourse within the sample units that specifically provides useful learning strategies. For example, they explain how to quickly identify important information in a reading comprehension text, or how to find information on a dictionary or on the Internet, etc. As for the remaining textbooks, this kind of information is conveyed more implicitly in sections outside of the units, such as review sections, extra materials, project sections, or even practice activities (when they ask learners to come up with learning strategies themselves and share with colleagues). But in any case, it can be said that all textbooks provide learning strategies in one form or another.

To summarise, looking at these first three aspects, it appears that all textbooks attempt to incorporate the requirements of the curricula. One possible suggestion would be for Chinese textbooks to expand their cultural outlook towards non-Anglophone nations in the same way as Japanese textbooks.

One final word can be said about the problem of mental operations. All textbooks in general tend to feature only a small number of low-level cognitive operations in any given exercise. It is rare to see exercises that require high-level operations such as hypothesizing, analysing and categorizing language items, negotiating with other learners, acquiring metalinguistic knowledge, etc. As mentioned in Chapter 5, when 'hypothesize' appears in Japanese and Chinese textbooks, it usually comes after reading comprehension sections, where learners are asked to imagine what a character is feeling. But while in the Chinese textbooks all linguistic output must be done in English, in the Japanese ones it is always done in the native language, which means such practices have limited linguistic value. It is true that there should not be too many difficult exercises, but it is advisable to aim for a better balance of low-level and high-level mental operations.

### 6.5 Final Verdict: Balance of the Four Skills \& the Role of L1 in EFL Education

### 6.5.1 Balance of the four skills

In practice, it might be impossible to produce a textbook that perfectly balances all four skills, since textbooks are physical objects that tend to focus on written/visual elements. Furthermore, teachers can choose to focus on certain skills to the detriment of others during classes. And there are still debates as to whether it is even desirable to have an exact balance of the four skills, because not enough scientific evidence has been accumulated to fully validate Nation's theory. So in this respect, we are still facing the question of overall reliability regarding the 'balanced skills' approach.

In any case, looking at the results in Chapter 5, we can see that the four skills are not wellbalanced in Japanese and Chinese textbooks, all of which focus more on reading and writing. It is true that on average, Japanese textbooks stand closer to achieving that balance than the Chinese ones, but it is important to state that 'balance' should not be measured only in terms of skills: the type of language that is produced matters just as much. And regardless of country, all of the textbooks focus
too heavily in the production of individual letters, words and sentences, to the detriment of extended discourse. The advantage of applying Littlejohn's framework is that it allows us to identify this clear imbalance between individual words and longer dialogues/texts. There is also a need to increase the number of practice activities that involve student interaction, class presentations, and the personal experiences of learners, so as to properly achieve the objectives stated in the curricula of both countries, which reflect the ideologies of communicative learning and learner-based teaching. Additional recommendations are to increase the diversity of types of metadiscourse, improve the coherence and structure of reading comprehension texts, increase the diversity of mental operations, and achieve a better balance of high- and low-level mental operations.

It is difficult to judge whether the focus of Japanese textbooks on accessibility and that of Chinese textbooks on exposure and drilling is misguided or not; these distinct approaches seem to reflect historical developments in both nations (see Chapter 1). In any case, the fact that Japanese textbooks have devised a number of interesting design elements (ex: cute characters that provide encouraging messages; large, visually-appealing images, etc.) to maintain the interest of learners should be seen as a net positive; therefore, it may be of interest for Chinese textbook compilers to consider adopting some of these ideas.

Given that each textbook has a variety of different strengths and weaknesses, it is not possible here to identify a single one that perfectly satisfies the requirements of its respective national curriculum, but it would be beneficial for textbook compilers to look at each chapter in this study to learn more about the respective strengths and weaknesses of each textbook.

### 6.5.2 Role of native language in the teaching of foreign languages

Having tacked the issue of the four skills, there is one last crucial question that needs to be addressed. How does each country interpret the role of mother tongue (L1) in teaching a foreign
language? As we have seen, Japanese textbooks feature a lot of L1 while Chinese textbooks have almost completely embraced English, but in reality it can be said that neither country values to the fullest extent the importance of L1 in learning a foreign language.

Japan does use L1 to do things such as translating instructions for practice activities, providing pre-plan (context) statements and explaining grammar rules in sentence patterns, but it cannot be said that Japanese textbooks treat L1 as a valuable language resource for comparing with English, or that L1 can be used to understand English at a metalinguistic level. As for China, its textbooks avoid using L1 because of an overreliance on the communicative learning approach, which is predominantly used in ESL learning. This excessive trust in CLT and strong connections with ESL teaching might be explained by the fact that all Chinese EFL textbooks were either developed through a partnership with textbook publishers in the Anglophone world, or are adaptations of foreign English textbooks, or were developed by Chinese scholars with the aid of foreign scholars as consultants (see Chapter 1). And although the Chinese curriculum is attempting to minimize the role and importance of grammar-based instruction, we find that there is a clear conflict with the results in this study, since the Chinese textbooks are still very much reliant on grammatical drills, and this situation is expected to continue in the near future.

If we look at the new Japanese EFL curriculum guidelines for 2020, they state the importance of "knowing the differences between English and Japanese, and noticing the fun and richness of language", and "noticing the differences in word order between Japanese and English". And in the curriculum's section for national language at the elementary school level, it is written: "from the viewpoint of improving linguistic competence, learners should actively engage in relationships with other subjects, such as foreign language activities and foreign language departments, and so on, so as to increase the effectiveness of the [teachers'] guidance". This aspect of language comparison, which I had already stated in Table 6.1, could be explored in a more meaningful and effective manner, and
makes for a compelling case for current and future research, which I will explain in more detail in section 6.7.

### 6.6 Applicability of the Analytical Framework of This Study

As one may guess from looking at this extensive study, it must be acknowledged that it is labour-intensive and time-consuming. However, the ideal application of this methodology is not necessarily for analysing textbooks that have already been compiled: ideally, textbook publishers could apply these methods during the process of designing the contents of a textbook from the very start. By having a small team dedicated to cataloguing and registering the characteristics of each textbook element (practice activities, texts, meta discourse, etc.), they can gradually create detailed spreadsheets that they could then submit to the national textbook review committees; the committees could use software to check the contents of the spreadsheets and randomly choose one or two units for more detailed inspection, so as to verify the publishers' claims. One could even envision the creation of software with specific features that would facilitate and speed up the elaboration of such spreadsheets.

Since there is no clear provision for specific language practice activities in the guidelines of the national curriculum, the selection of practice activities and tasks used in textbooks is entrusted to each publisher. Likewise, the current process for authorizing textbooks by the national textbook evaluation committee is likely to continue relying on checklists. In regard to this situation, I argue that the methodological framework employed in this entire study suggests a number of points that could be incorporated as evaluation criteria for the process of authorizing textbooks:

- Verify whether there is a reasonable diversity of types of meta discourse;
- Verify whether there is a high degree of coherence in reading comprehension texts;
- Verify whether practice activities employ a reasonable diversity of mental
operations, and feature a good balance between low-level cognitive skills and high-level cognitive skills (especially in regards to the development of metalinguistic knowledge);
- Verify that there is a reasonable balance between the number of times that learners must do practice activities individually, or in pairs/groups, or present to the entire classroom.
- Verify whether the required four language skills are proportionately balanced in terms of language inputs and outputs within practice activities;
- Verify that the types of required language output (graphics/symbols; w/p/s; extended discourse; ask-and-answer) are reasonably well-balanced across each unit, and that learners can practice the necessary skills for producing coherent texts with more than two sentences.

It is also important to recognize that the world of textbooks is gradually facing a digital revolution. For many years, we have been promised a dawn of educational software, but it appears that such promises are finally starting to materialise with the help of artificial intelligence and machine learning. For example, there is significant advantage in having an app that continuously monitors improvements in the language skills of a learner (especially speech and pronunciation), and whenever it finds an obstacle, the app can immediately suggest areas of improvement to both the student and the teacher in real time, so that they can improve their learning methods before any exams take place.

But regardless of whether students will learn from traditional textbooks or digital applications, the methods and analytical framework presented in this study can be applied in all contexts: it can be used by teachers to devise new teaching materials or lesson plans; it can be used by textbook publishers and application designers to evaluate the detailed characteristics of teaching materials; and national committees can also use this framework to evaluate the suitability of textbooks for the educational milieu, and compare textbook contents with the requirements of the national curriculum.

### 6.7 An Approach for Incorporating L1 into EFL Classrooms

### 6.7.1 Foreign language learning (EFL) can benefit native language learning (L1)

In contexts where English is taught as a second language (ESL), especially in the case of immigrants living in English-speaking countries, more exposure to English means less exposure to one's first language (L1). High proficiency in ESL is necessarily attained by sacrificing exposure to L1, which is called the balance effect (Macnamara, 1966). However, this is not the case in the context of individuals that learn English as a foreign language (EFL) within L1 speaking countries. Studies in behavioural sciences since the 1980s have shown that foreign language learning can benefit L1 learning. Most of these studies collected data from outcome-driven exams to prove that there was a positive transfer of linguistic skills within learners' minds. It is important to mention that most case studies involved English-speaking students learning another European language as a foreign language. Due to similarities between English and other European languages, it is easier for positive transfers to occur; but such transfers are not likely to occur if there are few similarities between the two languages.

In contrast, the deep structure hypothesis (Hill, 1970) states that learning a foreign language can have positive effects on L1 skills, since learning can occur at a more abstract and deeper level beyond that of superficial linguistic similarities. If we compare Japanese and English, they are said to be drastically different languages: apart from clear differences in word order and phonemes, Japanese language is agglutinative, whereas English is relatively independent (and therefore is said to be an analytic language). In the same way as Chinese, Japanese Kanji characters are ideograms, whereas English alphabet letters represent phonograms. Although on the surface there are no immediate similarities between Japanese and English, Chomsky's (1981) generative grammar theories claim that common syntax structures exist in all natural languages. Hence it is possible that EFL learning will have positive effects on the learning of Japanese as L1, especially at the more abstract and deeper levels of the mind.

To test this hypothesis, Ojima, Nagai, Taya \& Otsu (2011) designed an experiment based on the event-related potential (ERP) technique. This technique involves measuring electrical activity in the brains of learners by using special equipment. The researchers compared Japanese adults who had either high or low proficiency in English, by monitoring their brain reactions to linguistic stimuli. These stimuli consisted of spoken sentences in Japanese which contained syntactic violations. The results show that Japanese individuals with high English proficiency had a stronger response to syntactic violations in Japanese than those who had low proficiency in English.

### 6.7.2 Metalinguistic awareness can boost language competence in both L1 and EFL learning

Otsu \& Torikai (2002) state that the cultivation of English communication ability should not be the true purpose of English education in school. Instead, they argue that the real purpose is to enhance one's communication ability by emphasising their level of cross-cultural understanding and developing their metalinguistic ability. Moreover, Otsu (1998) proposes that the first priority of English education is to enable students to notice that this language is interesting and rich, while referencing their learning experiences with the mother tongue. In doing so, language can be learnt in an objective manner. Since English is studied in relation to the mother tongue, both languages are treated as having equal status. A reasonable amount of linguistic and cultural relativity can lead to a common acknowledgment of the diversity and richness of multiple languages.

The 'language awareness movement' that started in the 1980s was a defining moment that placed an emphasis on the intellectual value of learning a foreign language. To solve important problems such as ESL's unpopularity, the overall decline of English ability, and discrimination against minority languages in the U.K., a new holistic language program titled "language awareness education" was introduced in order to connect mother tongue and foreign language education as a 'new language' subject (Hawkins, 1984). It is an educational program that focuses on raising language awareness of
linguistic topics, for the sake of understanding linguistic universality and variability in multi-ethnic and multicultural contexts. Cook (2001) adds that promoting language awareness helps to enhance one's sense of language.

As James \& Garrett (1991) stated, textbooks or materials can have a heavy impact on how to raise language awareness in the classroom. In practice, concrete materials or activities must be designed in order to enhance learners' language sense. Saito (2000) suggests a range of activities such as turning English texts into haiku poems, which altogether aim to enhance literature comprehension and language awareness, thus leading to an improved understanding of close relationships between language, literature and culture.

Furthermore, Otsu $(2009 ; 2010 ; 2011)$ conducted some classroom experiments that aimed to provide learners with improved metalinguistic awareness by directly comparing aspects of Japanese and English. Masaki $(2012,2015,2016)$ has provided a history of collaborations between Japanese education and English education in the context of Japanese school education, ranging from the Meiji period up until the present. Otsu (2011) defends that one of the main reasons why the teaching of EFL has not succeeded in Japan is because Japanese learners lack a proper understanding of metalinguistic aspects of Japanese at the time that they start to learn English at school. Crucial metalinguistic concepts such as 'subject', 'object', 'case', 'person', 'hierarchical phrase structure' and 'gender' are only implicitly present in the minds of elementary school learners, and they often have only a deficient understanding of such concepts. The reason why these concepts are relatively unknown at the elementary school level is because the discipline of kokugo at the elementary level focuses on the appreciation of poems and literary works, rather than teaching grammar or metalinguistic aspects. The pairing of both Japanese and English can therefore help learners to fully grasp these concepts in a clearer way, which should then have a positive effect on their linguistic skills.

This approach is primarily intended to help learners improve their knowledge of the Japanese
language, but it can also help learners to become better prepared for tackling the learning of English if they so choose. In Otsu's approach, both L1 and English are included in a framework labelled as 'language teaching' and are taught together in a systematic manner. In fact, Otsu goes as far as affirming that the teaching of English at the elementary school level has few chances of succeeding unless Japanese learners have a better understanding of metalinguistic knowledge.

In Stage 1, learners must explore their own knowledge of Japanese so as to form an initial grasp of crucial metalinguistic concepts; then in Stage 2 they further explore such concepts while learning English, which also helps to introduce new metalinguistic concepts; in Stage 3 these new concepts are then brought back into the study of Japanese language. In stage 4, learners begin to directly compare and experiment with aspects of English and Japanese, by avoiding the use of ambiguous expressions. In Stage 5, learners make efforts to use L1 and English so as to further enrich their metalinguistic awareness, and finally in Stage 6 they complete the cycle by gaining a greater understanding of L1.

One of the experiments (Otsu, 2010) was to provide students with an incomplete sentence that only lacked the final word. By asking students to provide suggestions for the missing word, and exploring what kind of ambiguous interpretations could result from their choices, students were able to better understand how slight changes in hierarchical phrase structure can greatly affect the meaning of the phrase. Another experiment (Otsu, 2011) asked students to participate in a game of shiritori, in which participants provide nouns beginning with the final part of a noun that was just previously spoken. In the first play session, the game is played in its normal fashion. But in the second session, the teachers deliberately introduced adjectives, adjectival nouns, and verbs instead of nouns to see if children were able to tell that something was not right. If a child sensed that something was strange, the teacher asked him or her why they thought so. By using this method, the teachers sought to help children intuitively grasp a clear understanding of these syntactic categories.

If we are to summarise Otsu's $(1989 ; 2008)$ main argument, it is that both mother tongue and foreign languages can be cultivated synergistically and effectively, by encouraging learners to become aware of linguistic commonalities and the unique characteristics and mechanisms of each language. He specifically labels his approach as that of developing an 'awareness towards language' within learners. In addition, Candelier (2007) has also argued that the multilingual and multiculturalist education that is being increasingly cultivated in Europe can be applied to foreign language activities in Japanese elementary schools (Oyama, 2016); this type of education consists of 'activities for promoting language awareness' that encourage learners to observe, analyse and infer about their mother tongue as well as other languages.

### 6.7.3 A collaborative approach between L 1 and EFL for raising metalinguistic awareness

The experiments and evidence that I have just presented are part of an ongoing attempt to deal with an old issue, which is the tendency of traditional English language education to discourage the use of native languages as much as possible (especially in the case of China). In the West, scholars are increasingly questioning the validity of this traditional stance (Cook, 2010). According to an international survey targeting 120,000 learners in 18 countries, it was found that the more they talk about their mother tongue together with their target language, the better their academic abilities at school will be (Agirdag \& Vanlaar, 2016). Also, when mastering a foreign language, Ortega (2018) has pointed out that we should place more importance on the value of the native language.

Compared with other East Asian countries such as China, Japan has taken a relatively cautious stance toward introducing English into elementary schools, due to various discussions about the ideal stages for linguistic development in children, and issues concerning the implementation of a system for training classroom teachers. But now that the implementation of the curriculum is undergoing at the elementary school level, we must find ways to mobilize teachers effectively and make the best use
of the teaching knowledge that they already possess. In other words, in order to develop an English language curriculum that makes full use of the unique strengths of classroom teachers, it is important to consider the potential of articulating between foreign language education and native language education (see Figure 6.1). By doing so, we can expect to devise an innovative model for integrating L1 in EFL teaching materials development. This approach has not attracted much attention in multilingual education so far, and even though it is starting out as a pilot initiative, it is believed that it will have a positive impact in the study of foreign language education around the world.


Figure 6.1: Basic diagram for the current research project based on L1+FL collaboration.

### 6.7.4 Action research initiatives for incorporating L1 and EFL towards metalinguistic awareness development

The early seeds of these two pilot lessons come from practical research that was carried out through a collaboration between teachers from Japanese language departments and English departments in an innovative curriculum design project (Saito et al., 2012; Akita et al., 2012; Saito et al., 2013; Akita et al., 2013; Akita et al., 2014; Akita, Saito, Fujie, 2019). Together, they designed some metalinguistic lessons for senior-high school students, which were aimed at nurturing metalinguistic skills in English, Ancient Japanese and Modern Japanese language courses. Besides engaging with the process of classroom teaching and learning, they analysed multiple factors such as
students' pre- and post-task tests, students' work written during classes, and worksheet comments, while also engaging with the lesson study meetings in order to verify the possibilities and effectiveness of these metalinguistic lesson plans. As a result, it was proved that students' awareness of language mechanisms had increased through the designed collaboration lessons. The following pilot lessons conducted by the author (Wang, 2019b, 2019c, 2019d) will be introduced from the perspective of material development.

### 6.8 Case Study of an English Class for Grade-7

### 6.8.1 Lesson plan: analysing a poem in Chinese and Japanese languages in EFL classrooms

A case study that involved analysing a poem written in Chinese and Japanese during EFL classrooms was carried out, through a collaboration with three Grade 7 English teachers in a Japanese junior high school. The lesson was conducted in two classes on 18 January 2019, and in three classes (in which two classes joined together for one lesson) on the $16^{\text {th }}$ of December of the same year. In total, this case study consists of four lessons.

I was asked to serve as a guest teacher to introduce Chinese culture to students in a unit called "Let's go to Chinatown", derived from a currently-adopted EFL textbook. While preparing for this task, a Chinese Kanji quiz (Figure 6.2) featured in the textbook inspired me to design a metalinguisticoriented lesson drawing on the fascinating potential of Kanji characters. I decided to design a lesson that would help students think deeply about the characteristics of Japanese language by exploring similarities and differences between Japanese and Chinese in an English class. While searching through Japanese language textbooks, I found a poem titled "Chunxiao" (spring dawn), first introduced in the $5^{\text {th }}$ grade Japanese textbook and also in more detailed form in the $8^{\text {th }}$ grade Japanese textbook; coincidentally, this poem is also included in the Chinese language textbook for elementary schools (Figure 6.3). This poem was selected because it is common and familiar to Japanese learners.

| 1．机 | $\square$ desk | $\square$ airplane |
| :--- | :--- | :--- |
| 2．湯 | $\square$ shower | $\square$ soup |
| 3．汽車 | $\square$ bus | $\square$ car |
| 4．作業 | $\square$ practice | $\square$ homework |
| 5．去英国 | $\square$ come from the U．K． |  |
|  | $\square$ go to the U．K． |  |
|  |  |  |
|  |  |  |

Figure 6．2：Chinese－English quiz．


Figure 6．3：Materials used in the worksheet（Wang，2019）．

## 6．8．2 Lesson implementation process

School starts in April in Japan，so the lessons conducted in December of 2020 were partially revised based on my reflections regarding the ones carried out in January of 2020．Four lessons were recorded，transcribed and categorized in terms of a four－stage－structured lesson analysis（Sarkar Arani， 2014）．The flow of the lessons can be seen in Table 6．3．

Regardless of revisions，there are four activities in common among these four classes．The first activity is to present the selected poem in Japanese from the Japanese textbook，then present the Chinese version．Students are encouraged to read it in Chinese with the guest teacher，followed by a discussion in groups of four，focused on identifying any noticeable similarities and differences by comparing the Japanese and Chinese poems．Given the fact that students have already learned this
poem in the Japanese language, they are likely to focus on the language itself.

The second activity is a Chinese Kanji quiz. Quizzes differing from the textbook examples are prepared in advance, and students are engaged in a warm-up activity that builds a sense of achievement, as they realise they actually know some Chinese already, without having learned it previously. The purpose of the Chinese Kanji-English quiz is to provide students with a comparative perspective that links the three languages.

The karuta game is the third common activity in this case study. Students play karuta card games with a selection of Chinese words sharing the same Kanji, same meaning and similar pronunciation as the corresponding Japanese words. This activity aims to stimulate students' sense for distinguishing onyomi in Japanese and pinyin in Chinese. The last activity is to ask students which Chinese words they know, and interact with them based on their answers. This activity not only introduces an unfamiliar language in a familiar way, but also builds up the relationship between guest teacher and students.

Table 6.3: Lesson flow throughout the case study. Note that classes 7A', 7C' are different from 7A, 7C which were in Grade 8 at the time.

| Category | Lesson Segments in January: <br> Class 7A ( 32 students), Class 7C ( 35 stud.) | Lesson Segments in December: <br> Class 7A' (34 stud.) + 7C' (31 stud.)*, Class 7B (27 stud.) |
| :---: | :---: | :---: |
| Introduction | $>$ Several students are invited to write and pronounce their names in Chinese after the guest teacher's selfintroduction. <br> > Students are asked to point out cities where the guest teacher has lived, by looking at a Chinese map in their hand as they hear city names in Chinese. <br> > Students are asked to shout out what Chinese words they know. <br> (15 minutes) | $>$ Students shout out what Chinese words they know as a warmup activity, after the guest teacher is introduced. <br> > Students are asked to answer Chinese-English quizzes by guessing the meanings of words. Students sit if their answers are wrong, until only three students are left standing up, whose names are then taught by using Chinese pronunciation. <br> (15 minutes) |
| Development | > The poem is presented and read in Japanese first, followed by its Chinese version. <br> > Students are asked to form groups and write down similarities and disparities in individual worksheets where they draw underlines and write notes. <br> (10 minutes) | $>$ Karuta game is played in groups of 4. Chinese cards are given to each group. Students are asked to choose the correct Chinese word cards when they hear the corresponding Chinese term. <br> > The poem in Japanese is shown to Students. It is read and interpreted through students' discussions. Then the poem in Chinese is presented and read together with students under the guidance of the guest teacher. Worksheets are handed out, as students are asked to write down any similarities and disparities they have noticed, both individually and in groups. <br> (25 minutes) |
| Turn | > Several students are called to speak out their opinions to the whole class. <br> > Students are asked to choose the correct Chinese word cards when they hear Chinese in groups during a karuta | > Students are free to share their opinions in groups, while two teachers walk around to facilitate. <br> (5 minutes) |


|  | game. <br> $>$ Students answer a Chinese quiz as a whole in order to <br> choose the correct pictures as they see Chinese Kanji <br> words. <br> $>$ Self-introduction through a sentence pattern of S+V+O <br> is shown in Chinese, English and Japanese. <br> $>$ Several students are invited to do a self-introduction in <br> Chinese. <br> (15 minutes) | Students are asked to write their insights, discoveries, <br> questions or comments on the worksheet as reflections. <br> (5 minutes) |
| :--- | :--- | :--- |
| Conclusion | There is no time during the lesson, so students are asked to write <br> their insights, discoveries, questions or comments on the <br> worksheet as reflections after the lesson is finished. |  |

### 6.8.3 Analysis of worksheet answers and reflective writings

67 worksheets were collected from the two classes in January, and 92 worksheets were gathered from the three December classes. The students' remarks concerning the similarities and differences of the poem in Chinese and Japanese as well as their reflective writings about what they had learned of Chinese, Japanese, and English from this lesson were analysed in comparison to the four categories proposed by Tunmer and Bowey (1984): phonological awareness, word awareness, form awareness and pragmatic awareness. 'Phonological awareness' refers to phoneme segmentation, appreciation of rhyming and acoustic signals. 'Word awareness' relates to word segmentation, wordreferent differentiation, and appreciation of words and their meanings. 'Form awareness' refers to the structural representation of parsing items, linguistic items or literal meaning. 'Pragmatic awareness' indicates an awareness to pragmatic and inferential rules, inconsistent communication failures, macrostructure, and intended meaning.

In addition, one extra category, emotional awareness, emerged from the analysis of students' reflections. In particular, 'emotional awareness' refers to any personal emotions felt toward language or language learning in general beyond specific linguistic items, involving both interest and motivation. These categories provided the basis for classifying the various manifestations of metalinguistic awareness. Each entry was coded under a single main category, even when there was more than one category mentioned. Therefore, the frequency of responses equals the students' numbers in total. A
blank category was created to designate worksheets where both answers and reflections were absent (no fully blank worksheets were collected). The main reasons for the incomplete worksheets were that the teacher instructed students to write only a portion, or due to time limits.

### 6.8.4 Results and discussion

As can be seen from Table 6.4, students' answers to the similarities and differences in the Chinese and Japanese versions of the poem took place primarily within the category of word awareness ( $44 \%$ ) and $16 \%$ of the reflective writings can be included in the same category. In total, one-third of the students' answers and reflective writings were included in the word awareness category, which can be attributed to the fact that Kanji is a common factor in both languages. Students identified Kanji meanings, Kanji writing, and poetic style/language components. The majority of the students noticed differences between simplified Chinese characters and traditional ones, between horizontal writing and vertical writing, and between Kanji numbers and space segmentation. They also noticed that the Japanese language includes Kanji from Chinese, katakana words from English and other foreign languages, and of course the original hiragana. Some students commented that Japanese was more receptive and enriched, in contrast with the alphabet-only English and Kanji-only Chinese.

The phonological awareness category was identified in $23 \%$ of student answers and $27 \%$ in the reflection writings. Similarities between Japanese onyomi and Chinese pinyin were noticed, as well as differences in the phonics system which were addressed through specific symbols. It can be assumed that students are able to notice and analyse sound with phonemes in detail when they are given appropriate materials. Given their prior knowledge about Kanji, some students listed different pronunciations of the same Kanji in Japanese, although it seemed to have a single pronunciation in Chinese. The students' assumptions reveal that they applied what they learned from the Japanese language and other subjects in order to question the phonetic rules of a different language.

Answers and reflections categorized as pragmatic awareness were more diverse，as they included a mix of descriptions of each category with a focus on macrostructure．Linguistic distance between Chinese，Japanese and English and the relationship of language and culture were mentioned， by showcasing the unique characteristics of each language．Most of the comments stated that their mental images and pre－assumptions of Chinese and Japanese had changed throughout the lesson．This shows that providing opportunities for realising and understanding features of a different language can motivate students to reconsider their previous understandings of mother tongue and foreign languages．

Some students were able to deduce several unique characteristics of Japanese language from their comparisons．Some of them wondered how katakana developed as a part of Japanese language writing after Kanji was introduced in Japan．With English and Chinese being provided as reference languages for examining Japanese in an objective manner，not only did students pay attention to the unique features of Japanese language，but also felt inspired to inquire and deduce certain language rules based on the stimulus provided by the materials．

Form awareness showed up the least in both answers（4\％）and reflections（6\％），which could be attributed to the lack of specific instructions or guidance about structures during the lesson．It might be the case that some students were engaged in form awareness by thinking and inferring by themselves，when they were given the two poems．Sentence patterns，verb position and negative form were mainly discussed in this category among the three languages．Besides these，some students noted that there were connecting particles in Japanese，like＂は＂，＂が＂，＂を＂，＂の＂，＂く＂，but none of them was used in English（purely alphabet）or Chinese（purely Kanji）．This pointed out a unique characteristic of Japanese as an agglutinative language．

Emotion awareness（18\％）was identified only in reflections because students were asked to write anything they felt or noticed in general．Most of the comments in this category expressed their interest and motivation to learn other languages，their respect for and questions about different
languages and cultures, and their views concerning history and the relationship between Japan and China. It can be said that this lesson opened a door for students' potential thinking and learning without being restricted to linguistic features. Regarding the important role of motivation in human selfdevelopment, this kind of emotional awareness is more likely to lead to students' further learning in the future.

Table 6.4: Frequency of categories and examples taken from students' writings.


| $>$ It's a lesson for me to see a long-time relationship between China and Japan. |  |  |
| :--- | :--- | :--- |
| (6) N/A | $20(13 \%)$ | $17(11 \%)$ |
| Total | $159(100 \%)$ | $159(100 \%)$ |

### 6.8.5 Summary

This case study examined the impact of newly-designed lessons articulating Japanese with Chinese during four English classes. These lessons were designed to provide students with opportunities to compare, analyse, categorize, and discover the similarities and differences between different languages for the purpose of developing metalinguistic awareness. These lessons, which incorporated a poem in Chinese and Japanese, were carried out in Grade 7 English classes in a Japanese junior high school. The students' worksheet answers and reflective writings during the lessons were collected and analysed so as to clarify their level of metalinguistic awareness.

It can be inferred from the writings that students felt attracted to the richness of language, felt engaged in the exploration of language systems, and were able to recognize the importance of various languages for participating in global communication. The results also show that the designed lessons awakened students' metalinguistic awareness in various potential aspects, not only on linguistic features but also on cultural and educational factors. In sum, classroom activities such as the one demonstrated here can be a meaningful tool for developing metalinguistic awareness.

More case studies are needed for devising better activities and materials that articulate between mother tongue and foreign languages in different age groups. In doing so, it is recommended that further research be conducted to explore the processes by which increased metalinguistic awareness may potentially result in improved linguistic competency for both mother tongue and foreign language. This is an aspect that will be considered in future research.

### 6.9 Case Study of a Foreign Language Activity Class for Grade-4

### 6.9.1 The lesson

I was able to conduct this pilot lesson with a pre-service teacher in a public elementary school in Fukui prefecture, whose name is Mr. Ikeda. Acknowledging the significance of metalinguistic awareness in language learning, Mr. Ikeda showed his interest in implementing a Japanese-EnglishChinese language lesson in his class. In the past, he had obtained teaching certificates for both Chinese and English languages at the secondary school level during his bachelor studies (B.A.). Seeking to obtain the teaching certificate to become an elementary school teacher, Mr. Ikeda was enrolled in an educational studies course (M.Ed) at the time. He was doing an internship in a fourth-grade class of a public school, under the supervision of a mentor, and it was his third year of school internship as a pre-service teacher. As part of his duties as an intern, he went to school three times a week.

Mr. Ikeda and I planned the lesson, prepared mock lessons and had several discussion meetings before the actual lesson took place. After all preparations had taken place, the real lesson was conducted by Mr. Ikeda in a fourth-grade class at his elementary school in Fukui Prefecture. I was invited to attend as a guest teacher. The lesson was carried out in accordance with the lesson plan detailed below. Although this was merely a one-time teaching practice, a look at the reflective worksheets written by the pupils provided several positive comments, which revealed their language awareness towards word formation, and also their increased interest in knowing different languages (Wang, 2020).

## Class 3 of Fourth Grade / Foreign Language Activity Lesson Plan

Date: January, 17th, 2018 / Third Period Teacher: Mr. Ikeda Guest Teacher: Wang Linfeng

## 1. Name of the Unit: Language Awareness

## 2. Contents of the Lesson:

(1) Learning objectives: to notice the common rules of word formation from two-kanji words,
so as to make learners more interested in Japanese language and foreign languages．
（2）Learning tools：worksheet，thick white paper and marker pen．
（3）Lesson flow：see the table below．

| Description of procedures involved in the learning activity | Summary of teacher instructions \＆examples of learner responses | Types of support provided by the teacher |
| :---: | :---: | :---: |
| Get to know what students will learn in this lesson； | Review the last Japanese language lesson titled ＂Winter view＂；link white things with the Kanji ＂white＂． | Connect learners＇experiences to the theme of ＇white＇． |
| ＞Confirm the lesson＇s objective； | 「白」で始まる漢字の組み合わせか <br> ら，日本語•英語•中国語について考え よう。 <br> Lesson objective：thinking about Japanese， English and Chinese languages through combinations of the Kanji＇white＇（白）． |  |
| ＞In groups，write down kanji starting with the Kanji＇white＇（白）； | ＞Use all the available resources to find the Kanji ＇white＇（白）． | ＞Introduce the guest teacher； |
| ＞Each group shows their drawing papers and share their kanji results to the whole class； | ＞Each group is asked to put their results on the blackboard． <br> e．g．白馬，白紙，白鳥，白旗 |  |
| ＞Think about written phrases in two－Kanji combinations； | $>$ What do you notice by looking at these Kanji combinations？ <br> e．g．Two Kanji makes one phrase． | ＞Write down learners＇opinions on blackboard （See 7．5）； |
| ＞Think about whether it makes sense or not in English； | ＞Do these literally－translated English words really exist in English language？ <br> e．g．They all exist in English． <br> e．g．Some of them have English versions，some of them don＇t have English expressions． |  |
| ＞Discuss answers in the whole class； | ＞Ask guest teacher if they exist in English language． <br> e．g．Yes． | ＞Practice pronunciation with guest teacher； |
| ＞Think about whether it makes sense or not in Chinese； | ＞Do you think these kanji also exist in Chinese？ <br> e．g．Yes；or No． | ＞Practice pronunciation with guest teacher； |
| ＞Discuss answers in the whole class； | ＞Ask guest teacher if they exist in Chinese language． e．g．Yes． | ＞Help learners to figure out similarities among languages in their own words； |
| ＞Individual thinking time：what have you noticed by now？ | ＞Ask what have you learnt？ <br> e．g．Color＋thing pattern is common among three languages． | ＞Promote learners to create phrases by combining kanjis or words； |
| ＞Use your creativity to make your own original phrase． | ＞Think up or make some words or phrases which also make sense in Japanese，English，and | ＞Guest teacher＇s comment． |


|  | Chinese. <br> Write down your questions or comments on the <br> worksheet. |  |
| :--- | :--- | :--- |

(4) Evaluation point: by paying attention to known Kanji combinations, this can help learners to notice that new words or phrases may be generated by combining different words or Kanji. This is a common rule which can be found in other languages too.


Figure 6.4: Image of classroom blackboard during the pilot lesson.

### 6.9.2 Reflections regarding the lesson

This pilot lesson started by reviewing what had been studied in the last Japanese language class titled "Sceneries of Winter". It elicited children's interest in Kanji because of its inclusion of "white" as relating to snow. After conducting an activity in which groups had to search for "white Kanji", the children were presented with selected Kanji examples and worked with their English counterparts (Figure 6.4). Then, the Chinese counterparts were introduced, along with Japanese and English words.

To inquire what they had noticed by comparing the same words in three languages, children discussed in pairs. Most of them noticed the same function of "shiro", "white", and "bai" at the beginning of the words. They were surprised to know that the same Japanese Kanji makes sense in Chinese language as well. When it was time to share their insights as a whole class, children pointed out that the single word for colour "shiro/white/bai" + single word for animals/things can generate a new combined word, which is common to the three different languages. At the end of the class,
children were asked to write down words that involve the formation of＂color＋animals／things＂．

In total， 120 words were written by 32 children in the class．Their reflective comments were also collected（Table 6．5）and analysed according to four categories of metalinguistic awareness （Tunmer \＆Bowey，1984）．It was found that phonological awareness，word awareness and pragmatic awareness were identified in children＇s reflections．In addition，according to children＇s voices during the class，their level of motivation and interest toward language awareness（such as other foreign languages）had increased．

Just like the previous pilot lesson，this lesson was shown to provide an opportunity for children to think attentively and creatively about word formation from a metalinguistic perspective by comparing three languages，while using the contents from the Japanese textbook as a basis．The results strongly suggest that it is feasible to include Japanese and English into a broader scope of language education at the elementary school level．

Table 6．5：Children＇s reflective comments written during the pilot lesson（Wang，2020）．

|  | Reflective Comments | Phonological | Word | Form | Pragmatic |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 色＋物で言葉ができることを始めて知りました。日本語は白，英語は white，中国語はbai など，白は外国語でも決まっているん だなと思いました。 |  | $\bigcirc$ |  |  |
| 2 | 日本語，英語，中国語のいろいろな読み方があるとわかりました。中国語は難しいなと思いました。 | $\bigcirc$ |  |  |  |
| 3 | 中国語は日本語とすこしにている部分がある事が分かりました。 いただきます や こんにちは はどうやっているのかしりたいで す。 |  |  |  | $\bigcirc$ |
| 4 | かんこくごがなかった。 |  |  |  |  |
| 5 | 日本語も英語も中国語も色に何かをたして発音することが分か りました。日本も中国も漢字を使うのは，いっしょなんだなあと思いました。 |  | $\bigcirc$ |  |  |
| 6 | 日本と中国では，漢字を使うことが分かりました。色は読み方が別でも同じ言葉を使うということが分かりました。 | $\bigcirc$ | $\bigcirc$ |  |  |
| 7 | 中国語，英語は日本と同じ最初の色とかの意味は同じということ が分かりました。でもなんで外国や中国の字は全然違うんだなと思いました。 |  | $\bigcirc$ |  |  |
| 8 | 日本語や英語中国語は日本語と読み方が違くてへーそうなんだ なとお思いました。ファン先生は日本語英語中国語すべてしゃべ れるので，すごいと思いました。大人になっても 3 つの語覚えた いです。 | $\bigcirc$ |  |  |  |
| 9 | えいごと中国語のいいかたがちがうことがわかりました。 | $\bigcirc$ |  |  |  |
| 10 | 日本語や中国語英語を教わって私は，むずかしいことが分かりま した。英語，中国語の言葉がつうじてすごいなーと思いました。 |  |  |  | $\bigcirc$ |


| 11 | 中国の漢字はなんで日本の漢字と違うのかなと思いました。 |  | O |  |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 中国のほとんどが最後に「ー」になることが分かりました。ワン先生とわたしの滑舌が全然違いました。 | O |  |  |
| 13 | 中国はすべて漢字ということをはじめて知りました。中国は私の知らない読み方ばっかりでした。 | O | 0 |  |
| 14 | 中国語でもちょっと日本とちがらけど，漢字を使うとはしりませ んでした。中国を書いたら何も関係のないことを書いていたの で，これが中国語なんだなと思いました。 |  | O | 0 |
| 15 | 日本語と英語と中国語はぜんぜん違らなとおもいました。おぼえ るのもたい～んだとおもいます。ワン先生は日本語も英語も中国語もしゃべれるのがすごいなとおもいました。 |  | 0 |  |
| 16 | 日本語は漢字とひらがながまじって「今から遊びにいきます」と かになるけど，中国語は全て漢字なので，びっくりしました。 |  | O |  |
| 17 | 中国では全部の文字が漢字なんだなとおもい，ぼくも中国の字を ならってみてみたいです。発音もむずかしいからすごいです。 | O | O |  |
| 18 | 日本語の漢字と中国語の漢字は少しちがらけどなんとなくわか るような漢字があったのでおもしろかったです。 |  | O |  |
| 19 | 白鳥で中国語だったら別の意味のばいやニャオ べつべつの意味 をつなげてすると白鳥と読めるなんてびっくりしました。 | O | O |  |
| 20 | わかったことは，かんじはおなじでもよみかたがちがうことで す。 | $\bigcirc$ | $\bigcirc$ |  |
| 21 | らしろにもいろをかいていいのかわかりません。ほぼ2文字。 |  | $\bigcirc$ |  |
| 22 | 日本語には白でも読み方はいろいろあるけど英語と中国語はよ みかたが 1 種類しかないのが疑問におもいました。中国語は発音 もちがうのでびっくりしました。 | O |  |  |
| 23 | ちゅうごくごは漢字はいっしょだけど読み方がちがうのは知り ませんでした。 | O | O |  |
| 24 | 日本語英語中国語の発音はむずかしいとおもいました。中国にい ったときはしようできたらいいなとおもいました。 | O |  | 0 |
| 25 | 赤色や青色などの色はなにかを組み合わせて英語や中国語にで きるなと思いました。 |  | $\bigcirc$ |  |
| 26 | 中国や英語や漢字をつかっているのがわかりました。 |  | $\bigcirc$ |  |
| 27 | もっと中国語をもっとしりたい。 |  | $\bigcirc$ |  |
| 28 | 中国でも漢字をかくなんてはじめてしりました。すこしずつ中国語を覚えたいです。 |  | O |  |
| 29 | 中国でも英語がつたわるということがわかったし，外国でも中国語がつたわることが分かりました。 |  |  | 0 |
| 30 | 日本の漢字と中国の漢字はにているので，びっくりしました。中国語はあまり知らなかったけれどちょっと知れてよかったです。 |  | $\bigcirc$ |  |
| 31 | 漢字は日本が中国どっちからきたのか疑問です。 |  | $\bigcirc$ |  |
| 32 | 中国でもだいたいはなんてかいてあるかわかるんだなと思いま す。 |  | O |  |

Chapter 7 Conclusion
Contents
7.1 Summary. ..... 248
7.2 Significance of This Study ..... 251
7.3 Scope and Limitations of This Study ..... 252
7.4 Recommendations for Future Research ..... 253
7.5 Final Remarks ..... 255

### 7.1 Summary

The results of this entire study have brought about a number of contentious issues that are still under debate in regards to the development of materials for language learning. To address these issues, I have presented a methodology by which teachers can either evaluate existing materials, or produce their own supplementary teaching materials.

In Chapter 1, I started my enquiry by pointing out the relevance and necessity of textbook research in regard to studies of curriculum and instruction; this was followed by a review of recent trends in English textbook research in an EFL context. It argued that authorized textbooks, seen as the materialized products of a national curriculum, are worth scrutinizing critically because they are assumed to impact heavily on classroom teaching and learning. A literature review of EFL textbook research suggested that a micro-approach towards examining unit designs was needed, so as to clarify the core traits of EFL textbooks.

With this in mind, a historical review of English textbooks development in both Japan and China was conducted, along with an analysis of current national curricula for junior high school. The history of English textbook development shows that both Japan and China went through a similar process of transitioning from imported textbooks to contextualized ones. Regarding the specific approaches used to achieve this contextualization, Japan sought to develop original textbooks with local publishers, while China tended to refer to globalized textbooks devised by international publishers. Furthermore, the present national curricula (which provide guidelines for textbooks currently in use) have served as the main reference points for interpreting which features are required for textbook compilation. Given its educational needs and overall objectives, Japan put an emphasis on balancing the four skills to achieve an all-round, general communication ability; as for China, it adapted the notion of task-based language use for developing comprehensive language competence.

By focusing on textbook research methods, this thesis intended to address three core research
questions: is there a gap between authorized EFL textbooks and the national curriculum? What are the idiosyncrasies of EFL textbooks? What kind of fundamental issues or imbalances may be found in EFL textbooks, and how may we deal with them?

In Chapter 2, through the elaboration of different frameworks for language textbook analysis, I proposed a descriptive model for analyzing learning units in detail. This model offers a cohesive way to take into account all of the three main components of a unit: metadiscourse, texts and practice activities. Metadiscourse analysis deals with information or messages that textbooks tend to send to learners, rather than the specific learning contents of the unit (Chapter 3). Rhetorical pattern analysis was applied to texts for the sake of clarifying text comprehensibility, with a particular focus on the linkage of each part within a unit (Chapter 4). Practice activities were analyzed from a number of perspectives, namely: learners' initiative, focus of language contents, required mental processes, learners' interactions, and input \& output contents; the aim is to infer (with as much precision as possible) what is implied within practice activities (Chapter 5). Three units, themed as "school", "family", and "events", were chosen from each textbook compiled by all authorized publishers in both countries ( 6 from JP, 8 from CN ), comprising 42 units in total.

In Chapter 3, the outcomes of the metadiscourse analysis reveal the ways in which textbooks guide learners' learning. The categories of analysis were divided into informational contents, attitudinal contents, and additional contents. I found that neither of the two countries used attitudinal metadiscourse in textbooks except for salience, and that none of them took into account the potential of promoting learners' metalinguistic ability, by using the mother tongue as a language learning material with which to help them apprehend key aspects of a foreign language.

In terms of informational metadiscourse contents, while Chinese textbooks lay weight on setting out the key objectives of learning contents, Japanese textbooks show an emphasis on providing introductions for both contextual situations and the learning contents themselves. Regarding the
additional metadiscourse contents, Japanese was used as the instruction language using a first-person voice in Japanese textbooks, which could be inferred as emotionally supporting learners in their learning. In contrast, English was mainly used as the instruction language using a second-person voice in Chinese textbooks, which suggests an attempt to provide further language immersion and increase the learners' ability to focus on what is required of them.

Chapter 4 showcases the progression of texts and text comprehensibility throughout a unit, by focusing on its rhetorical patterns. Rhetorical pattern analysis describes the linkage of parts through the use of diagrams, to show how (and to what extent) the various statements in texts are connected and developed. The matrix and hierarchy patterns (indicating tighter and denser relationships between statements) were rarely found in the EFL textbooks. Instead, the list pattern (which generates the least amount of relationships) was identified in the majority of units: this could be attributed to prioritizing a more pragmatic use of language structure, instead of producing more cohesive texts.

In Chapter 5, I carried out an examination of language practice activities, more specifically to understand what types of activities learners are required to do. This involved describing the explicit nature of 967 practice activities extracted from the textbooks. Through content analysis, it was found that practice activities are characterized by a high frequency of passive questions requiring "meaning understanding" and "information selection", related to learners' individual work (rather than pair or group work). Both countries also featured a good number of reproductive activities, by which learners are asked to reproduce what they are presented. Taken together, the findings in Chapters 3,4 and 5 provide a convincing account for the essential features and character of learning units in EFL textbooks.

In Chapter 6, the outcomes from the various textbook analyses were summarized and mapped according to two key aspects:
(1) that of national curricula, involving the question of whether textbooks truly reflected the
requirements of the curricula;
(2) that of EFL textbooks' characteristics, involving the question of what the fundamental issues and imbalances of EFL textbooks are.

Regarding (1), after checking the descriptions in national curricula and their requirements in terms of learning material contents, the discrepancies between textbook and curriculum were mainly discussed in terms of the teaching and learning of the four skills. As for (2), it was argued that the role of the mother tongue (L1) in developing metalinguistic awareness was undervalued. Therefore, as a starting point for an appropriate collaboration between L1 and FL in material development, two case studies were conducted in real class environments, so as to verify the validity and possibilities of interlinking both languages and boost metalinguistic awareness in learners.

Since it was found in Chapter 5 that practice activities were too focused on repetitive or reproductive actions as well as memorization on behalf of the learners, the other aim of these two case studies was to elicit learners to be more proactive, creative and use their own mental effort to link foreign language concepts with their previously-acquired mother tongue knowledge.

### 7.2 Significance of This Study

In terms of the methodological value of this research, it employs a detailed descriptive analysis of EFL textbook units at a micro-level, for the purpose of clarifying their key characteristics and potential insufficiencies. In addition, this study looks at textbooks from the unique perspective of an EFL researcher familiar with the shared linguistic and cultural heritage of both Japan and China (especially in terms of their Kanji usage), in contrast to most of the prevailing textbook literature which derives from ESL contexts. As a result, this study contributes an East-Asian dimension to the body of existing literature on English textbooks. I sought to clarify the core nature of these textbooks by
looking in detail at their unit components, show how they are structured as a framework, and provide a constructive critique by comparing them against the requirements of the curricula in both countries. It is my belief that this analysis provides an opportunity to re-examine and re-evaluate current textbook authorizing procedures and compiling processes.

Regarding the theoretical value of this study, it includes a historical, socio-cultural and politicoeconomic view of how textbooks have been developed up until now, and serves as an example of how to explore EFL textbooks as a national curriculum artefact. In an attempt to better visualize the "gap" between the curriculum and the EFL textbook, I have compared all of the authorized textbooks and national curricula in both Japan and China as holistically as possible. Furthermore, it was demonstrated that this analysis framework is applicable to local textbooks in different countries.

As for the practical value of this research, its main contribution is to present the results of action research initiatives showcasing examples of lessons designed specifically for cultivating metalinguistic awareness. One of the main findings of this study is its claim that EFL textbooks are lacking in the aspect of metalinguistic development. To address this issue, it proposes a collaborative approach between L1 and FL classes, exemplified through two case studies. These helped to contextualize the study's findings, and shed further insights on other EFL contextual issues in language education.

### 7.3 Scope and Limitations of This Study

Throughout this work, the main focus and concern has been the national curriculum, which is the main force responsible for exerting an immediate influence on the preparation, compilation and evaluation of authorized EFL textbooks. It is acknowledged, however, that other factors and stakeholders should be accounted for in order to grasp the full breadth of textbooks as a research topic. Policy makers, publishers, parents, teachers and learners remain unexamined.

Furthermore, although Japan and China were selected for this study, other contexts such as Korea or Hong Kong are also worthy of consideration so as to draw a wider map of EFL teaching and learning environments, as well as to explore further synergies between mother tongues and FL. Finally, another limitation of this study is that the micro-analysis of units was only focused on grade-7 and carried out on current textbooks published in 2012 and the currently official curricula; this means that it is not possible to compare these textbooks and curricula with previous ones in full detail, or grasp their historic evolution through the use of timelines.

### 7.4 Recommendations for Future Research

In order to achieve the goal of metalinguistic development through a collaboration between mother tongue and foreign language education, I plan to pursue and carry out the following three research phases:
(1) To present the theoretical and practical bases, reasoning, and arguments for the significance and need of collaboration between native language and foreign language education.

Method: I will investigate previous literature related to the necessity and theoretical grounds for collaboration between foreign and native languages. As a theoretical standpoint, I will rely on the theory of universal grammar (Chomsky, 1965; Samuels, 1979), Linguistic Interdependence Theory (Cummins, 1984), theory of 'language awareness' (Otsu, 1989; Schmidt, 1990) and the concept of 'pluralistic approaches to languages and cultures' (Candelier, 2007). I also intend to visit some schools in Europe that are conducting classes involving some form of collaboration between the teaching of native and foreign languages.
(2) To conduct a comparative analysis of textbooks, in order to select any linguistic items that are related to both native and foreign languages, and establish a tentative curriculum model that includes language activities.

Method: the framework for analyzing textbooks is divided into four areas of meta-language awareness as defined by Ogose (2007) that give us the ability to consciously observe and operate language as an object. These are: awareness of phonology, awareness of words, awareness of language form and grammar, and operational awareness. Based on the results from a comparative analysis of elementary school textbooks (Wang, 2017), a number of language items and contents relevant to both national and foreign languages will be extracted. Based on this, I intend to design language activities that require "observation, analysis, and reasoning" of multiple languages, and propose it as part of an integrated language curriculum.
(3) To refine and verify the developed curriculum model (2)) by conducting collaborative action research initiatives.

Method: put into practice the curriculum developed in (2) and verify its applicability and educational effects. This practical research will be held in partner schools, where teachers are engaged in the process as active participants. In other words, this practical research will be conducted through a collaborative inquiry approach with classroom teachers, based on the theoretical framework developed by Schon (1983) known as 'reflective practitioner'.

This research also involves the domain of teacher education. The researchers and practicing
teachers will act as collaborative explorers by conducting practical trials and practicing research that allows teachers to grow up as 'reflective practitioners'; in other words, teachers will be encouraged to look back on their actions and engage in a process of introspection and reflection, so as to open up new perspectives about teaching. The whole process can be considered as teachers' professional development story. Also, through gradual steps, there are plans for disseminating this collaborative foreign-native language class both inside and outside of the same school, by inviting class teachers of different grade classes as well as teachers from different types of schools to attend some classes and give their opinion.

### 7.5 Final Remarks

By acknowledging the textbook as a curriculum artifact, this study has clarified the essential characteristics of EFL textbooks from a micro-perspective, and by focusing on the issue of raising learners' metalinguistic awareness, suggested an approach for collaboration between mother tongue and foreign language in the classroom.

Based on the aforementioned findings, it can be affirmed that EFL textbook designs in both Japan and China do not yet fully meet the demands required by the currently-adopted teaching and learning principles, in spite of regular revisions in national curricula. Seeing as how authorized textbook publishers are expected to follow the new principle of balancing the so-called 'four skills', with the purpose of developing the comprehensive language capabilities of learners, these efforts have turned out to be partially flawed.

Until now, each country has chosen to take an isolated approach towards the development of textbooks, despite the fact that there are linguistic commonalities, and potential points of synergy. In particular, this study urges us to adopt a broader view on developing metalinguistic ability within EFL textbooks. This means that ESL textbooks and materials might not necessarily be the main point of
reference for developing textbooks in an EFL context. Throughout these pages, it was demonstrated how this problem can be materialized from the conceptualization phase, up to the real context of classroom teaching and learning.

Even as textbooks move into the digital domain, their importance is unlikely to diminish in the near future, and international publishing companies are expected to maintain their strong presence and investments in attractive East Asian markets such as China and Japan. There is also a well-established market for English language tests, which pushes educators, parents and institutions to give extra importance to ESL materials. For all of these reasons, it is more crucial than ever to analyze in detail the deep contents of these learning materials, and provide a balanced critique so as to promote language learning in this region.

These external pressures might make it more challenging to develop textbook materials that integrate mother tongue and foreign language within EFL regions; a continued collaboration between teachers and academics in different countries will be needed for pushing this early approach into a state of maturity. To conclude, it is hoped that the analytical framework presented in this study can help bridge the gaps between the deficiencies of EFL textbooks and the requirements of national curricula, and provide robust tools for teachers, textbook publishers and national textbook evaluation committees to achieve better results.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

# List of government－approved EFL Japanese Textbooks analysed in this study 

Sanseido（approved in 2015）New Crown English Course 1
Tokyo Shoseki（approved in 2015）New Horizon English Course 1
Kairyudo（approved in 2015）Sunshine English Course 1
Gakko Tosho（approved in 2015）Total English Course 1
Kyoiku Shuppan（approved in 2015）One World English Course 1
Mitsumura Tosho（approved in 2015）Columbus 21 English Course 1

## List of government－approved EFL Chinese Textbooks analysed in this study

People＇s Educational Press（approved in 2012）Renjiao ban English $7^{\text {th }}$ grade（ 2 sets）
Beijing Normal University（approved in 2013）Beishida ban English $7^{\text {th }}$ grade（2 sets）
Popular Science Press（approved in 2012）Ren＇ai ban English $7^{\text {th }}$ grade（ 2 sets）
Yilin Press（approved in 2012）Yilin ban English $7^{\text {th }}$ grade（ 2 sets）
Hebei Education Publishing House（approved in 2012）Jijiao ban English $7^{\text {th }}$ grade（ 2 sets）
Foreign Language Teaching and Research Press（approved in 2012）Waiyanshe ban English $7^{\text {th }}$ grade（ 2 sets）
Shanghai Foreign Language Educational Press（approved in 2012）Shangwai ban English $7^{\text {th }}$ grade（ 2 sets）
Shanghai Educational Publishing House（approved in 2012）Shangjiao ban English $7^{\text {th }}$ grade（2 sets）

## List of Reference Works

Agirdag，O．，\＆Vanlaar，G．（2016）．A hot piece of PISA：The relation between language use and academic achievement．Paper presented at Cultural Diversity，Migration，and Education conference，Potsdam， Germany．

Aguilar，M．（2008）．Metadiscourse in academic speech：A relevance－theoretic approach．European University Studies，vol．317．Bern：Peter Lang．

Akita，K．，Fujie，Y．，Saito，Y．，Fujimori，C．，Sanpei，Y．，Wang L．F．，Tamiya，H．（2012）．A Collaborative Action Research of Japanese and English Language Departments for Meta－Grammatical Lessons［in Japanese］． Bulletin of the Graduate School of Education，the University of Tokyo，52，337－366．秋田喜代美；藤江康彦；斎藤兆史；藤森千寻；三瓶ゆき；王林鋒；柾木貴之；濱田秀行；越智豊 \＆田宮裕子．（2012）「国語科と英語科におけるメタ文法授業のアクションリサーチ」『東京大学大学院教育学研究科紀要』52，337－366．

Akita，K．，Saito \＆Y．，Fujie．（Eds．）．（2019）．Teaching Grammar for Developing Metalinguistic Abilities：Teachers of English and Japanese in Collaboration．Tokyo：Hitsuzi．［in Japanese］．秋田喜代美•斎藤兆史•藤江康彦 （編）（2019）『メタ言語能力を育てる文法授業：英語科と国語科の連携』東京：ひつじ書房

Akita，K．，Saito，Y．，Fujie，Y．，Fujimori，C．，Masaki，T．，Wang L．F．，\＆Sanpei，Y．（2013）．A Cross－Curricular Examination of the Factors Related to Grammar Learning：the Relationships among Meta－grammatical Ability，Feelings of Usefulness，Attitudes，and Learning Strategies［in Japanese］．Bulletin of the Graduate School of Education，the University of Tokyo，53，173－180．秋田喜代美；斎藤兆史；藤江康彦；藤森千寻；柾木貴之；王林鋒 \＆三瓶ゆき。（2013）「文法学習に関わる要因の教科横断的検討一文法課題遂行と有用感•好意度•学習方略間の関連—」『東京大学大学院教育学研究科紀要』53，173－180．

Akita，K．，Saito，Y．，Fujie，Y．，Fujimori，C．，Masaki，T．，Wang L．F．，Oi，K．（2014）．Developing a Curriculum for Training Meta－grammatical Abilities：Prospects of Meta－grammatical Curriculum in View of Practice and

Teaching Material Development［in Japanese］．Bulletin of the Graduate School of Education，the University of Tokyo，54，355－388．秋田喜代美；斎藤兆史；藤江康彦；藤森千尋；柾木貴之；王林鋒；三瓶ゆき \＆大井和彦。（2014）「メタ文法能力育成をめざしたカリキュラム開発一実践と教材開発を通したメ夕文法カリキュラムの展望」『東京大学大学院教育学研究科紀要』54，355－388．

Apple，M．W．（1979）．Ideology and curriculum．New York：Routledge \＆K．Paul．
Apple，M．W．，\＆Christian－Smith，L．K．（1991）．The Politics of the Textbook．London：Routledge．
Armbruster，B．B．，\＆Anderson，T．H．（1985）．Producing＇considerate＇expository text：Or easy reading is damned hard writing．Journal of Curriculum Studies，17（3），247－274．

Bartlett，K．A．（2017）．The divide between policy and practice in EFL high school classrooms in Japan．PEOPLE： International Journal of Social Sciences，3（3）．

Beckett，G．，\＆Macpherson，S．（2008）．The Hidden Curriculum of Assimilation in Modern Chinese Education： Fuelling Indigenous Tibetan and Uygur Cessation Movements．In Zvi Bekerman \＆Ezra Kopelowitz，eds． Cultural Education－Cultural Sustainability：Minority，Diaspora，Indigenous and Ethno－Religious Groups in Multicultural Societies，1st Edition．New York：Routledge，115－134．

Berg，B．L．\＆Lune，H．（2007）．Qualitative Research Methods for the Social Sciences．USA：Pearson／Allyn \＆ Bacon．

Bernstein，B．B．（1974）．Class，Codes and Control：Theoretical Studies Towards a Sociology of Language（Vol．3）． London \＆New York：Routledge and Kegan Paul．

Block，E．（1986）．The comprehension strategies of second language readers．Tesol Quarterly，20（3），463－494．
Bloom，B．S．（1956）．Taxonomy of Educational Objectives：The Classification of Educational Goals．New York： Longmans，Green \＆Company．

Bolkan，J．（09／13／2017）．IBM Rolls Out Free AI Tool for Math Teachers［Journalism］．In THE Journal： Transforming Education Through Technology．Retrieved October 25，2018，from https：／／thejournal．com／articles／2017／09／13／ibm－rolls－out－free－ai－tool－for－math－teachers．aspx

Bransford，J．D．，\＆Johnson，M．K．（1972）．Contextual prerequisites for understanding：Some investigations of comprehension and recall．Journal of Verbal Learning and Verbal Behavior，11（6），717－726．

Breen，M．（1987）．Learner contributions to task design．Language Learning Tasks，7，23－46．
Breen，M．P．，\＆Candlin，C．N．（1980a）．A guide for the evaluation and design of materials．Lancaster：Lancaster University，Department of Linguistics．

Breen，M．P．，\＆Candlin，C．N．（1980b）．The essentials of a communicative curriculum in language teaching． Applied Linguistics，1（2），89－112．

Breen，M．P．，\＆Candlin，C．N．（1987）．Which materials？A consumer＇s and designer＇s guide．In Leslie E．Sheldon， ed．ELT Textbooks and Materials：Problems in Evaluation and Development．UK：Modern English Publications／The British Council，13－28．

Britton，B．K．，Woodward，A．，\＆Binkley，M．（1993）．Learning from textbooks：Theory and practice．USA： Lawrence Erlbaum Associates．

Bruce，N．J．（1989）．The Roles of Metadiscourse，Speech Acts \＆the Language of Abstraction in a Top－Down Approach to Teaching English for Academic Purposes（or＂Never Mind What He＇s Saying，What＇s He Doing？＂）．Paper presented at the European Languages for Special Purposes Symposium（7th，Budapest， Hungary，August 21－26，1989）

Camiciottoli，B．C．（2003）．Metadiscourse and ESP reading comprehension：An exploratory study．Reading in a Foreign Language，15（1）， 28.

Candelier，M．，Camilleri－Grima，A．，Castellotti，V．，de Pietro，J．－F．，Lörinez，I．，Meissner，F．－J．，Schröder－Sura，A．\＆． Artur，N．（2007）．Across languages and cultures：CARAP－framework of reference for pluralistic approaches to languages and cultures，Version 2 －July 2007．Graz：European Centre for Modern Languages．

Celce－Murcia，M．，\＆Olshtain，E．（2000）．Discourse and Context in Language Teaching：A Guide for Language Teachers．Cambridge：Cambridge University Press．

Central Council for Education（2008）Deliberation report from the Central Council for Education．Retrieved from http：／／www．mext．go．jp／b menu／shingi／chukyo／chukyo0／toushin／icsFiles／afieldfile／2009／05／12／1216828 1．p df

Chambliss，M．J．（1995）．Text cues and strategies successful readers use to construct the gist of lengthy written arguments．Reading Research Quarterly，30（4），778－807．

Chambliss，M．，\＆Calfee，R．（1998）．Textbooks for learning：Nurturing children＇s minds．Oxford：Blackwell．
Chen，L．（2011）Revision and implementation of English curriculum：for learners＇life－long and full development． ［in Chinese］．Basic Foreign Language Education，13（04），9－110．陈琳．（2011）「通过英语教育为学生的终身发展和全面发展奠基——英语课标修订组组长陈琳教授谈《英语课程标准》的修订与实施」基础英语教育』13（04），9－11．

Chomsky，N．（1965）．Aspects of the Theory of Syntax．Boston：MIT Press．
Chomsky，N．（1981）．Knowledge of language：Its elements and origins．Philosophical Transactions of the Royal Society of London B，295（1077），223－234．

Cook，G．（1989）．Discourse．Oxford：Oxford University Press．
Cook，G．（2010）．Translation in language teaching：An argument for reassessment．Oxford：Oxford University Press．

Cook，L．K．，\＆Mayer，R．E．（1988）．Teaching readers about the structure of scientific text．Journal of Educational Psychology，80（4）， 448.

Cook，V．（2001）．Second Language Learning and Language Teaching（3rd ed．）．London：Arnold．
Corder，S．P．（1973）．Introducing applied linguistics．Harmondsworth：Penguin Education．
Crismore，A．（1982）．The Metadiscourse Component：Understanding Writing about Reading Directives．［Opinion Paper／Non－Journal］．Retrieved from https：／／eric．ed．gov／？id＝ED217374

Crismore，A．（1983）．Metadiscourse：What It Is and How It Is Used in School and Non－School Social Science Texts． Technical Report No．273．USA：University of Illinois at Urbana－Champaign \＆Bolt，Beranek and Newman， Inc．Retrieved from https：／／eric．ed．gov／？id＝ED229720

Crismore，A．（1984）．The rhetoric of textbooks：Metadiscourse．Journal of Curriculum Studies，16（3），279－296．
Crismore，A．（1985）．Metadiscourse in social studies texts．Technical Report No．366．USA：University of Illinois at Urbana－Champaign \＆Bolt，Beranek and Newman，Inc．Retrieved from http：／／eric．ed．gov／？id＝ED275986

Crismore，A．（1989）．Talking with Readers：Metadiscourse as Rhetorical Act．New York：Peter Lang．
Crismore，A．（2000）．Helping ESL and EFL University Students Read Critically：A 2000＇s Challenge．［Opinion Paper／Non－Journal］．Retrieved from https：／／eric．ed．gov／？id＝ED450592

Cummins，J．（1978）．Educational implications of mother tongue maintenance in minority－language groups． Canadian Modern Language Review，34（3），395－416．

Cummins，J．（1979）．Linguistic interdependence and the educational development of bilingual children．Review of Educational Research，49（2），222－251．

Cunningsworth，A．，\＆Tomlinson，B．（1984）．Evaluating and Selecting EFL Teaching Materials．London： Heinemann Educational．

Davis，E．A．，\＆Krajcik，J．S．（2005）．Designing Educative Curriculum Materials to Promote Teacher Learning． Educational Researcher，34（3），3－14．https：／／doi．org／10．3102／0013189X034003003

Dijk，T．A．van，\＆Kintsch，W．（1983）．Strategies of discourse comprehension．New York：Academic Press．
Dong，H．（2013）Historic review on English textbook in modern China［in Chinese］．Lantai World，22，113－114．董辉．（2013）「近代中国英语教科书历史考察」『兰台世界』22，113－114．

Dougill，J．（1987）．Not So Obvious．In Leslie E．Sheldon，ed．ELT Textbooks and Materials：Problems in Evaluation and Development．UK：Modern English Publications／The British Council，29－36．

Ellis，R．（2005）．Principles of instructed language learning．System：An International Journal of Educational Technology and Applied Linguistics，33（2），209－224．

English Curriculum Revision Team（2012）What is New in English Curriculum Revision［in Chinese］．课标修订组．（2012）『英语新课标，变在哪儿』．Retrieved from http：／／old．pep．com．cn／xe／jszx／jxyj／kcjcyj／201204／t20120406＿1116959．htm

Erikawa H．（2003）A Bibliographical Database on Foreign Language Textbooks［in Japanese］．江利川春雄．（2003）『明治以降外国語教科書データベース』．Retrieved from http：／／www．wakayama－ u．ac．jp／～erikawa／

Erikawa，H．（2008）A socio－cultural history of English language education in Japan．［in Japanese］Tokyo： Kenkyusha．江利川春雄。（2008）『日本人は英語をどう学んできたか：英語教育の社会文化史』東京：研究社．

Erikawa，H．（2012）Towards cooperative learning in English classes［in Japanese］．Tokyo：Taishūkan Shoten．江利川春雄．（2012）『協同学習を取り入れた英語授業のすすめ』東京：大修館書店．

Fitzgerald，J．（1995）．English－as－a－second－language learners＇cognitive reading processes：A review of research in the United States．Review of Educational Research，65（2），145－190．

Fukaya，Y．，Ohkouchi，Y．\＆Akita，K．（2000）Influence of reminder signals towards relevant information on the way of reading history textbooks［in Japanese］．Reading Science，44（4），125－129．深谷優子；大河内祐子 \＆秋田喜代美。（2000）「関連する情报への注意喚起の信号が歴史教科書の読み方に及ぼす影響」『読書科学』44（4），125－129．

Garner，R．，Gillingham，M．G．，\＆White，C．S．（1989）．Effects of＂seductive details＂on macroprocessing and microprocessing in adults and children．Cognition and Instruction，6（1），41－57．

Gorbutt，D．（1972）．Education as the Control of Knowledge：The New Sociology of Education．Education for Teaching，（89），3－11．

Graddol，D．（2008）．English Next．Why global English may mean the end of＇English as a foreign language＇．Report． UK：British Council．

Gray，J．（2010）．The construction of English：culture，consumerism and promotion in the ELT global coursebook． Basingstoke：Palgrave Macmillan．

Gu，Y．（2012）．English curriculum and assessment for basic education in China．In Jiening Ruan \＆Cynthia Leung， eds．Perspectives on teaching and learning English literacy in China．New York：Springer，35－50．

Guilloteaux，M．J．（2013）．Language textbook selection：Using materials analysis from the perspective of SLA principles．The Asia－Pacific Education Researcher，22（3），231－239．

Hare，V．C．，Rabinowitz，M．，\＆Schieble，K．M．（1989）．Text effects on main idea comprehension．Reading Research Quarterly，24（1），72－88．

Harmer，J．（1983）．The practice of English language teaching．London \＆New York：Longman．
Harmer，J．（2001）．The practice of English language teaching，3rd Edition．Essex：Longman．
Hawkins，E．（1984）．Awareness of Language：An Introduction．Cambridge：Cambridge University Press
Hill，A．A．（1970）．The hypothesis of deep structure．Studia Linguistica，24（1），1－16．
Hishikari，T．（2018）Curriculum and New Course of Study：Focusing on Elementary School［in Japanese］．Primary Education，19，1－17．菱刈晃夫．（2018）「教育課程と新学習指導要領：小学校を中心に」『初等教育論集』19，1－17．

Hobbs，J．R．（1985）．On the coherence and structure of discourse．Technical Report No．CSLI－85－37 USA：Center for the Study of Language and Information．Retrieved from https：／／www．hf．uio．no／ilos／forskning／prosjekter／sprik／pdf／ocsd．pdf

Holliday，A．（1994a）．Appropriate Methodology and Social Context．Cambridge：Cambridge University Press．
Holliday，A．（1994b）．The house of TESEP and the communicative approach：the special needs of state English language education．ELT Journal，48（1），3－11．

Horiba，Y．\＆Araki，K．（2002）Language Proficiency［in Japanese］．In Tsuda College Language and Culture Research Institute Reading Research Group，eds．Process and Guidance for English Reading．Japan： Taishūkan Shoten，166－184．堀場裕紀江 \＆荒木和美．（2002）「言語習熟度」『英文読解のプロセスと指導』（津田塾大学 言語文化研究所読解研究グループ編著）日本：大修馆書店，166－184．

Horiba，Y．，van den Broek，P．W．，\＆Fletcher，C．R．（1993）．Second Language Readers＇Memory for Narrative Texts：Evidence for Structure－Preserving Top－Down Processing．Language Learning，43（3），345－372．

Hu，G．W．（2005a）English language education in China：policies，progress，and problems．Language Policy 4（5），5－ 24.

Hu，R．，\＆Adamson，B．（2012）．Social ideologies and the English curriculum in China：A historical overview．In Jiening Ruan \＆Cynthia Leung，eds．Perspectives on teaching and learning English literacy in China．New York：Springer，1－17．

Hyland，K．（2000）．Disciplinary Discourses：Social Interactions in Academic Writing．Harlow：Longman．
Hyland，K．（2005）．Metadiscourse：Exploring interaction in writing．London \＆New York：Continuum．
Imura M．（2003）． 200 Years of English Education in Japan［in Japanese］．Tokyo：TaishukanShoten．伊村元道 （2003）『日本の英語教育 200 年』東京：大修馆書店

Iori，I．（2007）A study on the cohesiveness of texts in Japanese［in Japanese］．Tokyo：Kuroshio Publishing．庵功雄． （2007）『日本語におけるテキストの結束性の研究』東京：くろしお出版．

Ishii，T．（2002）Structure of National Readers and language materials［in Japanese］HiSET Journal，17，77－93．石井俊彦．（2002）『『ナショナル第一読本』の構成と言語材料」『日本英語教育史研究』17，77－93．

Ito，H．（2003）A Consideration of Past and Current Problems regarding the Teaching of English Grammar in Schools and Universities［in Japanese］．Language studies，102，93－135．伊藤裕道．（2003）「英文法教育の歴史と大学における英文法教育の今日的課題」『語学研究』102，93－135．

Ito，T．，Kubota，K．，\＆Ohtake，F．（2015）．The hidden curriculum and social preferences（Working Paper No．954）． ISER Discussion Paper，Institute of Social and Economic Research，Osaka University．Retrieved from https：／／www．econstor．eu／handle／10419／127063

Johnson，M．（1977）．Intentionality in Education：A Conceptual Model of Curricular and Instructional Planning and Evaluation．New York：Center for Curriculum Research and Services．

Kachru，B．B．（1982）．The other tongue：English across cultures．Champaign：University of Illinois Press．
Kachru，B．B．（1992）．World Englishes：approaches，issues and resources．Language Teaching，25（1），1－14． https：／／doi．org／10．1017／S0261444800006583

Kiai，A．W．（2012）Biography of an English language textbook in Kenya：a journey from conceptualization to the classroom．（Doctoral dissertation，The University of Warwick，U．K．）．Retrieved from http：／／go．warwick．ac．uk／wrap／49465

Kihei，K．（1988）Americanization in Japan after the Second World War：on Jack and Betty［in Japanese］HiSET Journal，3，169－205．紀平健一．（1988）「戦後英語教育における Jack and Betty の位置」『日本英語教育史研究』3，169－205．

Kogushi，M．（2011）English test textbooks：institutions，teaching materials，and utilization［in Japanese］．Tokyo： Sanseido．小串雅則．（2011）『英語検定教科書：制度，教材，そして活用』東京：三省堂．

Kopple，V．，\＆J，W．（1997）．Refining and Applying Views of Metadiscourse．［Opinion Paper／Non－Journal］． Retrieved from https：／／eric．ed．gov／？id＝ED411539

Krashen，S．D．（1985）．The input hypothesis：issues and implications．London \＆New York：Addison－Wesley Longman Ltd．

Kuhn，M．R．，\＆Stahl，S．A．（2003）．Fluency：A review of developmental and remedial practices．Journal of Educational Psychology，95（1）， 3.

Kumaravadivelu，B．（2001）．Toward a postmethod pedagogy．TESOL Quarterly，35（4），537－560．
Lee，J．F．（2014）．A hidden curriculum in Japanese EFL textbooks：Gender representation．Linguistics and Education，27（1），39－53．

Li，L．Y．，Zhang R．S．，\＆Liu，L．（1988）．A history of English language teaching in China［in Chinese］．Shanghai： Shanghai Foreign Language Education Press．李良佑；张日昇 \＆刘犁．（1988）『中国英语教学史』上海外语教育出版社．

Li，Y．J．（2001）CLT research in China：Problems and reflections［in Chinese］．Foreign Language World，2，13－19．
李予军．（2001）「交际法研究在中国：问题与思考」『外语界』（02），13－19．
Littlejohn，A．（1988）．How to Fail Interviews．In Andrew Littlejohn \＆Mohammed Melouk，eds．Research Methods and Processes．Lancaster，UK：Lancaster University，67－75．

Littlejohn，A．（1998）．The analysis of language teaching materials：Inside the Trojan Horse．In Brian Tomlinson，ed． Materials Development in Language Teaching．Cambridge：Cambridge University Press，190－216．

Littlejohn，A．（2012）．Language teaching materials and the（very）big picture．Electronic Journal of Foreign Language Teaching，9（1），283－297．

Littlejohn，A．P．（1992）．Why are English Language Teaching materials the way they are？［PhD Thesis］．UK： University of Lancaster．

Liu，D．Y．\＆Wu，Z．Y．（2015）English language education in China：past and present．Beijing：People＇s Education Press．

Liu，D．Y．，Gong，Y．F．，\＆Zhang，X．C．（2011）The historical experiences and enlightenments of primary and secondary school English textbook construction in China．［in Chinese］Curriculum，Teaching Material，and Method，31（1），69－75．刘道义；龚亚夫 \＆张献臣．（2011）「我国中小学英语教材建设的历史经验及启示」『课程教材教法』31（1），69－75．

Liu，H．N．（2011）．A 150－year history of English textbooks in China：past and future．［in Chinese］Shandong Foreign Language Teaching Journal，145，61－66．柳华妮．（2011）「国内英语教材发展150年回顾与启示」『山东外语教学』145，61－66．

Long，M．H．（1985）．Input and second language acquisition theory．In Susan Gass \＆Carolyn Madden，eds．Input in Second Language Acquisition，Rowley，Mass：Newbury House，377－393．

MEXT（2006）Basic Act on Education．Retrieved from http：／／www．mext．go．jp／en／policy／education／lawandplan／title01／detail01／1373798．htm

MEXT（2008a）Tentative English translation of the guide to course of study：Foreign language．文部科学省． （2008a）『中学校学習指尊要領英訳版（仮訳）：外国語』．Retrieved from http：／／www．mext．go．jp／

MEXT（2008b）The guide to course of study：Foreign language［in Japanese］．Tokyo：Kairyudo．文部科学省．（2008）『中学校学習指導要領解説：外国語編』東京：開隆堂．

MEXT，Expert Panel on English Education，\＆Office for Promoting Foreign Language Education．（2014）．Report on the Future Improvement and Enhancement of English Education（Outline）：Five Recommendations on the English Education Reform Plan Responding to the Rapid Globalization．Retrieved October 25，2018，from http：／／www．mext．go．jp／en／news／topics／detail／1372625．htm

MOE（2001）English curriculum standards for full time compulsory education and senior high schools（Experiential edition）［in Chinese］．Beijing：Beijing Normal University Press．中华人民共和国教育部。（2001）『全日制义务教育普通高级中学英语课程标准（实验稿）』北京：北京师范大学．

MOE（2012a）English curriculum standards for compulsory education（2011 edition）［in Chinese］．Beijing：Beijing Normal University Press．中华人民共和国教育部。（2012a）『义务教育英语课程标准（2011 年版）』北京：北京师范大学．

MOE（2012b）Explanation of 2011 English national curriculum for compulsory education（2011 edition）［in Chinese］．Beijing：Beijing Normal University Press．中华人民共和国教育部。（2012b）『义务教育英语课程标准（2011 年版）』北京：北京师范大学。

MacKay，D．G．（1987）．Constraints on theories of sequencing and timing in language perception and production．In Alan Allport et al．，eds．Language Perception and Production：Relationships between Listening，Speaking， Reading and Writing，Cognitive Science Series，London：Academic Press Inc，407－429．

Mackey，W．F．（1965）．Language teaching analysis．London：Longmans Green \＆Co．
Macnamara，J．（1966）．Bilingualism and Primary Education：A Study of Irish Experience．Edinburgh：Edinburgh University Press．

Mann，W．C．，\＆Thompson，S．A．（1986）．Relational propositions in discourse．Discourse Processes，9（1），57－90．
Masaki，T．（2012）History of Collaboration Between Japanese education With English Education in 1970s（in Japanese）．Language and Information Sciences，10，125－141．柾木貴之（2012）．「国語教育と英語教育の連携史—1970年代•英語教育雑誌における議論を中心に」『言語情靯科学』10，125－141．

Masaki，T．（2015）History of Collaboration Between Japanese education With English Education 1901－1945（in Japanese）．Language and Information Sciences，13，67－84．柾木貴之（2015）．「国語教育と英語教育の連携前史一1901年から戦前までを対象に」『言語情報科学』13，67－84．

Masaki，T．（2016）History of Collaboration Between Japanese education With English Education 1945－1960（in Japanese）．Language and Information Sciences，14，71－87．柾木貴之（2016）。「国語教育と英語教育の連携前史一戦後から1960年代までを対象に」『言語情報科学』14，71－87．

Masuhara，H．（2003）．Materials for developing reading skills．In Brian Tomlinson，ed．Developing materials for language teaching．London：Continuum，340－363．

Mauranen，A．（1993）．Contrastive ESP rhetoric：metatext in Finnish－English economics texts．English for Specific Purposes，12（1），3－22．

Mayer，R．E．（1985）．Structural analysis of science prose：Can we increase problem－solving performance？In Bruce Britton \＆John Black，eds．Understanding expository text：a theoretical and practical handbook for analyzing explanatory text．Hillsdale，NJ：L．Erlbaum Associates，65－87．

McDonough，J．，\＆Shaw，C．（2003）．Materials and Methods in ELT：A Teacher＇s Guide．Second Edition． Chichester：Wiley－Blackwell．

Meyer，B．J．，\＆Freedle，R．O．（1984）．Effects of discourse type on recall．American Educational Research Journal， 21（1），121－143．

Miller，G．A．（1956）．The magical number seven，plus or minus two：some limits on our capacity for processing information．Psychological Review，63（2）， 81.

Minhui，Q．（2007）．Discontinuity and reconstruction：The hidden curriculum in schoolroom instruction in minority－ nationality areas．Chinese Education \＆Society，40（2），60－76．

Miyaura，K．（2002）Text Type［in Japanese］．In Tsuda College Language and Culture Research Institute Reading Research Group，eds．Process and Guidance for English Reading．Japan：Taishūkan Shoten，118－136．宮浦国江．（2002）「テクスト・タイプ」『英文読解のプロセスと指導』（津田塾大学 言語文化研究所読解研究グループ編著）日本：大修馆書店，118－136．

Morris，P．，\＆Adamson，B．（2010）．Curriculum，Schooling and Society in Hong Kong．Hong Kong：Hong Kong University Press．

Nakamura，K．，Minemura，M．\＆Takashiba，H．（2014）．Broken of English education myth：why this textbook now［in Japanese］．Tokyo：Sangensha．中村敬•高柴浩•举村勝（2014）『「英語教育神話」の解体一今なぜこ の教科書か』束京：三元社

Nation，I．S．P．（1996）．The four strands of a language course．TESOL in Context，6（1）， 7.
Nation，I．S．P．（2001）．Learning vocabulary in another language．Stuttgart：Ernst Klett Sprachen．
Nation，I．S．P．（2007）．The four strands．International Journal of Innovation in Language Learning and Teaching， 1（1），2－13．

Nation，I．S．P．（2008）．Teaching ESL／EFL reading and writing．New York \＆London：Routledge．
Nation，I．S．P．，\＆Yamamoto，A．（2012）．Applying the four strands to language learning．International Journal of Innovation in English Language Teaching and Research，1（2）， 173.

Nikkei Asian Review（11／19／2016）．Japan＇s Diet votes yes to more foreign care workers．［Journalism］．Retrieved October 25，2018，from https：／／asia．nikkei．com／Politics－Economy／Policy－Politics／Japan－s－Diet－votes－yes－to－ more－foreign－care－workers

Nunan，D．（1985）．Content Familiarity and the Perception of Textual Relationships in Second Language Reading． RELC Journal，16（1），43－51．https：／／doi．org／10．1177／003368828501600104

Nunan，D．（2001）．Aspects of Task－Based Syllabus Design．［Opinion／Non－Journal］．Retrieved from http：／／www．seasite．niu．edu／tagalog／teachers＿page／language＿learning＿articles／aspects＿of＿taskbased＿syllabus． htm

Oates，T．（2014）．New research shows why textbooks count．Retrieved October 24，2018，from http：／／www．cambridgeassessment．org．uk／news／new－research－shows－why－textbooks－count－tim－oates／

Oates，T．（2014）．Why textbooks count．A Policy Paper．Report．Cambridge：University of Cambridge．Retrieved from http：／／www．cambridgeassessment．org．uk／Images／181744－why－textbooks－count－tim－oates．pdf

Ogose，H．（2007）．Cultivating metalinguistic ability in Japanese language education in elementary school［in Japanese］．The National Association of College Teachers for Japanese Language and Literature Education Conference Programme，13－16．生越秀子。（2007）「メタ言語能力を育てる小学校国語教育についての一考察一「伝えあう力」育成を視座に一」『全国大学国語教育学会発表要旨集』13－16．

Ojima，S．，Nagai，A．，Taya，F．，Otsu，Y．，\＆Watanabe，S．（2011）．Correlates of high foreign－language proficiency in adults＇mother－tongue processing：An event－related potential（ERP）study．Neuroscience Research． Supplement：Abstracts of the $34^{\text {th }}$ Annual Meeting of the Japan Neuroscience Society，71（1），e285．

Okido，A．（2018，September 4）．The Spartan Education of AI Teachers that won＇t let slide a＇don’t understand＇ response［in Japanese］Forbes Japan．大木戸歩．（2018）「「わかつたふり」が通用しない AI 先生のスパル夕教育」［Journalism］．Retrieved October 25，2018，from https：／／forbesjapan．com／articles／detail／22736

Okihara，K．（2011）On the distinction between EFL and ESL［in Japanese］Bulletin of Kyoto Notre－Dame University 41，69－80．沖原勝昭．（2011）「英語教育におけるEFLとESLの違いについて」『京都ノートルダム女子大学研究紀要』41，69－80．

Omura，K．，Takanashi K．\＆Deki S．（eds）（1980）Handbook of English education history［in Japanese］．Tokyo： Tokyo Hōrei Publishing．大村喜吉；高梨健吉 \＆出来成訓（編）。（1980）『英語教育史資料』東京：東京法令出版．

Ortega，L．（2018）．What is SLA research good for，anyway？Plenary talk delivered at the 52nd Annual International． IATEFL Conference and Exhibition．Brighton，UK，April 10－13．2017．The 52th International IATEFL Conference Programme， 52.

Otsu，Y．\＆Torikai，K．（2002）Why English in elementary schools：thinking about school English education［in Japanese］．Tokyo：Iwanami．大津由紀雄•鳥飼玖美子（2002）『小学校でなぜ英語？一学校英語教育 を考える』東京：岩波書店

Otsu，Y．（2009）Metalinguistic awareness in TEFL：preliminary notes．Reports of the Keio Institute of Cultural and Linguistic Studies，（40），179－187．

Otsu，Y．（2010）．Metalinguistic awareness in TEFL ：preliminary notes（2）．Reports of the Keio Institute of Cultural and Linguistic Studies，（41），165－174．

Otsu，Y．（2011）Development of metalinguistic awareness：a case study．Reports of the Keio Institute of Cultural and Linguistic Studies，（42），219－225．

Otsu，Y．（2017）On the New Course of Study：Towards Integrating Japanese Language＂Kokugo＂Teaching and English Language Teaching［in Japanese］．Trends in the sciences，22（11），101－103．大津由紀雄．（2017）「次期学習指導要領から見た英語教育の今後の課題」『学術の動向』22（11），101－103．

Otsu．Y，\＆Kubozono，H．（2008）Cultivating language competence［in Japanese］．Tokyo：Keio University Press．大津由紀雄•窪菌晴夫．（2008）『ことばの力を育む』東京：慶應義塾大学出版会．

Otsu．Y．（1989）Meta－linguistic ability development and language education：from the perspective of linguistic psychology［in Japanese］．Language，18（10），26－34．大津由紀雄。（1989）「メタ言語能力の発達と言語教育一言語心理学研究からみたことばの教育」『月刊言語』18（10），26－34．

Oyama．M．（2016）Awakening to Languages［in Japanese］．Tokyo：Kurosio Publishers．大山万容．（2016）『言語へ の目覚め活動－複言語主義に基づく教授法』東京：くろしお出版

Ozasa，T．\＆Erikawa H，eds．（2004）Research on history of English textbooks．［in Japanese］Tokyo：Jiyūsha．小篠敏明•江利川春雄（編）．（2004）『英語教科書の歴史的研究』東京：辞游社．

Ozasa，T．（1995）Teaching method of Harold E．Palmer：its development in Japan［in Japanese］．Hiroshima：Daiichi Gakushūsha．小篠敏明．（1995）『Harold E．Palmer の英語教授法に関する研究：日本における展開を中心として』広島：第一学習社．

O’Malley，J．M．，Chamot，A．U．，Stewner－Manzanares，G．，Russo，R．P．，\＆Küpper，L．（1985）．Learning strategy applications with students of English as a second language．TESOL Quarterly，19（3），557－584．

Pinker，S．（2015）．The Sense of Style：The Thinking Person＇s Guide to Writing in the 21st Century．Penguin Publishing Group．

Posner，G．J．（1995）．Analyzing the Curriculum．New York：McGraw－Hill．
Qin X．D．（2014）Literature view of English textbook research in and out of China．［in Chinese］Journal of Mudanjiang University，23（12），169－172．秦希笛．（2014）「国内外英语教科书研究述评」『牡丹江大学学报』23（12），169－172．

Remillard，J．T．（2005）．Examining Key Concepts in Research on Teachers＇Use of Mathematics Curricula．Review of Educational Research，75（2），211－246．https：／／doi．org／10．3102／00346543075002211

Richards，J．C．，\＆Rodgers，T．（1982）．Method：approach，design，and procedure．Tesol Quarterly，16（2），153－168．
Richards，J．C．，\＆Rodgers，T．S．（2001）．Approaches and methods in language teaching．Cambridge：Cambridge University Press．

Rivers，W．M．（1981）．Teaching Foreign Language Skills（3rd ed．）．Chicago：University of Chicago Press．
Saito，Y．（2000）．The art of English［in Japanese］．Tokyo：University of Tokyo Press．斎藤兆史（2002）『英語の作法』東京：東京大学出版会

Saito，Y．（2003）．English masters＇learning methods［in Japanese］．Tokyo：Chukoshinsho．斎藤兆史（2003）『英語達人塾：極めるための独習法指南』東京：中公新書

Saito，Y．（2006）English learning method for Japanese：why people in Meiji could do it［in Japanese］．Tokyo： Shodensha．斎藤兆史（2006）『日本人に一番合った英語学習法：明治の人は，なぜあれほどできたの か』東京：祥伝社

Saito，Y．（2007）Japanese people and English language：the other 100－year of English［in Japanese］．Tokyo： Kenkyūsha．斎藤兆史（2007）『日本人と英語：もうひとつの英語百年史』東京：研究社

Saito，Y．，Akita，K．，Fujie，Y．，Fujimori，C．，Masaki，T．，Wang，L．F．，\＆Sanpei，Y．（2013）．Developing a Curriculum for Meta－Grammar Teaching：Cross－Curricular Grammar Teaching in Japanese and English Classrooms in the Secondary School［in Japanese］．Bulletin of the Graduate School of Education，the University of Tokyo，53， 255－272．斎藤兆史；秋田喜代美；藤江康彦；藤森千尋；柾木貴之；王林鋒 \＆三瓶ゆき．（2013）「メタ文法カリキュラムの開発：中等教育における国語科と英語科を繋ぐ教科横断カリキュラムの試み」『東京大学大学院教育学研究科紀要』53，255－272．

Saito，Y．，Hamada H．，Masaki，T．，Akita，K．，Fujie，Y．，Fujimori，C．，Wang，L．F．（2012）．The Prospect and Challenge of Developing Students＇Meta－Grammatical Abilities in Grammar Teaching at the Level of Secondary Education［in Japanese］．Bulletin of the Graduate School of Education，the University of Tokyo，52，467－478．

斎藤兆史；濱田秀行；柾木貴之；秋田喜代美；藤江康彦；藤森千尋；三瓶ゆき \＆王林鋒。（2012）「メタ文法能力の育成から見る中等教育段階での文法指導の展望と課題」『東京大学大学院教育学研究科紀要』52，467－478．

Samuels，S．J．（1979）．The Method of Repeated Readings．The Reading Teacher，32（4），403－408．
Satō，M．（2012）School reform：vision and practice of learning communities．［in Japanese］．Tokyo：Iwanami Shoten．佐藤学．（2012）『学校を改革する：学びの共同体の構想と実践』東京：岩波書店．

Satō，M．（2012b）Thinking about English Textbooks［in Japanese］Textbook Forum：Bulletin of the Chuo Education Institute，（10），74－76．佐藤学．（2012b）「英語教科書を考える」『教科書フォーラム：中研紀要』 （10），74－76．

Schmidt，R．（1992）．Psychological mechanisms underlying second language fluency．Studies in Second Language Acquisition，14（4），357－385．

Schmidt，R．W．（1990）．The Role of Consciousness in Second Language Learning．Applied Linguistics，11（2），129－ 158．https：／／doi．org／10．1093／applin／11．2．129

Schwab，J．J．（1971）．The Practical：Arts of Eclectic．The School Review，79（4），493－542．
Schön，D．（1983）．The reflective practitioner．New York：Basic Books．

Scruggs，T．E．，Mastropieri，M．A．，Berkeley，S．L．，\＆Marshak，L．（2010）．Mnemonic strategies：Evidence－based practice and practice－based evidence．Intervention in School and Clinic，46（2），79－86．

Sercu，L．（2000）．Acquiring Intercultural Communicative Competence from Textbooks：The Case of Flemish Adolescent Pupils Learning German．Leuven：Leuven University Press．

Sheldon，L．E．（1988）．Evaluating ELT textbooks and materials．ELT Journal，42（4），237－246． https：／／doi．org／10．1093／elt／42．4．237

Sheng J．（2016）Impact of postmodernism on English textbooks in china［in Chinese］．Shanghai Research on Education，4，52－57．盛静．（2016）「后现代主义教育思潮对我国中小学英语教科书的影响」『上海教育科研』4，52－57．

Shi，G．（2010）．An Examination of Hidden Curriculum in Foreign Language Education［in Chinese］．Technology Enhanced Foreign Language Education，（3）．史光孝．（2010）「外语隐性课程的审视与思考」『外语电化教学』（3），30－33．Retrieved from http：／／en．cnki．com．cn／Article＿en／CJFDTOTAL－WYDH201003009．htm

Skierso，A．（1991）．Textbook Selection and Evaluation．In Marianne Celce－Murcia，ed．Teaching English as a Second or Foreign Language．Boston，MA：Heinle and Heinle，432－453．

State Council（2010）Outline of China＇s National Plan for Medium and Long－term Education Reform and Development（2010－2020）［in Chinese］．国务院。（2010）『国家中长期教育改革和发展规划纲要（2010－ 2020 年）』．Retrieved from http：／／www．gov．cn／jrzg／2010－07／29／content＿1667143．htm

Storch，N．，\＆Wigglesworth，G．（2007）．Writing tasks：The effects of collaboration．In María del Pilar García Mayo， ed．Investigating Tasks in Formal Language Learning．Clevedon：Multilingual Matters，157－177．

Swain，M．（1985）．Communicative competence ：Some roles of comprehensible input and comprehensible output in its development．Input in Second Language Acquisition，15，165－179．

Swain，M．（1995）Three functions of output in second language learning．In Guy Cook \＆Barbara Seidlhofer，eds． Principles and practice in applied linguistics：Studies in honor of H．G．Widdowson，Oxford：Oxford University Press，125－144．

Takanashi，K．，Deki S．（1992）Selections of English Textbooks．［in Japanese］Tokyo：Ozorasha．高梨健吉；出来成訓．（1992）『英語教科書名著選集』東京：大空社．

Takanashi，K．，Deki S．（1993）History and problems of English textbooks．［in Japanese］Tokyo：Ozorasha．高梨健吉；出来成訓．（1992）『英語教科書の歴史と解題』東京：大空社．

Tanabe，K．（1991）Teaching the connective relations of sentences：Teaching logical consonants［in Japanese］． Naruto English Research，（5），27－35．田鍋薰．（1991）「文の連接関係を読む指導：論理的連結語句の指導」『鳴門英語研究』（5），27－35．

Tomlinson，B．（2012）．Materials development for language learning and teaching．Language Teaching，45（2），143－ 179.

Torikai，K．（2012）＂Teaching about textbooks＂？＂Teaching through textbooks＂？（Considering English textbooks）［in Japanese］．Textbook Forum：Bulletin of the Chuo Education Institute，（10），76－78．鳥泀玖美子．（2012）「「教科書を教える」？「教科書で教える」？（英語教科書を考える）」『教科書フォーラム：中研紀要』（10），76－78．

Toulmin，S．E．（1958）．The Uses of Argument．Cambridge：Cambridge University Press．
Tufte，E．R．（1990）．Envisioning information．Cheshire，CT：Graphics Press．
Turula，T．（2018，March 23）．A 21 －year－old Swedish AI prodigy wants to revolutionize the $\$ 6$ trillion education industry－and Tim Cook is impressed［Journalism］．Retrieved October 25，2018，from https：／／nordic．businessinsider．com／a－21－year－old－ai－prodigy－sweden－sana－labs－wants－to－revolutionize－the－\＄5－ trillion－education－industry－－heres－why－mark－zuckerberg－and－tim－cook－seem－convinced－－／

Tyler，R．W．（1949）．Basic principles of curriculum and instruction．Chicago ：University of Chicago Press．
Ujihara，Y．（2011）A study on the transmission of gendered messages through the hidden curriculum［in Japanese］． Journal of Nagoya Women＇s University：Home Economics，Natural Science，Humanities，Social Science．
（57），151－160．氏原陽子。（2011）「隠れたカリキュラムによるジェンダー・メッセージの伝達に関す る研究」『名古屋女子大学紀要 家政•自然編，人文•社会編』（57），151－160．

Ujihara，Y．（2013）Intentional Hidden Curriculum［in Japanese］．Journal of Nagoya Women＇s University，（59），149－ 159．氏原陽子．（2013）「意図的な隠れたカリキュラム」『名古屋女子大学紀要』（59），149－159．

Underwood，P．（2012）．The Course of Study for senior high school English：recent developments，implementation to date，and considerations for future research．Toyo Eiwa University Journal of Humanities and Social Sciences（束洋英和女学院人文社会科学論集），30，115－145．

Urata，Y．\＆Kojima，Y．（2016）．Cultivating Globally Competent Human Resources with a＂Presentation＂：the Case of the Foreign Language Presentation Event［in Japanese］．The Journal of Community Design Studies（4），13－ 26．浦田葉子 \＆小島由美．（2016）「「発表」が促すグローバル人材育成：外国語発表会が培ったも の」『地域社会デザイン研究』（4），13－26．

Valero－Garcés，C．（1996）．Contrastive ESP rhetoric：Metatext in Spanish－English economics texts．English for Specific Purposes，15（4），279－294．

Wang，L．F．（2012）．A Comparative Study of the Metadiscourse Analysis in EFL Textbooks in Japan and China． Journal of Textbook Research，5（2），103－123．

Wang，L．F．（2014）．The Prospect and Challenge of Textbook Research in English Language Education［in Japanese］．Bulletin of the Graduate School of Education of the University of Tokyo，（53），247－254．王林鋒．（2014）「英語教育における教科書研究の展望と課題」『東京大学大学院教育学研究科紀要』 （53），247－254．

Wang，L．F．（2015）．Gap between English authorized textbooks and national English curriculum：focusing on the balance of the four skills［in Japanese］．Textbook Forum：Bulletin of the Central Education Research Center， （14），2－10．王林鋒。（2015）「英語检定教科書の練習活動から求められる能力と学習指導要領目標の乘離：四技能のバランスに焦点をあてて」『教科書フォーラム：中研紀要』（14），2－10．

Wang，L．F．（2017）．The Possibility of Collaboration among Japanese，English and Chinese in Foreign Language Education in Elementary School：from the Perspective of Language Awareness，Primary Education Research， Fukui University，（3），25－32．［in Japanese］王林鋒．（2017）「小学校外国語教育における国語•英語•中国語の連携の可能性：ことばへの気づきに着目して」『福井大学初等教育研究』（3），25－32．

Wang，L．F．（2018a）．Collaboration between L1 and EFL education in Japan．Paper Presentation，The 52nd Annual International．IATEFL Conference and Exhibition．Brighton，UK，April 10－13．2017．In The 52th IATEFL International Conference Programme， 208.

Wang，L．F．（2018b）．How Mother Tongues Are Dealt with in Elementary English Textbooks in Mainland China， Taiwan，Japan，and South Korea．Paper Presentation，Siem Reap，Cambodia，2008－05－11．In The $11^{\text {th }}$ Comparative Education Society of Asia（CESA）Conference Programme， 65.

Wang，L．F．（2018c）．Incorporating L1 in EFL Classes in Primary Schools．Paper Presentation，Kyoto，Japan，2018－ 08－26．The $44^{\text {th }}$ Japan Society of English Language Education（JASELE）Conference Programme，330－331．

Wang，L．F．（2019a）．Collaborative Practice Research on Incorporating Japanese and Foreign Language Education in Materials Development：Case Studies of Textbook Use in Classrooms［in Japanese］Teacher Education Research， 12，181－193．王林鋒．（2019a）「母語と連携する外国語教育の教材開発に関わる協働的実践研究：教科書 を生かした授業突践事例を通して」『教師教育研究』12，181－193．

Wang，L．F．（2019b）．Action Research towards Partnering L1 with EFL \＆CFL in Japanese Schools．Paper Presentation，Bangkok，Thailand，2019－06－29．The 17th Asia TEFL International Conference．

Wang，L．F．（2019c）．Incorporating L1 and Multiple Languages in EFL Classes in East Asian Countries．Paper Presentation，Tokyo，Japan，2019－08－08．World Education Research Association 2019.

Wang，L．F．（2019d）．Action Researches on Incorporating Japanese and Chinese in EFL Classes．Paper Presentation， Nagoya，Japan，2019－08－28．The 58th JACET International Convention．

Wang，L．F．（2020）．Practice Research on Incorporating Japanese and Foreign Language Education in Elementary Schools：A Case Study of Material Development［in Japanese］JES Journal，20，100－114．王林鋒．（2020）「こと ばの教育として国語と連携する小学校外国語教育の実践研究：教科書開発を見据えて」『JES Journal』 20，100－114．

Wang，L．F．，\＆Akita，K．（2014）．An Analysis of Rhetorical Patterns within English Textbooks for Junior High－ Schools：from the perspective of textual connectivity［in Japanese］The Science of Reading，56（1），26－36．王林鋒。（2014）「中学校英語教科書本文内容の記述における修辞パターンの分析：テキストのつながり に焦点を当てて」『読書科学』56（1），26－36．

Wang，Q．（2012）．Meaning of learning English for learner development：explanation of revised English curriculum ［in Chinese］．Basic Foreign Language Education，14（2），3－10．王著．（2012）「凸显英语学习对于学生健康成长的意义——英语课程标准修订解读」『基础英语教育』14（2），3－10．

Wen，Q．F．（2016）．Framework of teaching Lingua Franca in China．［in Chinese］Linguistic Science，15（04），354－355文秋芳．（2016）「英语通用语的教学框架」『语言科学』15（04），354－355．

Williams，D．（1983）．Developing criteria for textbook evaluation．ELT Journal，37（3），251－255．
https：／／doi．org／10．1093／elt／37．3．251
Williams，J．（2005）．Form－focused instruction．In Eli Hinkel，ed．Handbook of Research in Second Language Teaching and Learning．Mahwah，NJ：L．Erlbaum Associates，671－691．

Yamada，G．（1998）．The meanings of transition from Jack and Betty to New Prince［in Japanese］HiSET Journal， （13），123－152．山田豪．（1998）「Jack and Betty の時代性をいかに評価するか－教科書としての内容検討を踏まえて」『日本英語教育史研究』（13），123－152．

Yoshitome，F．（2010）．Effects of Guidance on Reading Comprehension of English Texts from the Viewpoint of Textual Structure［in Japanese］．Japan Educational Society Conference Presentation Summary，69，164－165．吉留文男．（2010）「テキスト構造に焦点を当てた英文読解指導の効果」『日本教育学会大會研究発表要項』69，164－165．

Young，M．F．D．（1971）．Knowledge and control：new directions for the sociology of education．London：Collier－ Macmillan．

Zhang L．Z．（2011）．New standard and new curriculum［in Chinese］．Basic Foreign Language Education，13（04）， 111－112．张连仲．（2011）「新标准与《新标准》」『基础英语教育』13（04），111－112．

Zhang，D．\＆Luo，Y．（2016）．Social exclusion and the hidden curriculum：The schooling experiences of Chinese rural migrant children in an urban public school．British Journal of Educational Studies，64（2），215－234．

Zhang，Z．D．（2005）．Reconsidering the purpose of English curriculum［in Chinese］Curriculum，Teaching Material， and Method，（09），55－61．张正东．（2005）「探讨我国英语课程的目标」『课程．教材．教法』（09），55－ 61.

## Appendix A

# Metadiscourse Graph Charts: 'School Life’ Units in Japanese and Chinese EFL Textbooks 

Contents
(1) General Metadiscourse Analysis

- Japanese Textbooks
- Chinese Textbooks
(2) Detailed Metadiscourse Analysis: Target-Native Language + Voice
- Japanese Textbooks
- Chinese Textbooks
(3) Non-Metadiscourse Analysis: Practice Activity Instructions
(Target-Native Language + Voice)
- Japanese Textbooks
- Chinese Textbooks

| 1210 | Columbus 21（1）Unit 9 － Metadiscourse Categories | $\square$ G | One World 1 Lesson 6 － （Metadiscourse Categories） |  | $\square G$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | －PP（Ind）CPE |  |  | －PP（Ind）CPT |
|  |  | ■ PP（Ind）CPT |  |  | $\square \mathrm{S}(\mathrm{LS})$ |
| 8 |  | $\square S(P)$ | 8 |  | $\square \mathrm{S}(\mathrm{P})$ |
| 6 |  | $\square$ S（RSM） | 6 |  | S（SP） |
| 4 2 |  | S（SP） | 4 2 |  | －S（WL） |
| 0 |  | S（WL） | 0 |  | －S＋CA（W） |
|  | 集計 |  |  | 集計 |  |





| Columbus 21(1) Unit 9-MD Analysis (Target-Native Language + Voice) |  |  |  |  |  | $\begin{aligned} & \mathrm{G} \\ & \mathrm{PP}(\mathrm{Ind}) \mathrm{CPE} \\ & \mathrm{PP}(\mathrm{Ind}) \mathrm{CPT} \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 4 |  |  |  |  |  | $■ S(P)$ |
| 2 |  |  |  |  |  | $\square$ S(RSM) |
|  | $\square \square$ | $\square$ |  |  |  | S(SP) |
|  | 3P | 1P1PI | N/A | 1P | N/A | S(WL) |
|  |  |  |  |  |  | - Top |



| Sunshine Program 2 - MD Analysis (Target-Native Language + Voice) |  |  |  |  |  |  |  |  | ■ PP(Ind)CPT <br> $\square S$ <br> - S(LS) <br> $\square S(P)$ <br> - S(RSM) <br> S(SP) <br> S(WL) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & 1 \\ & 0 \end{aligned}$ | $\\|$ |  | 1 | I |  | 1 |  |  |  |
|  |  |  | 1PI | 1PI1P | $1 \mathrm{P} \mid 2 \mathrm{P}$ <br> ative+tar | 1PI3P | N/A | N/A target |  |



| Ren'ai 7 Unit 3 Topic 2 - MD Analysis (Target-Native Language + Voice) |  |  |  | $\begin{aligned} & \text { } \operatorname{PostP(EX)} \\ & ■ S \end{aligned}$ | 4 | Beishida 7 Unit 2 - MD Analysis (TNLanguage + Voice) |  |  |  | $\begin{aligned} & \square \text { G } \\ & \text { PostP(CL) } \\ & \text { PostP(EX) } \\ & \text { S(H) } \\ & \text { S(LS) } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 |  |  |  |  | 2 |  |  |  |  |  |
| 0 |  |  |  | $\square$ S(LS) | 0 | $\square$ | - ${ }^{\text {\|l\| }}$ |  |  |  |
|  | 2 P | $3 P$ <br> target | N/A | ■ Top |  | 1P2P | 2P | 3 P | N/A | $\begin{aligned} & \text { S(RSM) } \\ & \text { Top } \end{aligned}$ |










## Appendix B

# Metadiscourse Analysis: Raw Data for 'School Life’ Units 

## Contents

(1) Detailed List of Metadiscourse and Non-Metadiscourse Items

- Japanese Textbooks
- Chinese Textbooks
(2) Summarized List of Metadiscourse and Non-Metadiscourse Items
- Japanese Textbooks
- Chinese Textbooks
(3) Final Table of Metadiscourse Items and Graph Charts
- Japanese Textbooks
- Chinese Textbooks

| Section | ＂この数利書の使い方＂ |
| :---: | :---: |
| Metaciscourse 7 | Informational |
| Metadiscourse Stubye | Pre－plans（integral） |
| Targe－Native Languge | Native＋Target |
| voice | N／A |
| Reasonta MD chace |  |
| Contents |  |


| $N$ section | ＂もぐ＂ |
| :---: | :---: |
| $\sim_{\sim}^{\infty}$ Metaciscourse Type | Informational |
| Metaciscourse Simpe | Pro－plans（Integra） |
| Targetenat | Native + Target |
| volee | N／A |
| Ressontor MD chace | sequence of contents for each unit within the textbook formulas unt，there is a list of the main grammatical the section litlo＂ーの教科書の使い方＂＂ sentence patterns，Lesson titles，subsection titles and titles of texts are written in the target language． Everything else is written in the native language． |
| Contens th | Lesson（2） |
|  | Words \＆Sounds |
|  | Let＇s Talk |

[^0]

| GET | USE Read | USE Speak Write | 文法のまとめ | Projeot |
| :--- | :--- | :--- | :--- | :--- |




| ［No unmber／letere］ |  | Native |  | NA | N／A | NA |  | NA | Intomationa |  | $\left\lvert\, \begin{aligned} & \text { This sentence provides context } \\ & \text { for the task at hand；it prepares } \\ & \text { the learner for what is to come } \\ & \text { later．}\end{aligned}\right.$ | tive | ${ }_{\text {Persen }}^{\text {Phird }}$ | N／ | N／ | N／ | NA | N／ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No oumber／leter］ |  | Native |  | NA | N／A | N／A | N／ | N／ | N／ | NA | N／A | NA | N／A | N／A | N／A | NA | NA | NA |
| ［No number／eteted |  | Native |  | NA | N／ | NA | N／ | N／ | N／ | NA | N／A | NA | N／ | NA | n／ | n／ | NA | N／A |
| ［No oumber／ieter］ |  | Native |  | NA | N／A | NA | NA | NA | N／A | N／ | NA | NA | NA | NA | N／ | NA | N／ | N／A |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sercsen memer | ${ }^{\text {Tue }}$ |  |  | Topacarer |  | Voiese（epicailam） |  | Hnompreande | Notypeman | no sutspee（ta） |  |  |  | wo treema |  | ｜reasenta Nocoloce |  | $\left.\right\|_{\text {viceor } \times 10} ^{\text {ver }}$ |
| 1 |  | Native |  | NA | N／A | N／A | NA |  | Attudunal | $\begin{aligned} & \text { Salience } \\ & \text { (Learning } \\ & \text { Strategies/Tips } \end{aligned}$ |  | Target＋Native | N／A |  |  | This marker asks the learner to check supplementary materials． | Native | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  | NA | N／ | N／ | NA |  | Attududinal |  | The column invites learners to focus on learning about Roman letters．． | get＋Native | NA | NA | n／ | NA | N／A | N／A |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercsenemmer | Tue |  |  | Topacaizer |  | Voiese（tipacaicon） |  | Hentrimanne | Notypeme | no suxpreeme | Reasata |  |  | wotyper（z） | $\begin{aligned} & \text { MD SubtyF } \\ & (H 2) \end{aligned}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (H 2) \end{aligned}$ |  | ｜rictice |
| ［No unmber hetere］ |  | tive |  |  | N／A | N／A | N／A | There is a column called＂早ロことば＂ that showcases small expressions with similar pronounciations． | Attitudinal |  | The column invites learners to focus on learning about the correct pronunciation of words | Target＋Native | N／A | NA | NA | NA | NA | N／A |
| ［No oumber／feter］ |  | Nativo |  | NA | ${ }^{N / A}$ | ${ }^{\text {N／A }}$ | ${ }^{\text {N／A }}$ | N／ | NA | NA | N／ | NA | NA | N／A | N／ | NA NA | N／ | N／ |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bercise Number | ${ }^{\text {Tue }}$ | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topactizer |  | Votee（toperatioa） |  | Heneripeande | Motypem ${ }^{\text {and }}$ | no sutspeem ${ }^{\text {m }}$ |  |  |  | Notyper（z） | $\begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}$ | $\begin{array}{\|l\|} \text { Reason for MD choice } \\ (H 2) \end{array}$ | Language of MD（\＃2） | $\begin{aligned} & \text { Voice of MD } \\ & \text { (\#2) } \end{aligned}$ |
|  |  | Natio | First Person | NA | N／A | N／ |  | N |  |  |  | ${ }_{\text {Native }}$ | ${ }^{\text {Phird }}$ Peson | NA | NA | NA | N／A | NA |
| 2 |  | N |  | NA | N／A | NA | N／A |  | Attetubinal | $\begin{array}{\|l} \hline \text { Salience } \\ \text { (Reference to } \\ \text { Supplementary } \\ \text { Metarials) } \\ \hline \end{array}$ | This mater asks the leamer to | Native | N／A | N／A | N／ | n／A | NA | N／A |
| 3 |  | Native |  | NA | N／A | N／ | N／ | NA | NA | N／ | N／ | NA | N／ | N／ | N／ | NA | N／ | N／ |
| Sextion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ${ }^{\text {Eax}}$ | ${ }^{\text {Tue }}$ | Target－Native Language （non－MD portion of text） |  | Topacaler |  | Voioe（topenation） |  | Hentipemple | Notreem | Nosutypeom | Reasenta |  |  | Notrper（z） |  |  |  |  |
| ［No unmber／fetere］ |  | Native |  | NA | N／A | VA |  | NA | Intormationa |  |  | ， |  | N／ | NA | N／ | NA | NA |
| Section | Losson 2 M S School［0oeoning Paeg］ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| matisocuse 7 ppe | Intomational |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Meatisourse stiope | Goats（periminax） |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocee | Third Persen， |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Senta nocrace |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Corenems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ssation | Cot Part：M S Shool |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exarses Number | Tue |  |  | Topacalar |  | Voice（apicailac） |  | Hentribampo | Notypem |  |  |  |  | motrpeema | $]_{\text {max }}$ | asonta noctoice |  |  |
| ［No number／etered |  <br>  <br>  | （romM Poontiond tex） |  | na | W／ | NA |  |  | Intormationa |  | This sentence prepares the learner for what is to come later． |  |  | Attutudial |  |  | Terget＋Native |  |


| ［No umber／etere］ |  | Native + Traget | ${ }_{\substack{\text { First Person } \\ \text {（noclusue Puras）}}}$ | NA | N／A | N／ | NA | There is a Column titled＂Words＂that that provides a list of useful words and indicates which syllables should be emphasized when pronouncing them． | dinal | Salience（Word Lists／Vocabular <br> y） |  | target + Na | N／A | N／ | N／ | NA | NA | N／ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No umber／leter］ |  | Native |  | NA | N／ | JA | N／${ }^{\text {a }}$ |  | tetudial |  | This mater ases．the leame to | Target | N／A | N／A | NA | N／A | VA | NA |
| ［No unmber／etere］ | （1） | Native |  | NA | N／ | NA | N／A |  | Attudinal |  | The column invites learners to focus on important aspects of the target language． | Target＋Natus |  | N／A | N／ | N／A | NA | N／ |
| Sxation | ${ }^{\text {Got Pata } 2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bercse Nemer | Tue | Target－Native Language （non－MD portion of text） |  | Topacaizer |  | Vocee（tapasalea） | ${ }^{\text {a }}$ | Hentripanne | Notroem | mosumpeom） | Resestra Nocidocemin） |  |  | notpeetar |  |  |  |  |
| ［No umber／feter］ |  <br>  |  |  | NA | N／A | NA | 示物こどかっきました。 |  | Htornationa |  | This sentence provides context for the task at hand；it prepares the learner for what is to come later． | Native | $\begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}$ | Attiudinal |  | The column invites <br> learners to focus on <br> important aspects of <br> the target language． | Target Native | ${ }_{\text {Person }}^{\text {Pirs }}$ |
|  |  |  |  |  |  |  |  |  | ttitudinal |  | This mater asks the leame to | Target | N／A |  |  |  |  |  |
| ［No unmber／fetere］ | A． 1 s that an old doalende | ${ }^{\text {Treget }}$ | Thiri Person | NA | N／A | N／ | N／ |  | attududinal |  |  | Targat＋Native | N／ | N／ | NA | NA | N／A | N／ |
| ［Nonumber／letere］ |  | Native | $\underset{\substack{\text { First Person } \\ \text {（nocluvive Pural }}}{ }$ | NA | N／A | N／ | N／A | Example provided | N／ | N／ | N／ | NA | N／A | N／ | N／ | NA | N／A | N／ |
| ［No unuber／fetere］ |  | Native |  | NA | N／ | N／ | N／A |  Calendar／Interesting．＂ | Attutudinal | （silene | $\begin{aligned} & \text { The column invites learners to } \\ & \text { focus on important aspects of } \\ & \text { the target language. } \end{aligned}$ | Targ |  | N／A | NA | N／A | N／ | N／A |
| Section | Got Pat 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bercise Mmber | Tue |  |  | Topetarear |  | Vodee（tapacalam） |  | Hentripeanne | Notrpeem | msatrse（m） |  | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ (H 1) \end{array} \\ \hline \end{array}$ | Motype（12） | $\begin{array}{\|l\|} \hline \text { MD Subtype } \\ \text { (H2) } \end{array}$ | $\begin{array}{l}\text { Reason for MD choice } \\ (H 2)\end{array}$ <br> The | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (H2) } \\ \hline \end{array}$ |  |
| ［No unmber／etere］ |  |  |  | NA | N／ | N／ |  |  | ntormationa |  |  | － | $\begin{array}{\|l\|l\|} \substack{\text { (Tirix }} \\ \text { Pefen } \end{array}$ | Attucuinal |  |  |  | ${ }_{\text {chen }}^{\substack{\text { Thirs } \\ \text { Peron }}}$ |
|  |  |  |  |  |  |  |  |  | Attitudinal |  | This matere asks the lemer io | Target | N／ |  |  |  |  |  |
| ［No umber／letere］ | 8A．Is Mr Stoto PE teonere？ | Target | ，ird Person | NA | N／ | N／ | N／ |  | tetudial |  |  | Target | N／A | N／A | NA | N／A | N／ | V／A |
| ［No umber erieter］ |  | Native | $\underset{\substack{\text { First Person } \\ \text {（notusuve Puwal）}}}{ }$ | NA | N／A | N／A | N／ | Example provided | N／A | N／ | N／ | NA | N／A | N／ | N／ | NA | NA | N／ |
| ［No unmber／fetere］ |  | Native |  | NA | N／ | N／ | NA |  No，he isn＇t．He is a math teacher | tutudial | Sole | The column invites learners to focus on important aspects of the target language． | arget＋Native |  | n／ | NA | N／A | NA | N／ |
| section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercrisenmber | The | Target－Native Language （non－MD portion of text） |  | Topacalar |  |  | $\begin{array}{\|l} \text { Context Introduction / } \\ \text { Explanation } \end{array}$ | Hentripeampe | No troem | nosumpeem ${ }^{\text {m }}$｜ |  |  |  |  | $\begin{array}{\|l\|} \hline \text { MD Subtype } \\ \text { (H2) } \\ \hline \end{array}$ | Reason for MD choice <br> $(H 2)$ |  |  |
| 1 |  | Native | $\pm$ | NA | N／A | NA | N／ | NA | NA | N／ | NA | NA | N／ | NA | NA | NA | N／ | N／ |
| 2 |  | Native |  | NA | N／A | N／ | N／ | N／ | NA | N／ | NA | NA | N／ | N／ | NA | NA | N／ | N／ |
| 3 |  | Native |  | NA | N／A | N／ | N／ | n／ | NA | N／ | N／ | NA | N／A | N／ | N／ | NA | NA | N／ |
| 4 |  | Nativo | $\begin{aligned} & \text { First Person } \\ & \text { (Inclusive Plural) } \end{aligned}$ | NA | N／ | NA | NA | Example provided；there is a column at the bottom with translations of some vocabulary words． | Attitudinal | Salience（Word Lists／ Vocabulary） | The column provides helpful translations of difficult words． | Native Target | N／ | N／ | NA | NA | N／A | N／ |
| Section | Leots Tok 2 ¢ ，何时？ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bercise Nmmer | тue |  |  | Topacalear |  | Vodectapicatea） | ${ }^{\text {a }}$ | Hentripeanne | Notroemen | Mosumpeoen | Peosenta mocridecemin |  |  | Motrpe（12） | （mastux | Treasonta mochole |  |  |
| skt |  | NA | NA | NA | N／A | N／ |  |  | Intormational |  |  | Native | ${ }_{\text {Premen }}^{\text {Phiden }}$ |  | ${ }^{\text {Coans }}$ |  | Native | ${ }_{\text {Person }}^{\text {Phirs }}$ |




| MD Category | Target-Native Language | Voice |
| :---: | :---: | :---: |
| G | native | 3P |
| G | native | 3P |
| PP(Ind)CPE | native | 3P |
| PP(Ind)CPE | native | 3P |
| PP(Ind)CPE | native | 3 P |
| PP(Ind)CPT | native | 3 P |
| S(SP) | native+target | 3P |
| S(WL) | native+target | N/A |
| S(RSM) | target | N/A |
| $\mathrm{S}(\mathrm{P})$ | native+target | 1PI3P |
| S(SP) | native+target | 3P |
| S(RSM) | native | N/A |
| S(WL) | target | N/A |
| S(P) | target | 1PI |
| S(SP) | native+target | 3P |
| S(RSM) | native | N/A |
| S(WL) | target | N/A |
| $\mathrm{S}(\mathrm{P})$ | native+target | 1PI3P |
| S(WL) | native+target | N/A |
| S(WL) | native | N/A |
| S(SP) | native+target | 3P |
| $\mathrm{S}(\mathrm{P})$ | native+target | 1PI3P |




 \begin{tabular}{|l|l|}

\hline Section \& | Lesson 8：School Life in the USA［Opening |
| :--- |
| Paged |
| Pitermational＋A Attitudinal |
| Metadiscourse TType | <br>

\hline

 

\hline Netaciscourse Sulutype \& Goals（preliminary）＋Saliency（Word Lists） <br>
\hline Targe－Native Langrage \& Native＋Target

 

\hline Targe－Native Lengrage \& Native＋Target <br>
\hline Voice \& Secoond Person + Third Person <br>
\hline \& This opening page presents the main goals <br>
\hline
\end{tabular}

 | Conterns | completing the unit |
| :--- | :--- |
|  | （）Where does this bus go？ | What do you like about school？




スリーヒントクイズを作って，出し合う。
markers and checklist area．

| section | Get Part 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Exerdse Mumber | Tule | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Voioe（topicaizer） | Context Introcuction ／Explanation | Hinutipexample | Mロт тре（m） | ND Sutapee（m） | Peason for MD doice（mi） | Target－Native Language of MD（\＃1） | Voice of MD <br> （112） | NDTpe（Hz） | $\begin{aligned} & \text { MD Subtype } \\ & \text { (H2) } \end{aligned}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (\# 2) \end{aligned}$ | Target－Native Language of MD（\＃2） | Voice of MD <br> （स2） |
| ［No number／letter］ | の授業について話しています。 <br> ポールか幕らすのみみんなに，アメリカの学校 | N／A | N／A | N／A | N／A | N／A |  | There is a Column titled＂Words＂ that that provides a list of useful words and indicates which syllables should be emphasized when pronouncing them．There is also a checklist | Informationa | $\left\{\begin{array}{l} \text { Pre-plans } \\ \begin{array}{l} \text { indivivulu)- } \\ \text { context (Pre- } \\ \text { Textet } \end{array} \end{array}\right.$ | This sentence provides context for the task at hand； what is to come later | Nati | $\left\lvert\, \begin{array}{\|c\|} \hline \text { Third } \\ \text { Person } \end{array}\right.$ | Attit | $\begin{array}{\|l\|l} \substack{\text { salience } \\ \text { Werde } \\ \text { Lists) }} \end{array}$ | The column invites leamers to focus on the target language． | Target＋Native | N／A |
| ［No number／eterer］ | ORA．What does Ms White teach？ | Target | Third Person | N／A | N／A | N／A | N／A | There is a Column called＂Point＂ that introduces formulas for phrase construction．：Reference Marker：＂${ }^{\text {＂文法のまとめp．} 44}$ | Attitudinal | Salience Sentence Patterns） | The column invites learner to focus on important language． | Target＋Native | $\left.\right\|_{\text {Third }} ^{\text {Pherson }}$ | Attitudinal | Salience Referen toferee Supplement arn Materials | This marker asks the leamer to consult extra socion outside the units． | Native | N／A |


| Drill | $\begin{aligned} & 1 \text { Listen \& Choose. } 2 \text { Listen / Repeat / Say. } \\ & 3 \text { Write. } \end{aligned}$ | Target | N／A | N／A | N／A | N／A | N／A |  <br> 下線部の発普に注意して言おう＂ These，White，make，oute，home＂ | Attitudinal | （Reference to Supplementa Materials | This marker asks the leamer to consult extra sections at the end of the book． | Native | N／A | Attiudinal | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Salience } \\ \text { Pronunciat } \\ \text { ion) } \end{array} \\ \hline \end{array}$ | $\|$The column invites <br> leamers to focus on <br> pronunciation of <br> words． | Target＋Native | $\begin{aligned} & \text { First } \\ & \text { Person } \\ & \text { (lnclusive) } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Listen | 丘先生が写真に写っている人について話し のか，絵の中の（ ）に番号を書き人れよう ます。話を聞いて，だれのことを説明している のか， 粉の中の | Native | ${ }_{\text {First Person }}^{\text {（irctusive Plura）}}$ | N／A | N／A | N／A | 丘先生が写真に写っている人につ いて話します。 | N／A | ${ }^{\text {nfformationa }}$ | $\begin{aligned} & \text { Pre-plans } \\ & \text { Cindividul) } \\ & \text { Context (Pre- } \end{aligned}$ $\begin{aligned} & \text { Context (P } \\ & \text { Exercise) } \\ & \hline \end{aligned}$ | what is to come later． <br> $\left\|\begin{array}{l}\text { This sentence provides } \\ \text { context for the task at hand } \\ \text { it preparase the leamer for }\end{array}\right\|$ | Native | ${ }_{\text {Person }}^{\text {Third }}$ | N／A | N／A | N／A | N／A | N／A |
| 2．Speak |  の絡か，当なよう。（一Word Bank） | Native | First Person （Inclusive Plural） | J／A | N／A | N／A | N／A | Example provided；there is a Column titled＂Words＂that that provides a list of useful words and indicates which syllables should them．Important words are marked in bold．Checklist is also provided： Reference Marker：＂$\rightarrow$ Word Bank）＂ | Attudinal | y） <br> Salience（Word Lists／Vocabular y） | to focus on important aspects of the target language | Target | N／A | Attitudinal | Salience （Reference Sup ary | $\begin{aligned} & \text { This marker asks the } \\ & \text { leamer to onsult } \\ & \text { the exta section at } \\ & \text { the bottom of the } \\ & \text { page. } \end{aligned}$ | Target | N／A |


| 3．Write | 2で乱した内容をまとめて書いてみよう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；there is a column called＂Notes＂that explains the meaning of a specific English word in Japanese． | Attitudinal | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Salience (Word } \\ \text { Lists } \\ \text { Vocabularyl) } \end{array} \\ \hline \end{array}$ | The column invites learners to focus on an important word or expression． | Target＋Native | $\begin{array}{\|c\|c\|} \hline \text { Third } \\ \text { Person } \end{array}$ | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Word Bank | いろいろな䣦作，例にならって言つてみよう。 | Native | ${ }_{\text {First Person }}^{\text {（irctusive Plural）}}$ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | ／A | N／A |

[^1]| ［No number／letter］ | QSA？${ }^{\text {QRA Do many people speak Spanish in the }}$ | Target | Third Person | N／A | N／A | N／A | N／A | There is a Column called＂Point＂ that introduces formulas for phrase construction．；Reference Marker：＂$\rightarrow$ 文法のまとめp． 108 ＂ | Attitudinal | $\left\lvert\, \begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}\right.$ | The column invites learners to focus on important aspects of the target language． | Target＋Native | ${ }_{\text {Person }}^{\text {Third }}$ | Attitudinal | $\|$Salience <br> Reference <br> Ref <br> top <br> Suplement <br> ary <br> Matemians） <br> Mat$\|$ | This marker asks the learner to consult extra sections outside the units | Native | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Drill | 1 Listen \＆Choose． 2 Listen／Repeat／Say． 3 Write． | Target | N／A | N／A | N／A | N／A | N／A |  | Attudinal | $\left\lvert\, \begin{array}{\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|l\|} \text { Prouncain } \end{array}\right.$ | The column invites learners to focus on pronunciation of words． | Target＋Native | $\begin{array}{\|l} \text { First } \\ \text { Person } \\ \text { Pescusive) } \end{array}$ | Attitudinal | Salience Reference teo Sopplement Sup ary Materials） $\|$ | This marker asks the learner to consult extra sections outside the units | Native | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1．Listen | ポールのお母さんが，台所からポールに乱し <br>  | N | First Person Inclusive Plural） | ／A | N／A | N／A | ポールのお母さん が台所からボー ます。 | Example provided；there is a Column titled＂Words＂that that provides a list of useful words and indicates which syllables should be emphasized when pronouncing in bold．Checklist is also provided them．Important words are marked | nformationa |  | it prepares the learner for what is to come later． | Native | $\left.\right\|_{\text {Phird }} ^{\text {Person }}$ | Attitudinal | $\left.\begin{array}{\|l\|} \hline \text { Salience } \\ \text { Word } \\ \text { Loist } \\ \text { Lisoca } \\ \text { buary } \end{array} \right\rvert\,$ | The column invites leamers to focus on important aspects of the target language． | Target | N／A |
| 2．Speak | ジェスチャーゲームをしよう。出題者は何か をしているまねるして，解答者は出題者が何を しているか，当てよう。（ - Word Bank） | Native | ${ }_{\text {First Person }}^{\text {（Incusive Plual）}}$ | J／A | N／A | N／A | N／A |  | Attitudinal | $\begin{array}{\|l\|} \hline \text { Salience } \\ \text { Reference to } \\ \text { Supplementary } \\ \text { Materials) } \end{array}$ | This marker asks the leamer to consult the extra section at the bottom of the page． | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| 3．Write |  | Native |  | N | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Word Bank | なって言ってみよう。 <br> いろいるな枟作。自分かしているつもりに | Native | $\pm$ | Na | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Section | USE－Read |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mmber | Tute | $\begin{array}{l}\text { Target－Native Language } \\ \text {（non－MD portion of text）}\end{array}$ |  | Topicalizer | $\begin{aligned} & \text { Target-Native } \\ & \text { Language (topicalizer) } \end{aligned}$ | Voiee（topicalizer） | Context Introcluction ／Explanation | HinutipEample | ND Type（m） | ND Sutaspe（ta） | Reason tor MD doice（ma） | Target－Native Language of MD（\＃1） | $\begin{aligned} & \text { Voice of MD } \\ & \text { (\#1) } \end{aligned}$ | NDType（Hz） | $\begin{aligned} & \text { MD Subtype } \\ & (+2) \end{aligned}$ | Reason for MD choice <br> （H2） | Target－Native Language of MD（H2） | $\left\lvert\, \begin{aligned} & \text { Voice of ND } \\ & \left(\begin{array}{l} 2 \end{array}\right) \\ & \hline \end{aligned}\right.$ |
| ［No number／letter］ | 久美たちの学校に，アメリカの姉妹校のリサ <br>  | Native | First Person Inclusive Plural） | N／A | N／A | N／A | 久美たちの学校 に，アメリカの姉妹 ルが届きがまし ルか届きました。 | アメリガか中学生の生活はどのよう なものか，注意しかが， | Informationa | $\left\{\begin{array}{l} \text { Pre-plans } \\ \text { aridiviul)- } \\ \text { (ondextet (Pre- } \\ \text { Text) } \end{array}\right.$ | This sentence provides context for the task at hand； it trepares the elearner for what is to come later． | Native | $\left.\right\|_{\text {Person }} ^{\text {Third }}$ | Attitudinal | Salience （Cieneral） Culture Atren Aspect （Westem） |  | Native | $\begin{array}{\|l} \text { First } \\ \text { Person } \\ \text { (enslusive) } \end{array}$ |
| 1 st Reading | 内容のおおすじをつかむ。 <br> 次の質問に答えよう。 <br> （1）だれからのメールで，件名は何か，発表し よう。 <br> （2）メールに書かれている内容にすべてチェッ <br> クマしよう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | There is a Column titled＂Words＂ that provides a list of useful words and indicates which syllables should be emphasized when pronouncing them．Important words are marked in bold．Checklist is also provided． | Stitudinal | Salience（Word Lists／Vocabular y） | The column invites learners to focus on important spects of the target language | Target＋Native | N／A | N／A | N／A | N／A | N／A | N／A |
| 2nd Reading | 細かい内容をおさえる。 （1）それぞれの写真について説明している英 <br>  <br>  うように文を完成きせよう。 | Native | ${ }_{\text {First Person }}^{\text {（Incusive Plual）}}$ | N／A | N／A | N／A | N／A | $\begin{aligned} & \text { There is a column titled "Tips for } \\ & \text { Reading" that gives strategies for } \\ & \text { deciphering English texts; there is } \\ & \text { also another column called } \\ & \text { "Check" that asks learners to look } \\ & \text { at certain words or features of the } \\ & \text { text and answer questions. } \end{aligned}$ | Attiudinal | $\begin{aligned} & \begin{array}{l} \text { Salience } \\ \text { (Learning } \\ \text { Strategies/Tips } \end{array} \end{aligned}$ | The column invites learners to focus on important spects of the target language． | Native | $\begin{aligned} & \text { First } \\ & \text { Person } \\ & \text { (ensusive) } \end{aligned}$ | Attitudinal | Salience <br> （General） | This column specifically asks learners to pay attention to a certain when reading it． | Nat | ${ }_{\text {Person }}^{\text {Third }}$ |
| 3 3rd Reading | 内容をふり返る。例にならって，それぞれの写真に1文で説明 をつけよう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；There is a Column titled＂Words＂that indicates which syllables should be emphasized when pronouncing them．Important words are marked in boid．Checkist is also provided．； ＂Check＂that asks learners to look at certain words or features of the text and answer questions．；there is a column called Notes that explains the meaning of a specific English word in Japanese． | Attitudinal | Salience（Word ists／Vocabular y） | The column invites learners to focus on important spects of the target language | Native＋Target | N／A | Attitudinal | Salience <br> （General） | This column specifically asks learners to pay attention to a certain when reading it． | Native | $\begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}$ |
|  |  |  |  |  |  |  |  |  | Attiudinal | $\begin{array}{\|l\|l\|} \hline \text { Salienee (Word } \\ \text { Lists } \\ \text { Vocabularyl) } \end{array}$ | The column invites learners to focus on an important word or expression | Target＋Native | $\begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}$ |  |  |  |  |  |
| Think | 日本の学校生活の一場面を取り上げ，リサ への返信メールを書いてみよう。 | Native | $\begin{array}{\|l\|l} \hline \text { First Person } \\ \text { (Inclusive Plural) } \end{array}$ |  | Stive | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Seation | USE－Speak： 発表 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Mumber | Tute | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer | $\begin{array}{\|l} \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Voice（topicalizer） | Context Introcluction I Explanation | Hinutipexample | MDType（m） | ND Sutape（12） | Peason tor MD dovice（m） | Target－Native Language of MD（\＃1） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ (f 11) \end{array} \\ \hline \end{array}$ | NDType（\％） | $\begin{array}{\|l\|} \hline \text { MD Subtype } \\ (\# 2) \end{array}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (\# 2) \end{aligned}$ | Target－Native Language of MD（\＃2） | $\left\lvert\, \begin{aligned} & \text { voice of ND } \\ & (\#+2) \end{aligned}\right.$ |
| ［No number／leter］ |  | Native | First Person <br> （Inclusive Plural） | ／／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 1 |  | Native | ${ }_{\text {First }}^{\text {First Person }}$（Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |


| 2 |  | Native | ${ }^{\text {First Person }}$（Inclusive Plura） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 2で作つたクイスを友逢に出し合おう。 | Native | $\pm \begin{aligned} & \text { First Person } \\ & \text {（Inclusive Plural }\end{aligned}$ |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| section | Lesson 8． 文法めまとめ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Meatsiscurise Type | Informational + Attitudinal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Metadscourse Stuspe | Post－Plans（General）+ Salience（Learning Strategiss |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Terge＊Native Langnge | Native + Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Voice | Third Person＋First Person（Inclusive Plural） |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reeson tor MD doice | This section reviews all of the sentence construction patterns presented during the rules for proper usage． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Contens | 現在進行形 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 現在形上現在蒾行形 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | What is．．．$\sim$ ing？ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  <br>  う。 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Section | Lot＇s Listen 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Everise Member | Till | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicaizar | $\left.\begin{array}{\|l\|} \text { Target-Native } \\ \text { Language (topicalizer) } \end{array} \right\rvert\,$ | Vaice（topicaizar） | $\begin{aligned} & \text { Context Introcuctio } \\ & \text { / Explanation } \end{aligned}$ | ｜mintiplexample | MDType（th） | nosutspe（ty） | Peason for（D．ctrice（m） | Target－Native Language of MD（\＃1） | $\left\|\begin{array}{l} \text { voice of MD } \\ \text { (tan) } \end{array}\right\|$ | motyee（ta | $\begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (\# 2) \end{aligned}$ | Target－Native Language of MD（H2） |  |
| ［No number／letter］ | ナディムからのビデオレター <br> －話の全体的な内容を聞き取る | N／A | N／A | N／A | N／A | N／A | $\begin{aligned} & \text { •話の全体的な内 } \\ & \text { 容を聞き } \end{aligned}$ | N／A | Iformationa | $\begin{aligned} & \text { Goals } \\ & \text { (preliminary) } \end{aligned}$ | The top part of this section clarifies what exactly the clarifies what exactly the learner is expected to do | Native | $\begin{array}{\|l\|l\|} \hline \begin{array}{l} \text { Third } \\ \text { Person } \end{array} \\ \hline \end{array}$ | N／A | N／A | N／A | N／A | N／A |
| Pre－Listening． | モロッコ（Morocoo）の友達ナデイムから゙テ オしターが届きました。梌を見て，どんな内容が想像してみよう。 | tive | First Person <br> （Inclusive Plural） | ／A | N／A | N／A |  | N／A | Informationa | $\begin{aligned} & \begin{array}{l} \text { Pre-plans } \\ \text { (individual) } \\ \text { (oonter (PPe- } \\ \text { Exerecise) } \end{array} \\ & \hline \end{aligned}$ | This Sestenece provides context tor the thask thand； it prepares the leamer for it prepares the leamer what is to come later． | Native | ${ }_{\text {Persen }}^{\text {Thirs }}$ | N／A | NA | N／A | N／A | N／A |
| Listening 1 | ビデオレターの音声を聞いて，話されていた内容を選び，チェックマしょう。 | Native |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Listening 2 | 合わないものには入を書き入れよう。 | Native |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Listening 3 |  | Native | First Person $\begin{aligned} & \text {（indusive Plual } \\ & \text {（in }\end{aligned}$ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／letter］ |  | Native | （ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Sounds | 英語らしい音。 <br> 次の英文を聞いて音が消えたり，くつついた りしている綯所をペアで探してみよう | Native | First Person <br> （Inclusive Plural） | ／A | N／A | N／A | N／A | N／A | N／A | N／A |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Section | Let＇s Tak 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerdse Mumber | Tule | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicaizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Vaice（topicalizer） | $\begin{array}{\|l\|} \text { Context Introcluction } \\ \text { / Explanation } \\ \hline \end{array}$ | ｜tinutipexample | iotype（1a） | NDSALsype（m） | Peason tor MD chidec（14） | Target－Native Language of MD（\＃1） | $\begin{aligned} & \text { Voice of MD } \\ & (\# 1) \end{aligned}$ | Motype（tza） | $\left.\right\|_{(+2)} ^{\text {MDSubspe }}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (\# 2) \end{aligned}$ | Target－Native Language of MD（\＃2） | $\begin{aligned} & \text { Vaice of MD } \\ & (4 \geq 2) \end{aligned}$ |
| ［No number／etter］ | 公園に行こう <br> －交通手段をたずねる・説明する ○提案す る | N／A | N／A | N／A | N／A | N／A |  |  | Informationa | $\begin{aligned} & \text { Goals } \\ & \text { (preliminary) } \end{aligned}$ | The top part of this section clarifies what exactly the learn here． | Native | $\left.\right\|_{\substack{\text { Third } \\ \text { Person }}}$ | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \left.\begin{array}{l} \text { Ciord } \\ \text { Lists } \end{array}\right) \end{aligned}$ | The column invites learners to focus on important aspects of the target language． | Target | N／A |
| Skit | クラスの仲間て公園に行こうとしています。 | N／A | N／A | N／A | N／A | N／A | クラスの仲間で公 ます。 | There is a column titled＂Talking Point＂that provides sentence patterns for sentence construction | Informationa | Pre－plans （individal） Context Text） | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | ${ }_{\substack{\text { Third } \\ \text { Person }}}$ | Attitudinal | $\begin{array}{\|l\|l} \text { Salience } \\ \text { (Sentencee } \\ \text { (Satterms) } \end{array}$ | The column invites learners to focus on he target lage． the target language． | Traget＋Native | N／A |
| Exercise | 次の語句を使つて，行き先と交通手段につい ての会話を練習しよう。 | Native | ${ }_{\text {First Person }}^{\text {（Incusive Plural）}}$ | N／A | N／A | N／A | N／A | ＂bの登音に注意して言おう。We can go by bus or bike．＂ | Attitudinal | ${ }_{\text {a }}^{\text {Salienee }}$（Pronunciation） | $\begin{aligned} & \begin{array}{l} \text { The column invites learners } \\ \text { to ofous on inporant } \\ \text { aspert of the target } \\ \text { language. } \end{array} \\ & \hline \end{aligned}$ | Target＋Native | $\begin{array}{\|l} \begin{array}{l} \text { First } \\ \text { Person } \\ \text { Penclusive } \\ \text { Plural) } \end{array} \\ \hline \end{array}$ | N／A | N／A | N／A | N／A | N／A |


| Textbook | Section | Exercise | nonMd_TNL | nonMD_Voice | Topic | TNLang | Voice | Goals | TNLang | Voice | PreP(Int) | TNLang | Voice | PreP(Ind) | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| New Crown 1 | Lesson 8: <br> School Life in the USA <br> [Opening Page] | N/A | N/A | N/A |  |  |  | G | NT | 2P3P |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
| New Crown 1 | Get Part 1 | N/A | N/A | N/A |  |  |  |  |  |  |  |  |  | PP(Ind) CPT | N | 3P |  |  |  | S(WL) | NT | N/A |
| New Crown 1 | Get Part 1 | N/A | target | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | NT | 3P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l} \hline S(R S \\ M) \end{array}$ | N | N/A |
| New Crown 1 | Get Part 1 | Drill | target | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{S}(\mathrm{RS} \\ & \mathrm{M}) \\ & \hline \end{aligned}$ | N | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{P})$ | NT | 1PI |
| New Crown 1 | Get Part 1 | 1. Listen | native | 1PI |  |  |  |  |  |  |  |  |  | PP(Ind) CPE | N | 3P |  |  |  |  |  |  |
| New Crown 1 | Get Part 1 | 2. Speak | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{RS}$ M) | T | N/A |
| New Crown 1 | Get Part 1 | 3. Write | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | NT | 3P |
| New Crown 1 | Get Part 1 | Word Bank | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Crown 1 | Get Part 2 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \hline \text { PP(Ind) } \\ & \text { CPT } \\ & \hline \end{aligned}$ | N | 3P |  |  |  | S(WL) | NT | N/A |
| New Crown 1 | Get Part 2 | N/A | target | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | NT | 3 P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \hline S(R S \\ & M) \\ & \hline \end{aligned}$ | N | N/A |
| New Crown 1 | Get Part 2 | Drill | target | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{P})$ | NT | 1PI |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{S}(\mathrm{RS} \\ & \mathrm{M}) \end{aligned}$ | N | N/A |
| New Crown 1 | Get Part 2 | 1. Listen | native | 1PI |  |  |  |  |  |  |  |  |  | $\mathrm{PP}(\text { Ind })$ CPE | N | 3P |  |  |  | S(WL) | T | N/A |
| New Crown 1 | Get Part 2 | 2. Speak | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \hline S(R S \\ & M) \\ & \hline \end{aligned}$ | N | N/A |
| New Crown 1 | Get Part 2 | 3. Write | native | 1 PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Crown 1 | Get Part 2 | Word Bank | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Crown 1 | USE - Read | N/A | native | 1PI |  |  |  |  |  |  |  |  |  | PP(Ind) CPT | N | 3P |  |  |  | $\begin{aligned} & \mathrm{S}+\mathrm{CA}( \\ & \mathrm{W}) \end{aligned}$ | N | 1PI |
| New Crown 1 | USE - Read | 1st Reading | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | NT | N/A |
| New Crown 1 | USE - Read | 2nd Reading | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(LS) | N | 1PI |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S | N | 3P |
| New Crown 1 | USE - Read | 3rd Reading | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | NT | N/A |






| Section | ＂英話を通して新しい世界に出会おう＂ |
| :---: | :---: |
| Metadiscourse Type | Informational |
| Metadiscourse Subtype | Pre－plans（integral） |
| TargetNative Lenguage | Native＋Target |
| volice | N／A |
| Reason |  |
| contents | この数科書の错成 |


| この数科書で学ぶこと |
| :---: |
| Unit |
| 题材 |
| 文法 |
| 活動の目㳟 |
| Daily Scene |
| －年生の目暞 |
| 3 年間の見通し |


| Exerdse Mumber | Tite | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Toplcalicer |  | Volee（topicalizer） | $\begin{array}{\|l\|l\|} \hline \text { Context Introduction } / ~ \\ \text { Explanation } \end{array}$ | Hinumpleample | MDTpee（m） | mD Suxape（f） | Peasontor（DCtaice（Hy） | $\begin{array}{\|l\|l} \hline \text { Targea-Native } \\ \text { Langugage of } N \mathrm{D}\left(\mathrm{n}^{2}\right) \end{array}$ | $\left\lvert\, \begin{aligned} & \text { Voice of ND } \\ & \left(\begin{array}{l} (121) \end{array}\right. \\ & \hline \end{aligned}\right.$ | wotype（tz） | $\left.\right\|_{(+12)} ^{\text {MDSubtype }}$ | $\left.\right\|_{\text {Reas }} ^{\text {（H2 }}$ | $\begin{array}{\|l} \text { efrge- Naive } \\ \text { Language of ND(Hz) } \end{array}$ | $\begin{aligned} & \text { Voice of MD } \\ & (+2) \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 | 一日のあいさつ <br> 1．CDなどの英部を聞いて，どの場面の対話なの <br> か，「の中中に番号を書き入れましょう。 | Native | First Person <br> （Inclusive Plural） | N | N／A | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 1.2 | 2．CDなどで例の英語を間いて，あいさつの表現 を声に出して言いましょう。 | Native | $\left\|\begin{array}{l} \text { First Person } \\ \text { (Inclusive Plural) } \end{array}\right\|$ | N／A | N／A | N／A | N／A | Example provided；a smal column at the bottom explains additional expressions for greetings． | Attitudinal | $\left\lvert\, \begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Pattems) } \end{aligned}\right.$ | The column invites learners to focus on important language． | Native＋Target | N／A | N／A | N／A | N／A | N／A | N／A |
| 2 | 教室で使う英語。 CDなどの英語を聞いて，それそれの表現を声に出して言いましょう。 | Native | $\left\|\begin{array}{l} \text { First Person } \\ \text { (Inclusive Plural) } \end{array}\right\|$ | N | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerdse Mumber | Twe | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topicalizar | $\begin{array}{\|l\|l\|} \hline \text { Target Native } \\ \text { Langanage (topicatizar) } \end{array}$ | Voioe（topicalizer） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hinutiperample | MDType（m） | mD Subxpe（m） |  | $\begin{array}{\|l\|l\|} \hline \text { Target-Native } \\ \text { Languge of ND }(\not)) \end{array}$ | $\begin{aligned} & \text { Voice of MD } \\ & (H 1) \end{aligned}$ | wotypeetz） | $\left.\right\|_{(1+2)} ^{\text {mosuty }}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Reason for MD choice } \\ (H 2) \end{array} \\ \hline \end{array}$ |  | $\left\lvert\, \begin{aligned} & \text { voice of MD } \\ & (\text { (12) } \end{aligned}\right.$ |
| 1 | CDなどの英語を聞いて，読まれたものの番号を指きしましよう。 | Native | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { First Person } \\ \text { (Inclusive Plural) } \end{array} \\ \hline \end{array}$ | ／／A | N／A | N／A | N／A | One dialogue baloon says＂どこ にあるかわかるかな？ | Attitudinal | Salience <br> Learning <br> Strategy／Tip | $\qquad$ | Native | $\begin{array}{\|l\|l} \begin{array}{l} \text { Second } \\ \text { Person } \end{array} \end{array}$ | N／A | N／A | N／A | N／A | N／A |
| 2 | CDなどの英語を聞いて，それそれのの語を声に出 して言いましょう。 | Native | First Person <br> （Inclusive Plural | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Everdse Mumber | Tite | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicalizar | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Voloe（topicalize） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \end{aligned}$ | Hinvotipeample | Notype（m） | mD Suxppe（m） | Feeson tor（DDCaice（17） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#1) } \end{aligned}$ | $\begin{aligned} & \text { Voice of MD } \\ & \text { (\#1) } \end{aligned}$ |  | $\begin{aligned} & \text { MDSubtype } \\ & (+12) \end{aligned}$ | $\begin{array}{\|l} \text { Reason for MD choice } \\ (\# 2) \end{array}$ | Target－Native Language of MD（\＃2） | $\begin{array}{\|l\|} \text { Voice of } \mathrm{MD} \\ \text { (H2) } \end{array}$ |
| 1.1 | 数字。 <br>  ましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | $\begin{aligned} & \text { One dialogue baloon says "何 } \\ & \text { が出 てくるかな? } \\ & \text { One small colunn explains how } \\ & \text { topronounce numbers such as } \\ & \text { 21 and } 57 \text {. } \end{aligned}$ | Attitudinal | Salience <br> Learning <br> Strategy／Tip | This sentence is challenging learners to complete the exercise | Native | ${ }_{\substack{\text { Second } \\ \text { Person }}}$ | Attituinal | $\begin{aligned} & \left.\begin{array}{l} \text { saidience } \\ \text { (Paronouncia } \\ \text { tion } \end{array}\right) \end{aligned}$ | The column invites pronouncing words learners to focus on pronouncing words | Native + Target | ${ }_{\text {Phird }}^{\text {Person }}$ |


| 1.2 | CDなどの英語を聞いて，聞こえた数字をOで囲 みましよう。 $\rightarrow$ 巻末資料 Word Room 2 | Native | ${ }_{\text {F }}^{\text {First Person }}$（licusiuse Plual | N／A | N／A | N／A | N／A | 料 Word Room 2 <br> Reference Marker：＂$\rightarrow$ 巻末資 料 | Attitudinal | Salience Referene to Supoementary Materails） | This arrow points learners to <br> addititonal important material <br> for reference． | Native＋Target | N／A | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2.1 | 曜日と時間割 CDなどの英語を聞いて，日曜日（Sunday）から土曜日（Saturday）までを声に出して言いましょう。 | Native | First Person <br> （Inclusive Plural） | N | N／A | N／A | N／A | N／A | N／A | 隹 | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A |
| 2.2 | CDなどで例の英語を聞いて，今日の自分の時間割を声に出して言いましょう。 <br> $\rightarrow$ p． 142 Bonus Word Box 2 | Native |  | N／A | N／A | N／A | N／A |  | Attitudinal |  | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { This arrow points learners to } \\ \text { additional important material } \\ \text { for reference. } \end{array} \\ \hline \end{array}$ | Target | N／A | N／A | J／A | N／A | ／／A | N／A |
| 3.1 | 脠生日。 <br> CDなどの英語を聞いて，1月から12月までを声に出して言いましょう。 | Native | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 3.2 | CDなどで例の英語を聞いて，自分の脠生日を伝 えましよう。そして，友達の誕生日をたずねましょ う。 | Native |  | N／A | N／A | N／A | N／A | Example provided；one small column explains how to pronounce March 3rd． | Attitudinal | Saliene Pronuciation） | The column invites learners to focus on important language aspects of the targe | Native＋Target | $\begin{array}{\|l\|} \hline \text { First } \\ \text { Person } \\ \text { Perslusive } \\ \text { (Inclual) } \\ \text { Plural + } \\ \text { Third } \end{array}$ | N／A | N／A | N／A | N／A | N／A |
| 4.1 | 好きな食べ物•飲み物。 CDなどの英語を聞いて，次の食べ物と飲み物を英語で言いましょう。 | Native | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 4.2 | CDなどで例の英衙を聞いて，有達の好きな食べ | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 5.1 | できなこどの英語を聞いて，次のスポーツや楽器な どを英语で言いましょう。 | N | First Person （Inclusive Plural） | N | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 5.2 | － | Native | $\left\|\begin{array}{l} \text { First Person } \\ (\text { Inclusive Plural) } \end{array}\right\|$ | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | ${ }^{\text {N／A }}$ | N／A | N／A | N／A | N／A | N／A | N／A |


| Unition 5 ．学校の文化祭［Opening Page］ |
| :--- | :--- |


| Exercise Mumber | Tile | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Top | Target－Native <br> Language（topicalizer） | topicalie | Context Introduction／ <br> Explanation | Hinutipleample | NDType（fn） | nosubspe（f） | Reasontor | Target－Native Language of MD（\＃1） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ (\# 1) \end{array} \\ \hline \end{array}$ |  | $\begin{array}{\|l\|} \hline \text { MDSubtype } \\ (1+2) \end{array}$ | $\begin{array}{\|l\|} \begin{array}{l} \text { Reason for MD choice } \\ \text { (H2) } \end{array} \\ \hline \end{array}$ | Target－Native Language of MD（\＃2） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ (1+2) \end{array} \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／letter］ | 今日は緑中学校の文化祭。光太はカレー作りを手伝っています。 | N／A | N／A | N／A | N／A | N／A | $\begin{aligned} & \text { 今日は緑中学校の文化祭。 } \\ & \text { 光太はカレー作りを手伝つて } \\ & \text { います。 } \end{aligned}$ | There is a section called＂語句 ＂featuring the way to place the accent in the words found in the main text．Especially important words are marked in bold．A checllist is provided． | ormation | Pre－plans （individual）－ Context（Pre－ Text） | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | Third Person | etitudinal | Saplence | The column invites earners to focus on important aspects of the target language． | Target | N／A |
| Read | ティーバは何こついて光太に筫問していますか。 | Native | Third Person | N／A | N／A | N／A | N／A | Instructions at the bottom of the page for pronuncing the＂$r$＂ letter：＂really recipe $[r]$＂ | Attiudinal | Salience （pronunciation） | This section invites learners to focus on pronouncing words． | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| 基本綀型 | 例にならつて対栝をしましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；there is a column titled＂基本文 13 ＂that introduces formulas for sentence construction and an explanation on how to use them． | Attitudinal | Salience Sentence Patterns） | This section invites learners to focus on important aspects of the target language． | Native＋Target | $\begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}$ | N／A | N／A | N／A | N／A | N／A |
| Listen |  | Native | ${ }_{\text {First }}^{\text {First Person }}$（lnclusive Plual） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A |
| Speak \＆Write | 紙に動物の絵をかき，その一部をかくしながら，例にならって対話をしましょう。そして，「これは何 ですか」という文を下に書きましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；A column titled＂Tool Box＂provides a list of words related to animals with accent markers，and their translation in Japanese． | titudinal | Salience（Word Lists） | This section invites learners to focus on important aspects of the target language． | Native＋Target | N／A | N／A | N／A | N／A | N／A | N／A |


| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Everdse Mumber | Tule | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | ${ }^{\text {Topicalizer }}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | v | Context Introcluction／ Explanation | Hinutipexample | Motype（tin | MD Subspe（ta） | Peasontor（DCchace（ty） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD }(\neq 1) \end{aligned}$ | $\left\lvert\, \begin{aligned} & \text { Voice of ND } \\ & (1+1) \end{aligned}\right.$ | MDType（\％z） | $\left.\right\|_{(1+2)} ^{\text {nosubspe }}$ | $\begin{array}{\|l\|} \text { Reason for MD choice } \\ (\# 2) \end{array}$ | Target－Native Language of MD（\＃2） | Voice of MD <br> （\＃2） |
| ［No number／letter］ |  | N／A | N／A | N／A | N／A | N／A |  | There is a section called＂語句 featuring the way to place he accent in the words found in the main text．Especially bold．A checllist is provided． | Informationa | $\begin{aligned} & \text { Pre-plans } \\ & \text { (individual) - } \\ & \text { Context (Pre- } \\ & \text { Text) } \end{aligned}$ | context for the task at hand what is to come later | Native | ${ }_{\text {Thersen }}^{\text {Phirs }}$ | Attitudinal | ${ }_{\text {Sa }}^{\text {Saliene }}$（Word List | The column invites leamers to focus on the target language． | Target | N／A |
| Read |  | Native | Third Person | N／A | N／A | N／A | N／A |  | Attituinal | （satenee | The column invites learners to fous on on inportant aspects of the target language． | Native | ${ }_{\text {Person }}^{\text {Third }}$ | Attitudinal | $\left\|\begin{array}{l} \text { Salience } \\ \text { (oronunciat } \\ \text { orn) } \end{array}\right\|$ | This section invites learmers to focus on pronouncing words． | Target | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 基本絤型 | 倁にならって言いましよう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；there is a column titled＂基本文 14 ＂that introduces formulas for sentence construction and an explanation on how to use them | Attitudinal | $\left\lvert\, \begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Pattems) } \end{aligned}\right.$ | to focus on importan language． | Native＋Target | Third Person | N／A | ／A | N／A | N／A | N／A |
| Listen |  | Native |  | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Speak \＆Write | 例にならって，教科について対話をしましょう。そ して，「…はわたしにとって難しい」という文を下に書きましょう。 | Vative | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；A column fitled Tool Box provides a ist of words related to schoo subjects，and their translation Japanese．It also has at the bottom the following Reference Box 2＂ | Attitudinal | Salience（Word Lists） | to focus on important language． | Native + Target | N／A | Attitudinal | Salience Reference to Suplementa rup Materials） | $\left\|\begin{array}{l}\text { This arrow points } \\ \text { lamemers oto aditional } \\ \text { inportat meterial } \\ \text { for reference．}\end{array}\right\|$ | Trget | N／A |


| ber | Tute | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topic | Target－Native Language（topicadizer） $\|$ | ， | Context Introchuction／ <br> Explanation | Hinveriperample | notype（m） | ， | Reasontor MDCh | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD }(\# 1) \\ \hline \end{array}$ | $\begin{aligned} & \begin{array}{l} \text { Voice of } \mathrm{MD} \\ (111) \end{array} \\ & \hline \end{aligned}$ | Motypeefz |  | Reason for MD choice <br> （H2） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#2) } \end{aligned}$ | Voice of MD $(+12)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／etere］］ | 会場で咲は，短期留学でオーストラリアから来た ベッキーと出会いました。2人は「世界の朝食」を紹介するコーナーで話しています。 | N／A | N／A | N／A | N／A | N／A | 会場で咲は，短期留学でオー ストラリアから来たベッキーと出会いました。2人は「世界の朝食」を紹介するコーナーで話しています。 | There is a section called＂語句 ＂featuring the way to place the accent in the words found in the main text．Especially important words are marked in bold．A checllist is provided． | Informationa | Pre－plans （individual）－ Context（Pre－ Text） | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | $\begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}$ | Attitudinal | $\begin{array}{\|l\|} \text { Salience } \\ \text { (Word List) } \end{array}$ | The column invites learners to focus on important aspects of the target language． | Target | N／A |


| Read | ベッキーは朝食として何を食べますか。 | Native | Third Person | N／A | N／A | N／A | N／A |  | Attiudinal | ${ }_{\text {Salienee }}^{\text {（General）}}$ | to focus on important language． | Native | ${ }_{\text {Thirs }}^{\text {Thirson }}$ | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \text { (pronunciati } \\ & \text { on) } \end{aligned}$ | This section invites learners to focus on pronouncing words． | Target | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 基本絤習 | 例にならって対硻をしましよう。 | Native | ${ }^{\text {First Person }}$（Incusive Pural） | N／A | N／A | N／A | N／A | $\begin{aligned} & \text { Example provided; there is a } \\ & \text { column titled "基本文 } 15 \text { " that } \\ & \text { introduces formulas for } \\ & \text { sentence construction and an } \\ & \text { explanation on how to use } \\ & \text { them. } \end{aligned}$ | Attiudinal | Salience Patterns） | $\begin{aligned} & \text { This section invites learmers } \\ & \text { to focus on inportant } \\ & \text { aspects of the target } \\ & \text { language. } \end{aligned}$ | Native＋Target | ${ }_{\text {Thersen }}^{\text {Thirs }}$ | N／A | N／A | N／A | N／A | N／ |
| Listen |  | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Speak \＆Write | 例にならって対話をしましょう。 <br> そして，ふだんの朝食のメニューをたずねる文を下に書きましょう。 | Native |  | N／A | N／A | N／A | N／A |  | Attitudinal | Salience（Word Lists） | to focus on important language． | Native＋Target | N／A | Attitudinal | Salience （Reference Supl ry Materials） | This arrow points leamers to additional for reference for reference | Target | N／A |


| Secion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Esercise Mumber | Tile | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topicaizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Voice（topicalia | $\begin{array}{\|l} \text { Context Introcluction / } \\ \text { Explanation } \\ \hline \end{array}$ | Hinutipexample | Motype（m） | Mosabypee（fi） | Peasontor MDactace（17） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#\#1) } \end{aligned}$ |  | Motype（ P ］ |  | $\begin{aligned} & \text { Reason for MD choice } \\ & (\# / 2) \end{aligned}$ | $\left\{\begin{array}{l} \text { Targea-Naive } \\ \text { Languge of } N \mathrm{D}(\mathrm{~Hz}) \end{array}\right.$ |  |
| ［No number／1etter］ | 相手の体調についてたずねたり，自分の体の不調について説明したりすることができる。 | N／A | N／A | N／A | N／A | N／A | N/A | 相手の体調についてたずねた以自分の体の不調について説明したりすることができる。 |  | Goals <br> （preliminary） | This part provides a list of goals for the learner． | Native | $\begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}$ | N／A | N／A | N／A | N／A | N／A |
| 今日のあらすせ | 滝川エリカ（Erik）は日本人の母とアメリカの父を持つ13蔵の女の子。この秋，緑市のインターナ <br>  <br>  （1）元気のないエリカを見て，心配した父は声をか $1+$ •。 22父は症状についてたずね，エリカは顥漓を訴え 3 父はエリカに薬を飲み，休息をとるよう話す。 | N／A | N／A | N／A | N／A | N／A |  の女の子。この秋，縀のの <br>  <br>  またエエカー，父が垔をかけ （1）ご気のないエリカを見て， <br>  <br> 息をとをよう話き。 |  | frormat | Pre－plans（indivivul） <br> Conteter <br> TexteTPre－ | This sentence provides context for the task at hand； what is to come later | Native | $\left\lvert\, \begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}\right.$ | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Word List) } \end{aligned}$ | The column invites leamers to focus on the target language． | Native +T | N／A |
| Step 1 | 基本表現を練習しよう。 <br> を次の逢計にかったて，侧になれてて対硻をし <br> ましょう。 | Native | First Person $\begin{aligned} & \text {（noclusve Plural）}\end{aligned}$ | V／A | N／ | N／A | N／A | Example provided；there is calumn called＂基本表現＂that presentes a sentence pattern | Attitudinal | Salience <br> （Sentence <br> Pattems） | This section provides | Target | N／A | N／A | N／A | N／A | N／A | N／ |
| Stop 2 |  | Sive | First Person <br> （Inclusive Plural） | ／A | N／A | N／A | ／／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Stop 3 | 対話をしよう <br> へアになり，次から役を選んで，モデル対話にな らつて対話をしましょう。 | Vative | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided；A column titled＂Tool Box＂provides a st of expressions related to body symptoms，and their translation in Japa ese．It also sentence：＂$\rightarrow$ p． 145 Bonus Word Box 7 | Attitudinal | $\left\lvert\, \begin{aligned} & \text { Salience (Word } \\ & \text { Lists) } \end{aligned}\right.$ | This section invites learner to focus on important language． $\qquad$ | Native＋Target | N／A | Attiudinal | Salience Reference to Suplementa Sup Materials） | This arow points <br> learemers ono additional <br> inportat meterial <br> for reference． | Target | N／A |



| Textbook | Section | $\begin{array}{\|c\|} \hline \text { Exerd } \\ \text { se } \end{array}$ | nonMD＿TNL | nonMD＿Voice | Topic | TNLang | Voice | Goals | TNLang | Voice | Prep（nt） | TNLang | Voice | PreP（lnd） | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| New Horizon <br> 1 | Unit 5．学校の文化祭 ［Opening Page］ | N／A | N／A | N／A |  |  |  | G | N | 3P |  |  |  |  |  |  |  |  |  |  |  |  |
| New Horizon <br> 1 |  | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{PP}(\text { Ind }) \mathrm{C} \\ & \mathrm{PT} \\ & \hline \end{aligned}$ | N | 3P |  |  |  | S（WL） | T | N／A |
| New Horizon <br> 1 | Part 1．それが何かを たずねよう | Read | native | 3 P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | T | N／A |
| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { New Horizon } \\ 1 \end{array} \\ \hline \end{array}$ |  | $\begin{array}{\|l\|} \hline \text { 基本 } \\ \text { 練習 } \\ \hline \end{array}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（SP） | NT | 3P |
| New Horizon <br> 1 | $\begin{aligned} & \text { Part 1. それが何かをを } \\ & \text { tこずねよう } \end{aligned}$ | Listen | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Horizon <br> 1 | Part 1．それが何かを たずねよう | $\begin{gathered} \hline \text { Speak } \\ \text { \& } \\ \text { Write } \end{gathered}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | NT | N／A |
| New Horizon <br> 1 | Part 2．感想を言おう | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{PP}(\text { Ind }) \mathrm{C} \\ & \mathrm{PT} \end{aligned}$ | N | 3 P |  |  |  | S（WL） | T | N／A |
| New Horizon <br> 1 | Part 2．感想を言おう | Read | native | 3 P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S | N | 3 P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | T | N／A |
| New Horizon <br> 1 | Part 2．感想を言おう | $\begin{array}{\|l\|} \hline \text { 基本 } \\ \text { 練習 } \\ \hline \end{array}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（SP） | NT | 3 P |
| New Horizon <br> 1 | Part 2．感想を言おう | Listen | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Horizon 1 | Part 2．感想を言おう | $\begin{array}{\|c\|} \hline \text { Speak } \\ \& \\ \text { \& rite } \end{array}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | NT | 3 P |
| $\left.\right\|_{1} ^{\text {New Horizon }}$ | Part 2．感想を言おう |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（RSM） | T | N／A |
| New Horizon 1 | Part 3．朝食は何かを たずねよう | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  | $\left\lvert\, \begin{aligned} & \mathrm{PP}(\text { Ind }) \mathrm{C} \\ & \mathrm{PT} \end{aligned}\right.$ | N | 3 P |  |  |  | S（WL） | T | N／A |
| New Horizon <br> 1 | Part 3．朝食は何かを たずねよう | Read | native | 3 P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S | N | 3P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | T | N／A |
| New Horizon <br> 1 | Part 3．朝食は何かを たずねよう | $\begin{array}{\|l\|} \hline \text { 基本 } \\ \text { 練習 } \end{array}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（SP） | NT | 3 P |
| New Horizon <br> 1 | Part 3．朝食は何かを たずねよう | Listen | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Horizon <br> 1 | Part 3．朝食は何かを たずねよう | $\begin{array}{\|c\|} \hline \text { Speak } \\ \& \\ \text { Write } \\ \hline \end{array}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | NT | N／A |
| $\begin{aligned} & \hline \text { New Horizon } \\ & 1 \end{aligned}$ | $\begin{aligned} & \text { Part 3. 朝食は何かを } \\ & \text { たずねよう } \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（RSM） | T | N／A |
| $\begin{aligned} & \text { New Horizon } \\ & 1 \end{aligned}$ | $\begin{aligned} & \text { Daily Scene 1. 体調を } \\ & \text { tこずねる } \end{aligned}$ | N／A | N／A | N／A |  |  |  | G | N | 3P |  |  |  |  |  |  |  |  |  |  |  |  |




| Textlook Tite | Susshino 1 |
| :--- | :--- |


| Textbook THe | Sunshine 1 |
| :---: | :---: |
| Section | Contents 目次 |
| Metaciscourse Type | Informational |
| Metadiscourse Subtye | Pre－plans（integral） |
| Target－Native Language | Native＋Target |
| voice | N／A |
| Reason for MD chioce | This page functions mostly like a normal index，in which the use of native language is predominant． as well as a short explanation of each icon and some basic advice for learners when using the book． |
| Contents | この数科書で学ぶみんなさんへ |
|  | Let＇s Start |
|  | Program |
|  | Power－up |
|  | アクションコーナー |
|  | Word Web |
|  | 英語のしくみ |
|  | 付録 |
|  | おもなを号など |


| Section | ＂この数科書で学ぶみんあさんへ＂ |
| :---: | :---: |
| Metaciscourse Type | Informational |
| Metadiscourse Subtype | Pre－plans（integral） |
| Trarget：Native Languge | Native＋Target |
| ｜Voice | N／A |
| Reason for ND choice |  |
| Contents | － 2 年，3年で学垍するMy Prject |
|  | Let＇s Start |
|  | Program |
|  | My Project |
|  | Power－up |
|  | 英珸のしくみ |
|  |  |


| Section | Let＇s Start 1：新しい友だちをつつくろう |
| :--- | :--- |
|  |  |


| Exercise Mumber | Tite | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \\ & \hline \end{aligned}$ | Topicalizer | $\begin{array}{\|l\|} \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Vaice（topicalizer） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \end{aligned}$ | Hinetipleample | Notype（12） | no sutxpe（ta） | Reasonfor（1）chace（ma） | $\left\lvert\, \begin{aligned} & \text { Targe：Native } \\ & \text { Languge of } \text { ND（ }\end{aligned}\right.$ | $\begin{aligned} & \text { Voice of MD } \\ & (\# 1) \end{aligned}$ | NDType（tz） | $\begin{aligned} & \text { MDSubtype } \\ & (\# 2) \end{aligned}$ | $\begin{array}{\|l\|} \text { Reason for MD choice } \\ (\# 2) \end{array}$ | $\left\{\begin{array}{l} \text { Target.Naive } \\ \text { Language of ND (Hz } \end{array}\right.$ | $\begin{aligned} & \text { Voice of MD } \\ & (H 2) \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／leter］ | 場面に合わせて友だちや先生と大きな声でやりと りをしましょう。 | N | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 1 | 新しい友だちに出会いました。自分の名前を言つ てあいきつをしましょう。 | Native | First Person <br> （Inclusive Plural） | V／A | N／A | N／A | た。 <br> 新しい友だちに出会いまし | Example provided | Informationa |  | This sentence provides context for the task at hand； it prepares the learner what is to come later． | Native | $\left.\right\|_{\text {Third }} ^{\text {Person }}$ | N／A | N／A | N／A | N／A | N／A |
| 2 | 授勒か始まりますき。先生にあいさつをしましょう。 | Native | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | 惨業か始きります。 | Example provided | Informationa | $\begin{aligned} & \text { Pre-plans } \\ & \text { (iedividual) - } \\ & \text { Context (Pre- } \\ & \text { Exercise) } \end{aligned}$ | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | $\mathrm{T}_{\mathrm{T}}^{\mathrm{T} \text { Person }}$ | N／A | N／A | N／A | N／A | N／A |
| 3 | 先生と天気について，かりとりしてみましよう。 | Native | First Person <br> （Inclusive Plural） | 先生と天気に ついて | Native | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |


| 4 | アリントを配つています。何を言いますか。 | Native | Third Person | N／A | N／A | N／A | アリントを配つています。 | Example provided | mation |  | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | ${ }_{\text {Thersen }}^{\text {Phirson }}$ | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 |  | Native | First Person | N／A | N／ | N／A |  | Example provided | rationa |  | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | $T_{\text {Phirs }}^{\text {Phen }}$ | N／ | N／A | N／ | N／A | N／A |
| 6 |  | tive |  | N／A | N／A | N／A | N／A | Example provided | N／A | N／ | N／A | N／ | N／A | N／A | NA | NA | N／A | V／A |
| seation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eserdse Mumber | Tue | Target－Native Language （non－MD portion of text） | $\begin{array}{\|l\|} \hline \text { Voice (non-MD } \\ \text { portion of text) } \\ \hline \end{array}$ | Topicalizar | $\left\lvert\, \begin{aligned} & \text { Target-Native } \\ & \text { Language (topicalizer) } \end{aligned}\right.$ | vole（topicalieo） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \end{aligned}$ | Hinumpexample | Motypeera | no sumpee（m） | Reseos to mod chacee（m） |  | $\begin{aligned} & \text { Voice of } \mathrm{MD} \\ & (\# 1) \end{aligned}$ |  | $\begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}$ | Reason for MD choice （\＃Z） |  |  |
| 1 | 上の絞見て，先生か言うものを指じましんう。 | Native |  | N／A | N／ | N／A | N／ | va | N／A | NA NA | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A |
| 2 |  | Native |  | N／A | N／A | N／A | N／A | NA | N／A | N／ | N／A | N／ | N／A N | N／A | NA | NA | N／A | N／A |
| ${ }^{3}$ | 抜絬を眶いて，2人が話している場所や建物を指 さしましたよう。 | Native |  | N／A | N／ | N／A | N／A | N／ | N／A | N／${ }^{\text {a }}$ | N／ | N／A | N／A NA | N／A | N／ | NA | N／A | N／A |
| 4 |  | Native | $\begin{array}{\|l\|l} \hline \begin{array}{l} \text { First Person } \\ \text { (Inclusive Plural) } \end{array} & \mathrm{N} \\ \hline \end{array}$ | N／A | N／ | ／／A | N／A | N／ | N／A | N／A | N／A | N／ | N／A | N／A | NA | NA | N／A | N／A |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eserdse Mmmer | Tue | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \\ & \hline \end{aligned}$ | ${ }^{\text {Topicicizar }}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | vade（tapicaliea） | $\begin{aligned} & \text { Context Introcluction / } \\ & \text { Explanation } \end{aligned}$ | Hinumpleample | Notypem | wosanspe（m） |  | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \end{array}$ | $\begin{array}{\|l\|} \hline \text { Voice of } \mathrm{MD} \\ (\# 1) \end{array}$ | Motypeeral | $\begin{aligned} & \text { MD Subtype } \\ & \left(\# \_2\right) \end{aligned}$ | Reason for MD choice （\＃2） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#2) } \end{aligned}$ |  |
| 1 | ゴリッグっのおお唐。 お活にあるものの名前を英珸ていくつ言えます か。数えてみましよう。（ ）（值 | Native |  | 年少告。されの | Target | Third Perse | N／A |  | nal | Salience（Word | The column invites learners to focus on important aspects of the target language． | Target | N／ | N／A | N／A | N／A | N／A | N／ |
| 2 |  | Native |  | N／A | N／ | N／A | N／A | N／ | N／A | N／ | NA | N／ | N／A NA | N／A | N／A | N／A | N／A | N／A |
| 3 |  つけましょう。 | Native | $\left\lvert\, \begin{array}{l\|l} \text { First Person } \\ \text { (Inclusive Plural) } \end{array}\right.$ | N／A | N／A | N／A |  | NA | ationa |  |  | Native | ${ }_{\text {Person }}^{\text {Phirs }}$ | N／A | N／A | NA | N／A | N／A |
| 4 |  | ive | $\begin{array}{l}\text { First Person } \\ \text {（Inclusive Plural）}\end{array}$ | N／A | N／ | N／A | N／A | N／A | N／A | N／ | N／ | N／ | N／A | N／A | N／A | N／A | N／A | N／A |
| section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eserdse Mumber | Tue | Target－Native Language | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topacalar |  | vales（tapalatioe） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \end{aligned}$ | Himuripeample | Motypeem | No sumpee（m） |  |  | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of } \mathrm{MD} \\ (\# 1) \end{array} \\ \hline \end{array}$ | Motyperiz ${ }^{\text {a }}$ | $\begin{aligned} & \text { MD Subtype } \\ & (\# / 2) \end{aligned}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (H 2) \end{aligned}$ |  | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ \text { (H2) } \end{array}$ |
| 1 | ｜好き？英語を聞いて，拓，彩，正太，美咲の好きなもの <br>  | Native | ${ }^{\text {Finget Person }}$ | N／A | N／ | N／A | N／A | NA | N／A | NA | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 2 |  | Native |  | N／A | N／ | N／A | NA | Example provided | N／A | N／ | N／A | VA | V／A | N／A | NA | NA | N／A | N／A |
| 3 | できる？ <br>  <br> れて <br>  | N |  | N／A | N／ | N／A | N／A |  | tutudinal | $\underset{\substack{\text { Salienee } \\ \text { geneal }}}{\text { a }}$ |  | Native | ${ }_{\substack{\text { Soeond } \\ \text { Person }}}^{\text {a }}$ | N／A | N／A | N／A | N／A | NA |
| 4 |  | Native |  | N／A | NA | N／A | N／A | N／ | N／A | N／ | N／ | N／ | N／A | N／A | NA | NA | N／A | N／A |
|  |  | Native |  | N | N／ | N／A | N／A | N／A | N／A | NA | N／A | N／A | N／A | N／A | N／A | NA | N／A | N／A |
| アクションタイム1 |  | N |  | N／A | N／ | N／A | N／A | NA | N／A | N／ | n／A | N／ | N／A | NA | NA | NA | N／A | N／A |
| Seation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| mber | Tue | Target－Native Language （non－MD portion of text） | $\begin{array}{\|l\|} \hline \text { Voice (non-MD } \\ \text { portion of text) } \\ \hline \end{array}$ | Topecalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Vateo（tapacaliea） | $\begin{aligned} & \text { Context Introcluction/ } \\ & \text { Explanation } \end{aligned}$ | Hmumpleample | Notypem | No Sumpre（4n） |  | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \end{array}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ \text { (\#1) } \end{array}$ | Motypeeral | $\begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}$ | Reason for MD choice （\＃2） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#2) } \end{aligned}$ |  |
| 1 | 自分め名前を言い，相手の名前讃えるようにし | ， | N／ | N／A | N／A | N／A | N／A |  | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}$ |  aspects of language． | ve + Target | N／A | udinal |  |  |  | N／A |
|  |  |  |  |  |  |  |  |  | ${ }^{\text {mationa }}$ | Goals |  | Native | First Perso <br> Person （Inclusive |  |  |  |  |  |



| eason for MD chioce |  |
| :---: | :---: |
| tents | （1） 1 年俉の書き方 |
|  | （2）分の書き方 |
| Section | Word Webl：数の言い方 |
| Exerrse Mumber | Tite |
| 1 | やってみよう。 <br> 例にならい，友だちと対話しましょう。 |
| 2 | 菓話番号は数字を記入しましよう。 | | ection | My Prject（1） |
| :--- | :--- | |  |  |  |
| :---: | :--- | :--- |
| Exerdse Number | Tite | $\begin{array}{l}\text { Targe } \\ \text {（non－1 }\end{array}$ |
|  |  |  |


| Exerisen | Tute | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \\ & \hline \end{aligned}$ | Topicalier | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | ， | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Eqplanation } \end{aligned}$ | Hinwtipleample | Notype（m） | nosubxpe（fa） | Ree | $\begin{array}{\|l} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \end{array}$ | $\begin{aligned} & \text { Voice of ND } \\ & (\neq 1) \end{aligned}$ | Motype（H2） | $\text { 2) } \begin{array}{\|l\|} \hline \text { DSubtype } \\ (+12) \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Reason for MD choice } \\ (\# 2) \end{array} \\ \hline \end{array}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#2) } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | Native | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | There is a table called＂英語の数（number）＂explaining how to numbers from 1 to 10000 | Attitudinal | Salience（Word Lists） | The column invites learners <br> to focus on important <br> aspects of the target <br> language． | Native | N／A | N／A | N／A | N／A | N／A | N／A |
| 2 | 英語を聞いて，年䜽と値段は正しいものを選び，電話番号は数字を記入しましょう。 | Native | First Person （Inclusive Plural） | ／／A | N／A | N／A | N／A | There is a table called＂数字を含む表現＂that explains how to say numbers for age，phone numbers and monetary values | Attitudinal | Salience LLearning Strategies $/$ Tips | to focus on important language． of the target | ＋Targ | N／A | N／A | N／A | N／A | N／A | N／A |


| Esercise Mumber | Tite | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \\ & \hline \end{aligned}$ | Topicalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Vaioe（topicalieer） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hinutipleample | Motype（m） | ND Subspe（ma） | Peasontor MDataice（Ha） | Target－Native Language of MD（\＃1） | Voice of MD (H1) | M ${ }^{\text {Type（\％）}}$ | $\left\lvert\, \begin{aligned} & \text { Dosubtye } \\ & (+2) \end{aligned}\right.$ | $\begin{aligned} & \text { Reason for MD choice } \\ & \text { (HZ2) } \\ & \hline \end{aligned}$ | Target－Native Language of MD（\＃2） | Voice of MD $(1+2)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／eteter］ | 自分のことを舌そう。 これまでこ学習したいろいろな表現を使って自分 のとを話してみしよう。 <br>  のときや中学校入学直後の自己紹介よりも表現力を高めた発表になるようにしましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | Example provided | ／A | N／ | N／A | ／／A | N／A | N／A | N／ | N／A | N／A | N／A |
| 1.1 | はじめに2人のスピーチを聞きましょう。 2つのスピーチではそれぞれどんなことについて話していたか，ペアで確認しましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | A koala character explains how to structure and write a self－ introduction text，adding the following：＂（ ）内の問いかけを入れると，聞いている人たちを スビーチにひきつけることがで ところがあるかさがしてみよう！ | titudinal | Salience <br> （Learning Strategies／Tips | The column invites learners to focus on important language． | Native | First <br> Person <br> （Inclusive Plural）＋ <br> Plural） <br> Person | N／A | N／A | N／A | N／A | N／A |
| 1.2 | 今聞いたスピーチ原稿を読み，下の横成の本文 a～～．にあたる項目をように記入しましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 2.1 |  | Vative | First Person （Inclusive Plural） | N／A | N／A | N／A |  できます。 |  | matio | Post－plans （Exercises） |  | Five＋Target | N／A | Attitudinal | Salience Coeneral | The sentence asks <br> leamers to oossider <br> additonal sentence <br> pattems． | Native | $\begin{aligned} & \text { First } \\ & \text { Person } \\ & \text { Pancolusive } \\ & \text { Plural) } \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attitudinal | $\begin{array}{\|l} \hline \begin{array}{l} \text { Salience } \\ \text { Word } \\ \text { Wists } \end{array} \\ \hline \end{array}$ | The columns invite <br> leamers to focus on <br> limportat aspocts of <br> the target language． | Native＋Targe | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attitudinal | Salience SRe Roference to Supplement ar Matererials | These remarks ask <br> leamers tor oference <br> other sections of the <br> textbook in order to <br> improve their skills． | Target | N／A |
| 2.2 |  | Native | ${ }^{\text {First Person }}$（lncusive Pural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 22．（1） |  | Native |  | N | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 22．（2） | 「本文」を書きましょう。 あなたが話したいことを4つ以上選んでロにしをつ け，話す順に番号を（ ）に書き入れましょう。 | Native | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | n／A |
| 2．：（3） | 「結で」絡わりのあいさつ）を書きましょう。 | ative | First Person <br> （Inclusive Plural） | N | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ | 問いかける言い方。 | Native | Third Person | N／A | N／A | N／A | N／A |  | Attitudinal | （Reference to Supplementary Materials． | These remarks ask learners to reference other sections of the textbook in order to improve their skills． | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ |  | tive | ${ }_{\text {First Person }}^{\substack{\text {（ircousive Pural }}}$ | N／A | N／A | N／A | N／ |  | Ittudinal | Salience <br> （Learning <br> Strategies／Tip | This remark gives advice to earners on how to best conduct the exercise． | Native＋Target |  | N／A | N／A | N／A | N／A | N／A |
| ${ }^{3} 1$ | 原稿を作りましょう。 <br> 準開した内容をもとにして，自分のことを話す文章を書きましょう。 | Native | ${ }_{\text {First Person }}^{\text {Clichusive Plual）}}$ |  | N／A | N／A | N／A |  | ttitudinal | Salience <br> （Learning <br> Strategies／Tip | $\qquad$ | Native | $\begin{aligned} & \begin{array}{l} \text { First } \\ \text { Person } \\ \text { Cnnclusive } \\ \text { Plural } \end{array} \\ & \hline \end{aligned}$ | N／A | N／A | N／A | N／A | N／A |
| 坆婎 |  | Native | First Person ${ }_{\text {F }}^{\text {（Incusive Plural }}$ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 4.1 | 発表しましょう。 <br> 声の大きさや発音に注意して，原稿を見ないで発 <br> 表しましょう。 |  | First Person （Inclusive Plural） | N／A | N／A | N／A |  | N／A | N／A | N／A | N／A | N／A | ／A | N／A | N／A | N／A | N／A | N／A |
| 4.2 | 発表か絡わったら，自分でできたと思うことにしを つけましう。 |  | First Person （Inclusive Plural） | ／／A | N／A | N／A | －聞いている人に伝わるよう な声を話せた。 －英語らしい発音で発表でき －原稿を覚えて自信をもって発表できた。 －聞いている人たちを見なが ら発表できた。 |  てみると，声の大きさや発音， る。発表のしゃかたなどを碓かめられ | rmationa | Post－plans （Checklist） | This section，while being an exerocise，serves also as a checklist for seff－ assessment | Native | $\begin{aligned} & \text { First } \\ & \text { Person } \\ & \text { Panconsive } \\ & \text { Plural } \end{aligned}$ | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \begin{array}{l} \text { Leerning } \\ \text { Strategies/ } \\ \text { Tips) } \end{array} \end{aligned}$ | learners to focus on important aspects of the target language． | Native | ${ }_{\text {Pherson }}^{\text {Person }}$ |


| Textbook | Section | Exercise | nonMD＿TNL | nonMD＿Voice | Topic | TNLang | Voice | Goals | TNLang | Voice | PreP（ n ） | TNLang | Voice | PreP（Ind） | TNLang | Voice | PostP | TNLang | Voice | sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \end{aligned}$ | 1 | N／A | N／A |  |  |  | G | N | 1PI |  |  |  |  |  |  |  |  |  | S（SP） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（RSM） | N | N／A |
| Sunshine 1 | Program 2：アメ リカからの転校 | Listen | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| Sunshine 1 | Program 2：アメ リカからの転校 | Speak | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sunshine 1 | Program 2：アメ リカからの転校 | Try | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | NT | 1PI |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \\ & \hline \end{aligned}$ | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{PP} \text { (Ind)C } \\ & \hline \mathrm{PT} \end{aligned}$ | N | 3P |  |  |  | S | NT | 1PI |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | N | 3 P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s（LS） | N | 3 P |
| Sunshine 1 | Program 2：アメ リカからの転校生 | Write | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | N | 3 P |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \\ & \hline \end{aligned}$ | 2 | N／A | N／A |  |  |  | G | N | 1PI |  |  |  |  |  |  |  |  |  | S（SP） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（RSM） | N | N／A |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \\ & \hline \end{aligned}$ | Listen | native | 1 PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | NT | N／A |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \\ & \hline \end{aligned}$ | Speak | native | 1 PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sunshine 1 | Program 2：アメ リカからの転校 | Try | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | NT | 1PI2P |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \end{aligned}$ | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{PP}(\text { Ind)C } \\ & \hline \mathrm{PT} \\ & \hline \end{aligned}$ | N | 3P |  |  |  | S（WL） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S | N | 3 P |
| Sunshine 1 | $\begin{aligned} & \text { Program 2: アメ } \\ & \text { リカからの転校 } \\ & \hline \end{aligned}$ | Write | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | NT | 1PI1P |
| Sunshine 1 | Power－up 1 Writing：単語•文 の書き方 | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | NT | 1PI3P |


| MD Category | Target-Native Language | Voice |
| :--- | :--- | :--- |
| PP(Ind)CPT | native | 3 P |
| PP(Ind)CPT | native | 3 P |
| S(SP) | native+target | $\mathrm{N} / \mathrm{A}$ |
| S(RSM) | native | $\mathrm{N} / \mathrm{A}$ |
| S(WL) | target | $\mathrm{N} / \mathrm{A}$ |
| S(P) | native+target | 1 PI |
| S | native+target | 1PI |
| S(WL) | native+target | $\mathrm{N} / \mathrm{A}$ |
| S(LS) | native | 3 P |
| S(LS) | native | 3 P |
| S(LS) | native | 3 P |
| S(SP) | native+target | $\mathrm{N} / \mathrm{A}$ |
| S(RSM) | native | $\mathrm{N} / \mathrm{A}$ |
| S(WL) | native+target | $\mathrm{N} / \mathrm{A}$ |
| S(WL) | native+target | $\mathrm{N} / \mathrm{A}$ |
| S(P) | native+target | 1PI2P |
| S(WL) | native+target | $\mathrm{N} / \mathrm{A}$ |
| S | native | 3 P |
| S(P) | native+target | 1 PI 1 P |
| S(LS) | native+target | 1PI3P |
| G | native | 1PI |
| G | native | 1PI |



Textrook Trie $\quad$ Total Engish 1

| Tertbook Tute | Total Engish 1 |
| :--- | :--- |


| sextion | ＂こんなときはこう言えら＂ |
| :---: | :---: |
| Meatisourse Tpee | Attituinal |
| Maxasisourse Sulyspe | Salience（Sentence Pateems） |
| TagetMeive Lugrage | Native + Target |
| voce | N／A |
|  | This page introduces a number of English Expressions that are commonly used in the |
| Sontor Dodroce | Classoom $\begin{aligned} & \text { Alt } \\ & \text { aro not } \\ & \text { trict }\end{aligned}$ |
|  |  |
|  | to the sit |
| conems |  |


| Section | Total English 1 ［Starting Page］ |
| :---: | :---: |
| Metaciscourse Type | Informational |
| Metadiscourse Subtype | Pre－plans（integral） |
| Target－Native Language | Native＋Target |
| Voice | N／A |
| Reason for MD cho | This page explains the main purpose behind each section of the textbook，as well as the usage of the main themes that guided the editors when compiling the textbook contents． |
| Contents | この教科書を使用する前に |
|  | この教科書で使われている記号について |
|  | 巻末のミニ辞書コーナー |
|  | 保護者の皆槏へ |


| Section | Contents 目次 |
| :--- | :--- |
| Metaciscourse Type | Informational |
| Metaciscourse Subtype | Pre－plans（integral） |
| Target－Native Language | Native＋Target |
| Voice | N／A |
| Reason for MD choice | This page functions mostly like a normal index，in <br> which the use of native language is predominant． <br> It introduces the titles and themes of each unit． |
| Contents | Pre－lesson |
|  | Let＇s Start |
|  | Chapter |
|  | Lesson |
|  | 隹 |
| Lesson Mumber | 6 |



| LessonTtile | ＂Junior high School in the U．S．＂ |
| :---: | :---: |
| Pages | 72－78 |
| section | Pre－lesson |
| Exerise Mumber | THe |
| ［No letter／number］ | 会話を阳いてみよう。 <br> －2の会話を镙して，どの場面で話されている会 か番旁を言ってみみましう。 |
| Step 1 | クラスメートと自己紹介をしよう。 Listening．ミクとヒロの自己紹分を聞いてみましょ 万。 |
| Step 2 | Listening，次の3組の自己紹介を聞いて，話して いる久美の蕃号を（）に書きましよう。 |
| Step 3 | Speaking．クラスのみんなと自己紹介をしましょ <br> う。 <br> 自己紹介をした人の数だけ口にチェックしましょ <br> う。 |
| Step 1 | 自己紹介をしよう。 <br> Listening，もロの自己紹介を聞いてみましょう。 |
| Step 2 | Listening．これから1～4番の人が自己紹介をし ます。話している人の番号と名前と好きな物を綵 で結ひましょう。 |
| Step 3 | Speaking．グルーブまたはクラスのみんなの前で自己紹介をしましょう。 |


| Exerdse Number | THe | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicaila | Target－Native Language（topicalizer） | Vicoe（topicaizee） | Context Introcluction／ Explanation | Inpexm | motye | nosabype（ta） | Reson tor（DC croce（12） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (*1) } \end{aligned}$ | $\left.\right\|_{\text {voice of MD }} ^{(\text {(11) }}$ | MDType（t＋2） | $\begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}$ | Reason for MD choice <br> （H2） | Target－Native Language of MD（\＃2） | Voice of MD <br> （H2） |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No eteter／number］ | 会話を聞いてみよう。 <br> 次の会話を聞いて，どの場面で話されている会話 か番号を言つてみましょう。 | Native | $\underset{\text { First Person }}{\text { Cincusive Pural）}}$ | V／A | N／A | N／A |  | N／A | Informationa | $\left\lvert\, \begin{aligned} & \text { Pre-plans } \\ & \text { (individual) } \end{aligned}\right.$ | This paragraph explains the things that students have claims that the purpose of this section is to help them remember those aspects． | Native |  | N／A | N／A | N／A | N／A | N／A |
| Step 1 | クラスメートと自己紹介をしよう。 <br> う。 <br> Listening．ミクとヒロの自己紹介を聞いてみましょ | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Step 2 | Listening，次の33組の自己紹介を聞いて，話して いる久美の番号を（）に書きましよう。 | Native | $\begin{aligned} & \text { First Person } \\ & \text { (Inclusive Plural) } \end{aligned}$ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Stop 3 | Speaking，クラスのみんなと自己紹介をしましょ方こ。紹介をした人の数だけロにチェックしましょ | Native | ${ }_{\text {First }}^{\text {First Person }}$（nolusive Plual） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Step | 自己紹介をしよう。 Listening，七口の自己紹介を聞いてみましょう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | ／A | N／A |
| Step 2 | Listening これから1～4番の人が白こ紹介たし ます。話している人の番号と名前と好きな物を線 て結ひましよう。 | rive |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Step 3 | Speaking．グルーブまたはクラスのみんなの前で自己紹介をしましよう。 | ative | First Person （Inclusive Plural） | N／A | N／A | N／A | ${ }^{\text {N／A }}$ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |





| Step 4 （2） | 4×41こ挑裓！ <br> 開いているところに上の（1）の絵から単語を選んで で1列に並んだごら＂Bingo！ <br>  | ive | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| saction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise N miber | Tue | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topicail | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Votee（topicalizee） | $\begin{array}{\|l} \text { Context Introduction / } \\ \text { Explanation } \\ \hline \end{array}$ | Hnutipexample | Motype（m） | nosatyse（m） | Resoson tor MD chaice（fy） | Target－Native Language of MD（H1） | $\begin{aligned} & \text { Voice of MD } \\ & \text { (\#1) } \end{aligned}$ | MDType（ta） | $\begin{array}{\|l\|} \text { MD Subtype } \\ \text { (H2) } \end{array}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & (\# 2) \end{aligned}$ | Target－Native Language of MD（\＃\＃2） |  |
| Step 1 |  | Native | ${ }^{\text {F }}$ First Person） （incusive Plural | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Step 2 | 先生の倹について言つてみましよう。 | Stive | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | There is a column titled＂New Words＂that introduces vo cabulary words relevant to this section，and uses an arrow to indicate where to emphasize the accent on each word． | Attitudinal | $\left\lvert\, \begin{gathered} \text { saience (Word } \\ \text { Lists) } \end{gathered}\right.$ | The column invites learners to focus on importan vocabulary | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| Section | Let＇s Start：身の或りの英䃏 B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Number | Tue | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topicalizar | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Voice（topicalizee） | Context Introcluction／ Explanation | HentipiEample | Motype（m） | mosatype（m） | Resoso tor MD choice（in） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (H1) } \end{aligned}$ | $\left\lvert\, \begin{aligned} & \text { voice of ND } \\ & (121) \end{aligned}\right.$ | Motype（tiz） | $\left.\right\|_{\text {（12）}} ^{\text {matype }}$ | Reason for MD choic （12） |  | ${ }^{\text {（12）}}$ |
| Step 1 |  | Native |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Step 2 | 先生の後について言つてみましくう。 | Native | ${ }_{\text {F }}^{\text {First Person }}$（incusive Plual） | N／A | N／A | N／A | N／A | There is a column titled＂New Words＂that introduces vocabulary words relevant to this section，and uses an arrow to indicate where to emphasize the accent on each word． | Attitudinal | $\begin{aligned} & \text { Salience (Word } \\ & \text { Lists) } \end{aligned}$ | The column invites learners to focus on important vocabulary | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| Saction | Let＇s Start：身の或りの英斯 C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Member | Tile | Target－Native Language （non－MD portion of text） | $\left\lvert\, \begin{aligned} & \text { Voice（non－MD } \\ & \text { portion of text }\end{aligned}\right.$ | Topicalizar | $\left\lvert\, \begin{aligned} & \text { Target－Native } \\ & \text { Language（topicalizer）}\end{aligned}\right.$ | Vdiee（topicalizer） | Contex Introduction $/$ <br> Explanation | Hentipleample | Notype（ma） | MDSatspe（m） | Reason tor MD chaice（m） | Target－Native Language of MD（\＃1） |  | wotype（ta） | $\begin{aligned} & \text { MD Subtype } \\ & \text { (\#2) } \end{aligned}$ | Reason for MD choic <br> （\＃2） | Target－Native <br> Language of MD（H2） |  |
| Step 1 |  | Native | First Person <br> （Inclusive Plural） | N／A | N／A | N／A | N／A | There is a column titled＂New Words＂that introduces vocabulary words relevant to this section，and uses an arrow to indicate where to emphasize the accent on each word． | Attitudinal | Salience（Word Lists） | The column invites learners to focus on importan vocabulary． | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| Step 2 | 先生の炛について言つてみましよう。 | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | There is a column titled＂New Words＂that introduces vocabulary words relevant to this section，and uses an arrow to indicate where to emphasize the accent on each word． | Attitudinal | $\begin{aligned} & \text { Salience (Word } \\ & \text { Lists) } \end{aligned}$ | The column invites learners to focus on important vocabulary | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| eation | Let＇s Start：あいさつをしよう |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise N mber | Tue | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topicalizar | Target－Native Language（topicalizer） | ）Voice（topicalizer） | $\begin{aligned} & \text { Context Introduction / } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hentipleample | Motype（m） | MDSatspe（ma） | Reseon tor MDCtricoe（1a） | Target－Native Language of MD（\＃1） | $\begin{aligned} & \text { Voice of MD } \\ & \text { (\#1) } \end{aligned}$ | MDType（ta） | $\begin{aligned} & \text { MD Subtype } \\ & \text { (H2) } \end{aligned}$ | $\begin{aligned} & \text { Reason for MD choice } \\ & \left(\begin{array}{l} 12) \end{array}\right. \\ & \hline \end{aligned}$ | Target－Native Language of MD（ $1 / 2$ ） |  |
| ［No number／leter］ |  | Native |  | N／A | N／A | N／A | N／A |  | Attitudinal | $\begin{array}{\|l\|} \text { Salience } \\ \text { LLearning } \\ \text { Strategies/Tips } \end{array}$ | The column invites learners to focus on importan spects of the target language | Native + Target | $\underbrace{}_{\substack{\text { Thid } \\ \text { Person }}}$ | Attituinal | Salience Clearnig Strategies／ Trips $\|$ | The column invites learners to focus on important aspects o the target language． | Native＋Target | $\pm$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ［No number／leter］ | 英語ではよく，あいさつのあとに相手の名前を言 います。名前を呼ぶことで，親しみを伝えることが できます。 | ／A | N／ | N／A | N／A | N／A | ＂英語ではよく，あいさつのあ とに相手の名前を言います名前を呼ぶことで，親しみを伝えることができます。 | There is a column titled＂New <br> Words＂that introduces <br> vocabulary words relevant to <br> this section，and uses an arrow <br> to indicate where to emphasize <br> the accent on each word． | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Learning } \\ & \text { Strategies/Tips } \end{aligned}$ | The column invites learners to focus on important aspect of the target language． | Native | ${ }^{\text {Third }}$ Person | Attituinal | $\left.\begin{array}{\|l\|l} \text { Salience } \\ \text { CWord } \\ \text { Lists } \end{array}\right)$ | The column invites learners to focus on important vocabulary | Native＋Target | ／／A |
| Saction | Losson 6：Junior High School in the U．S． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Nember | Tie | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicaliar | $\left\lvert\, \begin{aligned} & \text { Target－Native } \\ & \text { Language（topicalizer）}\end{aligned}\right.$ | Vodee（topicalieer） | Context Introcluction／ Explanation | Heretipexample | MDType（m） | ）MDSatsype（m） | Resoson tor MD chaice（fy） | Target－Native Language of MD（\＃1） | $\left\lvert\, \begin{aligned} & \text { voice of ND } \\ & (121) \end{aligned}\right.$ | wotype（ta） | $\begin{aligned} & \text { MD Subtype } \\ & (H 2) \end{aligned}$ | Reason for MD choice （\＃2） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#2) } \end{aligned}$ |  |
| ［No number letter］ | 6A．インターネットて | N／A | N／A | N／A | N／A | N／A |  | N／A | Informationa | $\begin{aligned} & \text { Pro-plans } \\ & \text { Pa } \\ & \text { Sidivaual - } \\ & \text { Contextex (Pre- } \\ & \text { Text) } \end{aligned}$ |  | Vative | ${ }_{\text {Person }}^{\text {Third }}$ | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ | Q．Do Miku，Hiro and Seema sometimes go to Ben＇s house？ | Target | Third Person | N／A | N／A | N／A | N／A | There is a column titled＂New Words＂that introduces vocabulary words relevant to this section，and uses an arrow the accent on each word． Important words are marked in bold．； <br> There is also a section at the bottom of the page that symbols for certain words．． | Attitudinal | Salience（Word Lists） | The column invites learners to focus on important aspectst of the target language． | Native＋Target | N／A | Attitudinal | $\left\|\begin{array}{l} \text { Salience } \\ \text { (pionunciat } \\ \text { ipn) } \end{array}\right\|$ | The column invites learners to focus on word pronunciation． | Target | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ［No number／leter］ | Listening，マユミの家族の紹介を聞いて，家族の得意なことと合う絵を選ひ，記亭を書きましょう。 ただし，同じ記㕺を2回使うこともあります。 | Vative | First Person （Incclusive Plural） （TThid Person <br> ＋Third Person | N／A | N／A | N／A | N／A |  | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}$ | $\begin{aligned} & \text { The column invites learners } \\ & \text { to fous on important } \\ & \text { aspects of the target } \\ & \text { language. } \end{aligned}$ | Native＋Target | ${ }_{\text {Pherson }}^{\text {Phir }}$ | N／A | N／A | N／A | N／ | N／A |


| ［No number letter］ | Speaking．例にならって会話をして，Yesの人をそ れぞれ2人ずつ探して表に名前を書きましよう結果をペアの相手に報告しましょう。 | Native |  | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／1etter］ | Writing．Speaking活動で報告したことを書きましょ <br> う。 | Native | First Person （Inclusive Plural） | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／1etter］ | Listen \＆Repeat．1回目は $\bullet$ と・とuの部分に注意 して聞き，2回目は後について言ってみましょう。 | Native | First Person （noclusive Plual） | N／A | N／A | N／A | N／A | ＂1回目ぱと・といの部分に注意して聞き． | Attitudinal | Salience <br> （Pronunciation） | $\begin{aligned} & \text { This sentence asks learners } \\ & \text { to foocus on the relationship } \\ & \text { between symbols and the } \\ & \text { acceent of words. } \end{aligned}$ | Native |  | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ | 6B．おしされの数室は？ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／1etter］ | Q．Do students have their own classrom in the | Target | Third Person | N／A | N／A | N／A | N／A |  | Attitudinal | Salience（Word Lists） | The column invites learners to focus on important language． | Native＋Target | N／A | Attituinal | $\left\|\begin{array}{l} \text { Salience } \\ \text { Sponunciat } \\ \text { ion) } \end{array}\right\|$ | The column invites learners to focus on word pronunciation． | Target | N／A |
| ［No number／letter］ | Listening．次の会話を聞いて，下の図のA～Cか らケンの学校を邀ひ，仁号を書きましよう。 | tive | ${ }^{\text {First Person }}$（nenusive Pural | ／／A | N／ | N／A | N／A | There is a column called ＂Target Sentence＂that ＂where is＂and＂it is＂ | Attiudinal | $\begin{aligned} & \text { Saience } \\ & \text {（Sintencee } \\ & \text { Patterss）}\end{aligned}$ | The column invites learners to focus on important aspects of the target language． | Native＋Target | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／letter］ | Speaking，表の人が住んでいる場所について，例 にならって会話をしましょう。 | tive | （first Person $\begin{aligned} & \text {（nncusive Pural）}\end{aligned}$ | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／letter］ | Writing．Speaking活動の例にならって，たずねた こととその答えを書きましよう。 | Native | First Person （Inclusive Plural） | ／／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ | Listen \＆Repeat，1回目ぱと・の部分しに注意して関き，2回目は後について言つてみましょう。 | Native | $\pm \begin{aligned} & \text { First Person } \\ & \text {（nocusive Plual）}\end{aligned}$ | N／A | N／A | N／A | N／A |  | Attitudinal | Salience <br> （Pronunciation） | This sentence asks learners to fous on the relationship between symbols and the accent of words． | Native | $\begin{array}{\|l} \text { First } \\ \text { Person } \\ \text { Pinlusive } \\ \text { Plural) } \end{array}$ | N／A | N／A | N／A | N／A | N／A |
| ［No number／1eter］ | 6C．显食とカフエテリア | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | ／A | N／A | N／A | N／A |
| ［No number／leter］ | Q．Where do students eat unch in the U．S？ | Target | Third Person | N／A | N／A | N／A | N／A |  | Attiudinal | $\left\lvert\, \begin{aligned} & \text { Saliencee (Word } \\ & \text { Lists) } \end{aligned}\right.$ | The column invites learners to focus on important language． | Target | N／A | Attitudinal | $\left\|\begin{array}{l} \text { Saience } \\ \text { Sponunciat } \\ \text { ipon) } \end{array}\right\|,$ | The column invites learners to focus on word pronunciation． | Target | N／A |
| ［No number letter］ |  | five | ｜ $\begin{aligned} & \text { First Person } \\ & \text {（nocusive Pural）}\end{aligned}$ | N／A | N／A | N／A | N／A | There is a column called ＂Target Sentence＂that her explains the correct usage of ＂him＂and＂her＂ | Attitudinal | Salience Patterns） | The column invites learners <br> to foous on important <br> aspects of the target <br> language． | Native + Target | ${ }_{\text {Thirs }}^{\text {Therson }}$ | N／A | N／A | N／A | N／A | N／A |
| ［No number／1etter］ | をしました。 しましょう。 | Native | First Person <br> （neclusive Pural） | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／1etter］ | Writing．Speaking活動の例にならって，たずねた こととその答えを書きましょう。 | Native |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ | Listen \＆Repeat． 1 回目は $\bullet$ と・とuの部分に注意 して閒き，2回目は後について言ってみましょう。 | Native | ${ }_{\text {First Person }}^{\substack{\text {（nncusive Pural）}}}$ | N／A | N／A | N／A | N／A | ＂1回目ぱもと・といの部分に注 | Attitudinal | $\|$Salience <br> Pronunciation） | This sentence asks learners to focous on the relationship between symbols and the acceent of words． | Native | First Person （Inclusive Plural） | N／A | N／A | N／A | N／A | N／A |
| seation | Lesson 6 Review |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerdse Mumber | THe | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicaizar | $\begin{aligned} & \text { Target-Native } \\ & \text { Language (topicalizer) } \end{aligned}$ | Volce（topicalizer） | $\begin{array}{\|l\|} \hline \text { context Introctuction/ } \\ \text { Explanation } \end{array}$ | Hnutiprexample | MDType（ta） | nDsatype（ta） | chroce（m） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#1) } \end{aligned}$ |  | Motype（t） | $\left.\right\|_{(12)} ^{\text {mosatyspe }}$ | Reason for MD choice <br> （1＋2） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#/2) } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { voico of MD } \\ \text { (1/2) } \end{array}$ |
| ［No number／leter］ | Listening，ビル（Bill）とデッド（Ted））についての会話 を聞いて，その内容と合うように，ビルについ䒬で，テッドについては黒で線を結でましよう | Native | First Person <br> （nocusive Pural） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／leter］ |  <br>  | Native | ${ }_{\text {First Person }}^{\text {（nencusive Plual）}}$ | N／A | N／A | N／A |  ます。 | N／A | ${ }^{\text {nfformationa }}$ | $\begin{aligned} & \text { Pre-plans } \\ & \text { (individual)- } \\ & \text { Context (Pre- } \\ & \text { Exercise) } \end{aligned}$ |  | Native | ${ }_{\text {Thirs }}^{\text {Thirson }}$ | N／A | N／A | N／A | N／A | N／A |
| ［No number／1eter］ | Writing．，日本語に合うように，［］内の語を正しい順に並べかえて書きましよう。 | Native |  | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |


|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Exerise Mamber | Twe | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \\ & \hline \end{aligned}$ | Topicalizar | $\begin{array}{\|l} \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Volee（topicalizee） | $\begin{aligned} & \text { Context Introcluction / } \\ & \text { Explanation } \end{aligned}$ | Hnutipeample | MDTpee（m） | nosatype（m） | Resoson tor MD chaice（17） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#1) } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ \text { (\#1) } \end{array}$ | Motypee（ta） | $\begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}$ | （1＋2） <br> Reason for MD choice （\＃2） | $\begin{aligned} & \text { Target Native } \\ & \text { Language of ND (H2) } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ (\# 2) \\ \hline \end{array}$ |
| Step 1 | Speaking，外国人の先生（ALT）と生徒になったつ もりで，へアの相手と会倏をしましょう（2人とも（ A <br>  て会話をしましょう。 | Stive | $\left\lvert\, \begin{aligned} & \text { First Person } \\ & \text {（nocusive Pural）}\end{aligned}\right.$ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Step 2 | Listening，外国人の先生は，（A）地点で生徒に教室の場所をたずねています。生徒の説明を聞い て，先生の行きたい教室を書きましよう。 | Vative | First Person （Inclusive Plural） | N／A | N／A | N／A | 外園人の先生は，（A）地点で生徒に教室 |  | Information | $\begin{array}{\|l} \text { Pre-plans } \\ \text { (individual) - } \\ \text { (ontext (Pre- } \\ \text { Exercise) } \end{array}$ | it prepares the learner for what is to come later | Native | $\left.\right\|_{\text {Third }} ^{\text {Person }}$ | Attitudinal | $\begin{aligned} & \begin{array}{l} \text { Saience } \\ \text { (Word } \\ \text { Lists) } \end{array} \end{aligned}$ | The column invites learners to focus on the target language． | Target | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attitudinal | $\substack{\text { Salience } \\ \text { Pronounciat } \\ \text { ion）}}$ | The column invites learners to focus on word pronunciation． | Target | N／A |



| MD Category | Target-Native Language | Voice |
| :--- | :--- | :--- |
| PP(Ind)CPT | native | $3 P$ |
| PP(Ind)CPE | native | $3 P$ |
| S(WL) | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{P})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{SP})$ | native+target | 3 P |
| $\mathrm{S}(\mathrm{P})$ | native | 1 PI |
| $\mathrm{S}(\mathrm{WL})$ | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(P)$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{SP})$ | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{P})$ | native | 1PI |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(P)$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{SP})$ | native+target | 3 P |
| $\mathrm{S}(P)$ | native | 1PI |




| Teestook Tule | One World 1 |
| :--- | :--- |


| Textbook Tite | One World 1 |
| :---: | :---: |
| Section | ＂この教科書で英語を学ぶみなさんへ＂ |
| Metadiscourse Type | Informational |
| Metaciscourse Stutype | Pre－plans（Integral） |
| Target－Native Lenguage | Native＋Target |
| Voice | Third Person |
| Reason for MD choice | This page explains the main purpose behind each section of the textbook，as well as the usage of icons that appear throughout it．It also explains the idea of introducing characters with the same age as the learners so that they can have fun while learning English together． |
| Contents | Springboard 1～10 |
|  | Lesson |
|  | Project |
|  | Hop／Step／Jump |
|  | その他のベージ |
|  | 使われているね枵について |
| Section | Contents |
| Metaciscourse Type | Informational |
| Metadiscourse Sutype | Pre－plans（integral） |
| Target－Native Language | Native＋Target |
| Voice | N／A |
| Reason for MD chaice | language is predominant．It intro the titles and themes of each unit． |
| Contents | Springboard 1 $\sim 10$ |
|  | Lesson |
|  | 基本文 |
|  | Project |
|  | Reading Lesson |
|  | 英衙しくみ |
|  | Tips |
|  | Time for Words |
|  | Time for a Skit |
|  | 付録 |
|  | Sing Along！ |
|  | 重要構文復習リスト |
|  | Word List |
|  | Can－Do 自己チェックリスト |
|  | 口ーマ字表（ヘブン式） |
|  | キーボード |
|  | ブロック体•筆記体 |
|  | つづりと発音 |
|  | ［别冊］Essentials |
| Lesson Number | 6 |
| Lesson Tite | ＂外国の学校と日本の学校＂ |
| Pages | 74－83 |
| Section | Springboard 1：あいさつをしよう |
| Exercise Mumber | Tute |
| 1 | Listen．Speak．先生と英衙であいさつを しよう。 <br> －キング先生とケンタの朝のあいさつを聞いてみよう。 <br> －先生とクラスのみんなと英語であいさ つをしよう。 |


| 2 |  | Native | First Person Indusis P Pural） | N／A | NA | N／A | NA | N／A | N／ | N／ | N／A | N／A | NA | N／A | N／A | N／A | N／ | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| section | Sprinboord2：こんなときはこう柿う |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mmber | Tue |  | Vacee（Ion－MD portiond tex） | Tropatazar | $\begin{array}{\|l} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Voice（topacalien） | $\begin{aligned} & \text { Context introctuction/ } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | HinuTpreample | MDTpee（n） | Nosubyse（1n） |  | Target－Native Language of MD（H1） |  | notipee（tme |  | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Reason for MD choice } \\ (\text { H12) } \end{array} \\ \hline \end{array}$ | Target－Native Language of MD（H2） |  |
| 1 |  | ive | First Person Indusise Plur | N／A | N／A | N／A | NA | There is a column that explains what the＂Simon Says＂game is and how to play it． | Informational | Pre－plans <br> （individual）－ <br> Context（Pre－ <br> Exercise） | This column provides context <br> and crucial information to <br> prepare learners for playing <br> the game and carrying out <br> the exercise． | Native | ${ }_{\text {Person }}^{\text {Third }}$ | N／A | N／A | N／A | N／ | N／A |
| 2 |  | Sive | First Person Undusise Plural） | N／A | NA | N／A | NA | N／A | NA | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A |
| Section | Springoard 3：身のまわりの英詻1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercse emmber | Tue | Target－Native Language（non－MD portion of text） | Voice（Iom．MD portion（ tex） | Tropatazar | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Target-Native } \\ \text { Language (topicalizer) } \end{array} \\ \hline \end{array}$ | Voie（topicalizer） | $\begin{array}{\|l} \hline \begin{array}{l} \text { Context Introcuction/ } \\ \text { Explanation } \end{array} \\ \hline \end{array}$ | Hnumpreample | MDтpee（ma） | Nosubyse（ta） | Reason tor mD ctoice（ma） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Target-Native } \\ \text { Language of MD }(\neq 1) \end{array} \\ \hline \end{array}$ | $\underbrace{\text { Voice of } \mathrm{MD}}$（m） | MDTpee（the | $\left.\right\|_{\text {（12）}} ^{\text {Nathen }}$ | $\begin{array}{\|l} \begin{array}{l} \text { Reason for MD choice } \\ \text { (H12) } \end{array} \\ \hline \end{array}$ | Target－Native Language of MD（H2） |  |
| 1 |  | Native | First Person Inolusive Pural） | N／A | N／A | N／ | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A |
| 2 | Listen．メイが自分の部屋，教室，近所 の公園について咶しています。英語を聞いて，話している内容に關係 のあるものの［］にし（チェック）しよう。 | Native | First Person Unolusive Plural） | N／A | N／A | N／A | メイが自分の部屋，教室，近所の公園について話していま す。 | There is one marker arrow referring the learner to a section at the end of the book： $" \rightarrow$ 漛末Words \＆Words 「学校 生 | nformation | Pre－plans （individual）－ Context（Pre－ Exercise） | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | ${ }_{\text {Pherson }}^{\text {Third }}$ | Attitudinal | Salience <br> （Reference <br> to <br> Supplement <br> ary <br> Materials） | This sentence asks learners to check supplementary data at the end of the textbook．． | Native＋Target | N／A |
| section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercise Member | Tue |  | Vacce（ron－MD portionot tex） | Tepicaizar |  | Voice（topacizeen） | $\begin{aligned} & \text { Context introcuction/ } \\ & \text { Explanation } \end{aligned}$ | Henuripesample | MDTpee（m） | NDSubspee（12） |  | Target－Native Language of MD（\＃1） | Voice of MD. <br> （H1） | Notype（ty） |  | $\begin{aligned} & \text { Reason for MD choice } \\ & (\$ 2) \\ & \hline \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#) } \\ \hline \end{array}$ | $\begin{array}{\|l\|} \begin{array}{l} \text { Vaice of } \mathrm{MD} \\ (+1+2) \end{array} \\ \hline \end{array}$ |
| 1 |  | tive | First Person Undususive Pural） | N／A | NA | N／A | $\mathrm{N} / \mathrm{A}$ | There is a column that explains what the＂Touching Game＂is and how to play it | Informational | Pre－plans <br> （individual）－ <br> Context（Pre－ <br> Exercise） | This column provides context <br> and crucial information to <br> prepare learners for playing <br> the game and carrying out <br> the exercise． | Native | ${ }_{\text {Third }}^{\text {Person }}$ | N／A | N／A | N／A | N／A | N／A |
| 2 |  | Stive | First Person Indusis Pe Pural） | N／A | NA | N／A | NA | There is a column that explains what the＂ 3 －Hint Game＂is and how to play it． | smat | Pre－plans （individual）－ Context（Pre－ Exercise） | This column provides context and crucial information to prepare learners for playing the game and carrying out the exercise． | Native | First <br> Persson <br> Inclusive <br> Plural） <br> Third | N／A | N／A | N／A | N／A | N／A |
| ${ }^{3}$ | Soeak． | Native | First Person Indusisive Pural） | N／A | N／A | N／A | NA | There is one marker arrow referring the learner to a section at the end of the book： $\rightarrow$ 粪 $末$ Words $\&$ Words 食ベ物•飲み物」「部活動」＂ | Attitudinal | Salience <br> （Reference to <br> Supplementary <br> Materials） | This sentence asks learners to check supplementary data at the end of the textbook．． | Native＋Target | N／ | N／A | NA | N／A | N／A | N／A |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercse Merber | Tue | $\underbrace{\text { Terget Mative Langange（mon－MD }}$（eorion | Voice（ron－MD portionat tex）$^{\text {a }}$ | Topicalizar |  | Voie（topacaliee） | $\begin{aligned} & \text { Cortext Introduction/ } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hinutipexample | MDType（m） | pe（1n） | Resonot tor mD ctoice（ma） |  |  |  |  | $\begin{array}{\|l\|l} \begin{array}{l} \text { Reason for MD choice } \\ (H+2) \end{array} \\ \hline \end{array}$ | Target－Native Language of MD（H2） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Vace of ND } \\ (1+2) \end{array} \\ \hline \end{array}$ |
| 1 | Listen．英語を聞いて，アルファベットを指さしてみよう。 | Native | First Person Undulusive Pural） | N／A | N／A | N／ | NA | A dog character explains the importance of learning the alphabet properly in order to read texts and speak English during middle－school． | Attitudinal | Salience <br> Cearning <br> Strategies／Tips | This part talks to learners about the importance of memorizing the al phabet． | Native | ${ }_{\text {P }}^{\substack{\text { Third } \\ \text { Person }}}$ | N／A | N／A | N／A | NA | N／A |
| 2 | の音を魥そう。 | Native | First Person Unolusive Plural） | N／A | N／A | NA | NA | N／A | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／A | NA | N／A |
| 3 |  | Native | First Person Unolusive Plural） | N／A | N／A | NA | N／ | N／A | NA | NA | N／A | N／A | NA | N／A | N／A | N／A | NA | N／A |
| ${ }^{3} 1$ |  | Native | First Person Indusise Plural） | N／A | NA | N／A | NA | N／A | NA | N／A | N／A | N／A | NA | N／A | N／A | N／A | N／ | N／A |
| 3.2 |  | Native | First Person Indusisive Pural） | N／A | NA | N／A | NA | N／ | N／A | NA | N／A | N／A | NA | N／A | N／A | N／A | N／A | N／A |
| 4 | Listen，Write，英語の略語を聞いて，大文字で書いてみよう。 | N | First Person Unocusive Plural） | N／A | NA | N／A | NA | N／ | N／A | N／ | N／A | N／A | NA | N／A | N／A | N／A | n／A | N／A |
| 5 |  | Native | First Person（Incusive Plural） | N／A | N／ | N／A | NA | N／A | NA | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／eterer］ | －キーボードの文字を，アルフアペット順 に打ってみよう。 | Native | First Person Undusive Plural） | N／A | NA | N／A |  | There is one marker arrow referring the learner to a section at the end of the book： ＂$\rightarrow$ 巻末資料2「キーボード」＂ | matio | （Pipeppons | This column provides context and crucial information to prepare learners for using the textbook． | Native＋Target | N／A | Attiudinal | Salience <br> （Reference <br> to <br> Supplement <br> ary <br> Materials） | This sentence asks learners to check supplementary data at the end of the textbook．． | Native | N／A |
| Section | Springboard 6：アルフアベットの音とつ づりに親しもう |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


| unber | Twe | Tremer | $V_{\text {vace（ monav portiond text }}$ | Topecilazat |  | Voiee（opocalzee） |  | Hentrimemple | wotree（m） | nosabsee（n） | Reasolot |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ， |  | Native | Frist Person（nocusive Pural） | N／ | N／ | NA | NA | N／A | NA | NA | N／ | N／ | NA | N／ | N／ | N／ | NA | N／A |
| 2 | － | Native | Frist Person Unocusive Pural） | N／ | NA | N／A | NA | N／ | NA | NA | N／ | NA | na | N／ | N／ | NA | NA | N／A |
| 3 | － | Native | Pual） | N／A | NA | N／A | NA | N／A | NA | NA | N／ | NA | NA | N／ | N／A | N／ | NA | N／A |
| 5 sation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bercse Nmmer | Twe |  |  | ${ }^{\text {Trecoalizar }}$ |  | Voiee（topecaleen） |  | Huntresemple | Notroe（m） | ｜ DSambspe （m） | Reson tor |  |  | ｜ Mo Trpectal $^{\text {a }}$ |  | ｜rementor moctice |  |  |
| （1） |  | N | Frist Person（notususive Pural） | N／A | N／A | NA | A dog character explains how to read the numbers 21 and 77. | Ex | Attitudinal |  | This sentence asks learners to pay attention to proper | Native＋Terget | ${ }_{\text {Phersen }}^{\text {Phird }}$ | N／ | N／ | N／ | NA | N／A |
| 2） |  | Native | FFirst Person（noclusive Pural） | N／ | N／A | NA | N／A | Esample provided | N／A | NA | NA | NA | NA | NA | NA | N／A | NA | NA |
| Saction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eerrsenemm | Tre | Target－Native Language（non－M portion of text） |  | Toptasiar | $\begin{array}{\|l\|l} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Voies（opocaliee） | $\begin{aligned} & \text { Context Introchuction/ } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Huntrexamye | Notypema | nosabsex（m） |  | Language of MD（\＃1） |  | Morypera |  | $\begin{array}{\|l\|l\|} \hline \text { Reason for MD choice } \\ (H 2) \end{array}$ |  |  |
| ［No unmber／fetere］ |  | Native | Frist Person（nocusive Pural） | n／A | NA | N／A | NA | Example provided | N／ | NA | NA | N／ | N／ | N／ | N／ | N／ | NA | N／ |
| Section | Springoardy：e |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercse Nmmer | Tue | Target－Native L portion of text） |  | Topicalarar | $\begin{array}{\|l} \text { Target-Native } \\ \text { Language (topical izer) } \end{array}$ | Voiee（lopacaliee） | Context Introcluction／ <br> Explanation | Hantipeample | Notipe（m） | Nosabspe（ma） | Rasosotor mpatace（m） | Language of MD（Hi） | $\begin{aligned} & \text { Voice of MD } \\ & (H 1) \end{aligned}$ |  | $\text { ) } \begin{aligned} & \text { MD Subtype } \\ & (H 2) \end{aligned}$ | $\begin{array}{\|l\|l\|} \hline \text { Reason for MD choice } \\ \text { (H2) } \end{array}$ |  |  |
| ［No unmber／feter］ |  | Native | Third Person | NA | NA | N／A | N／A | Exampe provised | N／ | NA | NA | N／ | N／ | NA | NA | NA | NA | N／A |
| Saction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eerrsenemmer | Twe | Target－Native Laigra（non－MD portion of text） | Voice（nanmoporiono texat） | $T^{\text {Topicaliax }}$ |  | Voies（topacizay） | Context Introcuction／ <br> Explanation | Huntipexmpo | Notypeme | Nosumse（m） | Rason tor |  | $\begin{aligned} & \text { Voice of MD } \\ & \text { (H1) } \end{aligned}$ | ｜Notypeima | $\text { (4) } \begin{aligned} & \text { MD Subtype } \\ & (+12) \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { e } \end{array} \begin{aligned} & \text { Reason for MD choice } \\ & (H 2) \end{aligned}$ | Target－Native Language of MD（\＃2） | $\left.\right\|_{\text {vaceotmo }} ^{\substack{\text {（2）}}}$ |
| ［No uunberletere］ |  | Native | First Person（noclusive Plural） | N／A | N／A | NA |  | NA | ${ }^{\text {nntormational }}$ |  |  | Native | ${ }_{\text {Person }}^{\text {Phird }}$ | N／ | NA | NA | NA | wA |
| ｜［No unmberleterer］ |  | Native | First Person（hadusive Pural） | N／A | NA | N／A | NA |  | Attudnal |  | This sentence asks learners to check supplementary data at the end of the textbook．． | Native | N／ | N／A | N／ | N／ | NA | NA |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| robe | Tue |  |  | Tricaliax |  | Vadee（topacizac） | Context Introchuction／ Explanation | Huntribexme | Notypemin | nosubse（m） |  |  | $\begin{array}{\|l} \text { Voice of MD } \\ \text { (H1) } \end{array}$ | ｜No typeva | $\begin{array}{l\|l} \hline \text { MD Subtype } \\ (+2) \end{array}$ | $\begin{array}{\|l\|l\|} \hline \text { Reason for MD choice } \\ (H 2) \end{array}$ | Target－Native Language of MD（\＃2） | $\begin{aligned} & \text { Voice of MD } \\ & (H 2) \end{aligned}$ |
| Hop Pat 1 |  |  | NA | N／A | VA | N／ | N／A | The goal of the section is stated as：＂目標：時についての 情報を交換することができる。＂ There is a vocabulary section with accent markers and checklist called＂語句＂． bold． |  | （Gaols |  | Native | ${ }_{\text {Person }}^{\text {Third }}$ | Attudinal | Stiol | This column asks the learner to focus on an important a spect of the target． language． | Targot | N／A |
| ［Main Tex］ |  |  | NA | NA | NA | N／A | 「ではしでしできす。 |  |  |  | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native | ${ }^{\text {Phirs }}$ Person | mttudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}$ | This column asks the learner to focus on an important aspect of the target language． | Targot | N／ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attiudinal |  |  | ${ }^{\text {Native }}$ | ${ }_{\text {Person }}^{\text {Phird }}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attidudnal |  | This column asks the learner to focus on an important aspect of the target language． | Native + To | N／ |


| 1 |  <br> 䇺ごこ。 |  | Frist Person Unoususiv Pural） | NA | NA | N／A | NA | There is a column called＂Tool Kit＂that presents formulas for phrase construction； There is a column called＂語句 ＂with related vocabulary， checklist，translations and accentuation marks．Important words are in bold． | Attudural | $\begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}$ | This column asks the learner to focus on an important aspect of the target language． | Native＋Terget | NA | Attiudinal | Salieno |  | Traget | N／ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 |  | Sive | Frist Person Unousisiv Pural） | N／ | NA | N／ | NA | Exampe provided | N／A | N／A | NA | N／A | N／ | N／A | NA | N／ | NA | N／ |
| ${ }^{3}$ |  | Native | Frist Person Unousisiv Puura） | NA | NA | N／A | NA | There is a small section at the bottom of the page that certain words． | tutudnal | Saliene ${ }_{\text {S }}^{\text {Pronumition）}}$ | This column asks the learner to focus on an important aspect of the target language． aspect of the target language | Traget | NA | N／ | N／ | N／ | NA | N／ |
| Hop Pat 2 |  | NA | NA | N／ | NA | N／A | N／A |  |  | （oarsininay） |  | Native | ${ }_{\text {Peorson }}^{\text {Phird }}$ | Atitudinal | Saliene |  | Treget | N／ |
| ［Main Text］ |  | N／ | N／ | NA | NA | N／ |  |  |  |  | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Lative | ${ }_{\text {Peorson }}^{\text {Phird }}$ | Attudinal | （sitane | of the target language． <br> This column asks the learner to focus on an important aspect of the target | Native + Taget | NA |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attitunal |  |  | Native＋Target | ${ }_{\text {Persen }}^{\text {Prits }}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attitudinal |  |  | Native＋Target | NA |
| ${ }^{1}$ |  | Native | Frist Person Unoulusiv Putal） | N／ | N／ | NA | NA |  | Atitudinal | $\begin{array}{\|l} \text { Salience } \\ \text { (Sentence } \\ \text { Patterns) } \end{array}$ | This column asks the learner to focus on an important aspect of the target language． | Native + Target | n／ | Attitudal | Saliene |  | Traget | N／ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  | Native | Frist Person（noulusiv Pural） | N／ | NA | NA | NA | Example provided | N／A | N／A | NA | N／ | N／ | N／A | NA | NA | NA | N／A |
| 3 |  | tive | Frist Person Unousis P Pural） | N／A | NA | NA | NA | There is a small section at the bottom that explains the pronunciation of certain words． | Attitudnal | Salemen | This column asks the learner to focus on an important aspect of the target language． | taget | N／ | N／A | NA | NA | NA | N／A |
| $S_{\text {Step Pat } 3}$ |  | NA | NA | N／ | NA | N／ | N／ |  |  | （oanemen |  | Native | ${ }_{\text {Person }}^{\text {Pirs }}$ | Attitudnal | Salione |  | Treget | N／ |
| ［Main Text］ |  | N／ | N／ | N／ | NA | N／A |  |  |  |  | This sentence provides context for the task at hand； it prepares the learner for what is to come later． | Native |  | Itudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}$ |  | Treget | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attuduna |  |  | Native＋ | ${ }_{\text {Thersen }}^{\text {Person }}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attitudnal |  |  | Native + Target | NA |


|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attiudinal |  | This column asks the learner to compare countries differences between | Native | ${ }_{\text {Phird }}^{\text {Person }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／10tter］ |  | tive | Third Person | N／A | NA | N／A |  | NA | Intormational ${ }^{\text {Pin }}$ |  |  | Native | ${ }_{\text {Person }}^{\text {Third }}$ | N／A | N／A | N／A | NA | ／／A |
| 1 | Listen．対話を聞いて，Junの日課の時刻を記入しましょう。 | Native | First Person（Inolusive Puura） | N／A | NA | N／A | N／ | N／A | NA | NA | N／A | N／A | NA | N／A | N／A | N／ | ／A | N／A |
| 2 | Speak．Write．Lizの1日のスケジュール を見て，例にならって対脩しよう。 | Native | First Person（Incusise Pural） | N／A | NA | V／A | N／ | Example provided | N／A | N／A Na | NA | N／ | N／A | N／A | N／A | N／A | VA | N／A |
| Step Patt 4 | の情嘲を交掺できる。 <br>  | NA | N／ | N／ | NA | N／A | N／A |  | Informationa｜${ }_{\text {arom }}$ | Coal | This sentence states the goal | Native | ${ }_{\text {Person }}^{\text {Third }}$ | Attitudinal | Saierne | This column asks the learner to focus on of the target language． | Native＋Tare | N／A |
| ${ }^{\text {［Main Text］}}$ | アヤたちか，オーストラリアの学生活動 について，ケビンに質問しています。 | N／ | N／A | N／ | NA | N／A |  |  | ， | $\begin{aligned} & \text { Pre-plans } \\ & \text { (individual) - } \\ & \text { Context (Pre- } \\ & \text { Tovt) } \end{aligned}$ |  | Native | ${ }_{\text {Thersors }}^{\text {Person }}$ | Attitudinal | Salience Patterns） | This column asks the learner to focus on of the target language． | Target | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attiudinal |  | $\begin{aligned} & \text { This column asks the } \\ & \text { learer of fous on } \\ & \text { lan important aspect } \\ & \text { of the target } \\ & \text { language. } \\ & \text { Thuine } \end{aligned}$ | Native＋Target | ${ }_{\text {Person }}^{\text {Phird }}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Attiudinal | Salience （Pron |  | Native＋Target | NA |
| ［No number／1etter］ |  | Native | Third Person | N／A | NA | N／A | N／A |  | Attituinal | Saileno（Word | This column asks the learner tofocus aspeon on of inpor the target language | Target | NA | N／A | N／A | N／A | NA | N／A |
| 1 | Listen．それぞれの絵について，持つて いる人とその数をOで囲もう。 | Native | First Person（Inolusive Pural） | N／ | NA | ／A | N／A | N／A | N／A | N／ | N／A | N／ | N／A | N／A | N／A | N／A | NA | N／A |
| 2 |  | ，ive | First Person（Incusive Puura） | N／A | NA | N／A | NA | Example provided；there is a small section at the bottom with pronunciation examples of certain sounds． | Attituinal | Saliene ${ }_{\text {S }}$ | This column asks the learner to focus on an important aspect of the target language． | Target | NA | N／A | N／A | N／A | NA | N／A |
| Jump Task 1 |  | Native | First Person（nnousive Puura） | N／A | N／ | N／A | NA | N／A | NA | NA | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A |
| Jump Task 2 |  | Native | First Person（nocusive Pural） | N／A | NA | N／A | N | Example | N／A | N／A | NA | N／A | N／A | N／A | N／A | N／A | NA | ／A |
| tion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target－Native Language Voice | Native＋Target <br> N／A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peasonta NDCridice | This page explains basic formulas for constructing question phrases and denial phrases．Since most of these formulas had not been properly introduced before，this cannot be considered a review section．Instead，It learner should read carefully． |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| contents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Member | Tue |  | Vace（mon－MD portion t tex） | Topicalizar |  | Voice（topicalieen） |  | Hnutipeanple | NDTpee（m）M | Subspe（ty | meson for mD ctioce（17） |  |  | notype（ta） |  |  | Target－Native Language of MD（\＃Z） |  |
| 1 | Rumikot＇Kazuol質間をしています。対 <br>  メをを取らう。例を全考にしましよう。 | Native | First Person Unousisve Puura） | N／A | NA | N／A | RumikotKazaul質間をして | Example provided | Intormationa | Pre－plans （individual） Context（Pre Exercise） | This sentence provides context for the taks at hand； it prepares the learmer for what is to come later． | Native |  | N／A | N／A | N／A | NA | N／ |
| 2 | 1．てとつたともをもとに下線部をかえて， Kazuoを紹介しよう。 | Native | First Person | N／A | N／A | N／A | N／ | Example provided | N／A N | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | NA |


| 3 | ペアになって，お互いに質問し合い，メ もを取3う。 <br> （30）～（4）の質問に加えて，もうつ贊問す べく2文で答えよう。 る文を考えで書こう。答えるときは，なる |  | First Person（Incusive Puura） | N／A | N／ | N／A | NA | Example provided | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A | NA | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 |  | Native | First Person Unousive Puura） | N／A | N／A | N／A | NA |  | Att | ${ }_{\text {Sale }}^{\text {Saienoe（Word }}$ List） | This column asks the learner to focus on an important aspect of the target language | Native + Target | N／ | N／A | N／A | N／A | N／ | N／ |
| 5 |  | Native | First Person Unolusive Plura） | N／A | NA | N／A | N／A | N／ | N／A | N／A | N／ | N／A | N／A | N／A | NA | N／A | NA | N／ |


| Textbook | Section | Exercise | nonMD＿TNL | nonMD＿Voic | Topic | TNLang | Voice | Goals | TNLang | Voice | PreP（Int） | TVLang | Voice | PreP（Ind） | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| One World 1 | $\begin{aligned} & \left\lvert\, \begin{array}{l} \text { Lesson 6: 外国の学校 } \\ \text { と日本の学校 } \end{array}\right. \\ & \hline \end{aligned}$ | Hop Part 1 | N／A | N／A |  |  |  | G | N | 3 P |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| One <br> World 1 | Lesson 6：外国の学校 と日本の学校 | ［Main Text］ | N／A | N／A |  |  |  |  |  |  |  |  |  | $\underset{\mathrm{T}}{\mathrm{PP}(\text { Ind }) \mathrm{CP}}$ | N | 3 P |  |  |  | S（SP） | T | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | N | 3 P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | NT | N／A |
| One World 1 | $\begin{array}{l\|} \hline \text { Lesson 6: 外国の学校 } \\ \text { と日本の学校 } \end{array}$ | 1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（SP） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| One World 1 | Lesson 6：外国の学校 と日本の学校 | 2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One World 1 | Lesson 6：外国の学校 と日本の学校 | 3 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{P})$ | T | N／A |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | Hop Part 2 | N／A | N／A |  |  |  | G | N | 3 P |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| One World 1 | Lesson 6：外国の学校 と日本の学校 | ［Main Text］ | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|} \hline \mathrm{PP}(\text { Ind }) \mathrm{CP} \\ \mathrm{~T} \\ \hline \end{array}$ | N | 3 P |  |  |  | S（SP） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | NT | 3 P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | NT | N／A |
| $\begin{aligned} & \hline \text { One } \\ & =\text { World } 1 \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | 1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（SP） | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| One World 1 | $\begin{array}{l\|} \hline \text { Lesson 6: 外国の学校 } \\ \text { と日本の学校 } \end{array}$ | 2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \hline \text { One } \\ & \text { World } 1 \end{aligned}$ | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | 3 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | T | N／A |
| $\begin{aligned} & \hline \text { One } \\ & \text { World } 1 \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | Step Part 3 | N／A | N／A |  |  |  | G | N | 3 P |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | ［Main Text］ | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|} \hline \mathrm{PP}(\text { Ind }) \mathrm{CP} \\ \mathrm{~T} \end{array}$ | N | 3 P |  |  |  | S（SP） | T | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | NT | 3 P |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{P})$ | NT | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S＋CA（W） | N | 3 P |
| One World 1 | Lesson 6：外国の学校 と日本の学校 | N／A | native | 3 P |  |  |  |  |  |  |  |  |  | $\mid \mathrm{T}$ | N | 3P |  |  |  |  |  |  |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | 1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | 2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \hline \text { One } \\ & \text { World } 1 \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | Step Part 4 | N／A | N／A |  |  |  | G | N | 3 P |  |  |  |  |  |  |  |  |  | S（WL） | NT | N／A |
| $\begin{aligned} & \hline \text { One } \\ & \text { World } 1 \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | ［Main Text］ | N／A | N／A |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|} \hline \mathrm{PP}(\text { Ind }) \mathrm{CP} \\ \mathrm{~T} \end{array}$ | N | 3 P |  |  |  | S（SP） | T | N／A |


|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（LS） | NT | 3P |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | NT | N／A |
| One World 1 | Lesson 6：外国の学校 と日本の学校 | N／A | native | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（WL） | T | N／A |
| One World 1 | Lesson 6：外国の学校 と日本の学校 | 1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | 2 | native | 1 PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（P） | T | N／A |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | $\begin{gathered} \hline \text { Jump Task } \\ 1 \\ \hline \end{gathered}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One World 1 | $\begin{aligned} & \text { Lesson 6: 外国の学校 } \\ & \text { と日本の学校 } \end{aligned}$ | $\begin{gathered} \hline \text { Jump Task } \\ 2 \\ \hline \end{gathered}$ | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One World 1 | 英語のしくみ 5：疑問文•否定文のつくり方 | N／A | N／A | N／A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S（SP） | NT | N／A |


| MD Category | Target-Native Language | Voice |
| :---: | :---: | :---: |
| G | native | 3P |
| G | native | 3P |
| G | native | 3 P |
| G | native | 3P |
| PP(Ind)CPT | native | 3P |
| PP(Ind)CPT | native | 3P |
| PP(Ind)CPT | native | 3 P |
| PP(Ind)CPT | native | 3P |
| PP(Ind)CPT | native | 3P |
| S(WL) | target | N/A |
| S(SP) | target | N/A |
| S(LS) | native | 3P |
| S(LS) | native+target | N/A |
| S(SP) | native+target | N/A |
| S(WL) | target | N/A |
| S(P) | target | N/A |
| S(WL) | target | N/A |
| S(SP) | native+target | N/A |
| S(LS) | native+target | 3P |
| S(P) | native+target | N/A |
| S(SP) | native+target | N/A |
| S(WL) | target | N/A |
| S(P) | target | N/A |
| S(WL) | target | N/A |
| S(SP) | target | N/A |
| S(LS) | native+target | 3P |
| S(P) | native+target | N/A |
| S+CA(W) | native | 3P |
| S(WL) | native+target | N/A |
| S(SP) | target | N/A |
| S(LS) | native+target | 3P |
| S(P) | native+target | N/A |
| S(WL) | target | N/A |
| S(P) | target | N/A |
| S(SP) | native+target | N/A |





| Unit Number | 9 |
| :--- | :--- |
| Unit Tite | ＂Tina＇s School LLife＂ |
| Pages | $107-117$ |



| seat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Eercrise Member | Tue |  | Voice（nom－MD portion（tex） | Topicalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \end{array}$ | Voioe（topicilieen） | Context Introckuction／ Explanation | Hinutiplexmple | MDTpee（ta） | MDSabspe（m） | Rason tor MD choice（ ${ }^{(12)}$ | Target－Native Lancuage of MD（＊1） | Voice of MD <br> （i11） | Motype（ta） | $\left.\right\|_{\text {（12）}}$ Mabuspe | （12） <br> Reason for MD choice <br> （H2） | Target－Native Language of MD（H2） |  |
| ［No unmber／leter］ | Listen．1～6の英語を聞いて，A～Fのど の場面が淠びましょう。 |  | First Person Indusive Plural） | N／A | N／A | N／ | NA |  | Attitudinal | Salience （General） | This line encourages learners <br> to reviev their memories of <br> English anguage classes form <br> previous years． | Native | Second Person | N／A | N／A | （1） | NA | N／A |


| section | Lot＇s Eniov English アルフアイ゚ット 1 |
| :--- | :--- |



| Unit Nember | 9 |
| :--- | :--- |
| Unit Tlue | ＂Tini＇s School Life＂ |
| Pages | $107-117$ |


| Unit tive |
| :--- |
| Pages |


| Exercse Mumber | The | Target－Native Language（non－MD portion of text） |  | Topicalizar | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | v | $\begin{aligned} & \text { Context Introcluction/ } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | HinuTpleample | MDTppe（m） | MnSubupe（ma） | Rason for M D croice（17） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#1) } \end{aligned}$ | $\begin{array}{\|l} \text { Voice of MD } \\ (\# 1) \end{array}$ | MDTpee（ta） | $\left\lvert\, \begin{aligned} & \text { mosubsye } \\ & (1+2) \end{aligned}\right.$ | $\begin{array}{\|l} \text { Reason for MD choice } \\ (\# 2) \end{array}$ | Target－Native Language of MD（\＃2） | $\left\lvert\, \begin{aligned} & \text { vala } \\ & (1+2) \end{aligned}\right.$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ber／leterer］ |  | Native | Frist Person（nnolusive Puura） | N／A | N／ | N／ | N／A | $\begin{aligned} & \text { A cat character says the } \\ & \text { following line:", 英語であいいつ } \\ & \text { できるかな。" } \end{aligned}$ | Attiudinal | $\begin{aligned} & \text { Salience } \\ & \text { (General) } \end{aligned}$ | This line encourages learners to greet each other in Engreet each other in Engh． | Native | $\begin{array}{\|l\|l\|} \hline \text { Second } \\ \text { Person } \end{array}$ | N／A |  |  |  |  |


| rise Member | Tue |  | Voice（Ion－MD portion d tex） | Topicalizar | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Spicalize） | $\begin{aligned} & \text { Context Introcluction/ } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hinutple | мотрее（ma） | Mosabype（m） | Reason tor MD crobice（12） | Target－Native <br> Language of MD（H1） |  | MDType（12） |  | $\begin{array}{\|l\|} \hline \text { Reason for MD choice } \\ (H / 2) \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#2) } \\ \hline \end{array}$ | Vaceo No |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | Native | First Person（Inclusive Pural） | N／A | N／A | N／ | N／A |  | Attitudinal | $\begin{aligned} & \begin{array}{l} \text { Salience } \\ \text { (General) } \end{array} \\ & \hline \end{aligned}$ |  | Native | $\left\lvert\, \begin{aligned} & \text { Third } \\ & \text { Person } \end{aligned}\right.$ | N／A | N／A | N／A | N／A | N／A |
| 2 | Listen．Speak．英衙を聞いて，次の文孚 を順番に発音しましょう。 <br> 通する普は何か，べアで活し合いま | N | First Person Unolusive Pliran | N／A | N／A | N／ | NA | N／A | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A |
| 3 | Speak．身の回りにあるアルフアベットを探して，声に出して林んでみましょう。 | Native | First Person（Incusive Plural） | N／A | N／A | N／A | NA | N／A | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A |
| ［No uumber／loter］ | 小文字を書くときは，高さの違いに注意しましょう。 | Stive | First Person Undulusive Pural） | N／A | N／A | NA | N／A |  | Attiudinal | $\begin{aligned} & \text { Salience } \\ & \text { (General) } \end{aligned}$ | This line encourages learners <br> to searat for more examples <br> of usage of English letters <br> trom everdday ife | Native |  | N／A | N／A | N／A | n／ | N／A |
| 4 |  | Native | First Person Unelusive Pural） | N／A | N／A | N／ | NA | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |



| 2 |  | Native | First Person Undusisiv Pural） | N／A | NA | N／A | NA |  <br>  つ⿱⿴囗⿱一一儿丶 つかった。 | titudinal |  |  | Native | ${ }_{\text {Socond }}^{\text {Socrson }}$ Pers | N／A | N／A | N／A | NA | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 |  | Native | First Person（nncusive Pural） | N／A | NA | N／A | N／A | N／A | NA | NA | N／A | N／A | NA | N／A | N／A | N／A | N／ | N／A |
| Section | Lot＇s Enov Engish 身の回りのもの 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise nember | Tue | $\begin{aligned} & \text { Target-Native Language (non-MD } \\ & \text { portion of text) } \end{aligned}$ | $\mathrm{Vadac}^{\text {（ron－ND poriono t text）}}$ | Topicalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topical izer) } \\ \hline \end{array}$ | ）Vocee（topicalzee） | $\begin{aligned} & \text { Context Introcluction / } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hnutipeample | MDTpee（m）${ }^{\text {N }}$ | Nosubyse（1n） | Rason tor MD cavice（17） | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (i\#1) } \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ (i+1) \\ \hline \end{array}$ | Notype（te） | $\left.\right\|_{\text {(12z) }} ^{\text {MDubsye }}$ | $\begin{array}{\|l\|} \hline \text { Reason for MD choice } \\ (H 2) \end{array}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#Z) } \end{aligned}$ |  |
| 1 | Speak．英語で言えるものを，下の $A$～ Sから探しましょう。言えたら，ねて号を○ で囲みましよう。 | N | First Person Uncusisiv Pural） | N／A | N／ | N／A | ＂In the Park＂［lmage Caption］ |  | rmational | $\begin{aligned} & \text { Pre-plans } \\ & \text { (individual) - } \\ & \text { Context (Pre- } \end{aligned}$ Exercise) | $\begin{aligned} & \text { This is a a aption that } \\ & \text { providose ootioxt for he main } \\ & \text { image of the exererise. } \end{aligned}$ | Target | ${ }_{\text {Person }}^{\text {Phird }}$ | Attudinal | Saliene | This column asks the learner to focus on of the target language． | Target | N／A |
| 2 | Listen．Speak．英語を聞いて，その絵を指さしながら，発音しましょう。 | Native | First Person（ndulusive Plural） | N／A | N／ | N／A | NA | N／A | N／ | NA | N／A | N／A | NA | N／A | N／A | N／A | N／A | N／A |
| 3 | Read．下の（1）～（5）に合うものを邈ん <br> で，（ ）に記昜を書きましよう。 | Native | First Person Undusive Plura） | N／A | NA | N／A | N／ |  | Attiudinal | ${ }_{\text {Sala }}^{\text {Saineea }}$ |  | Native | ${ }_{\substack{\text { Seornd } \\ \text { Person }}}^{\text {S }}$ | N／A | N／A | N／A | NA | N／A |
| Section | Lot＇s Enov Enxish 身の回りのもの2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise nember | Tue | Target－Native Language（non－MD portion of text） |  | Topicalizer | $\begin{array}{\|l} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Voice（topicalizer） | $\begin{aligned} & \text { Context Introcuction / } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Hinutipean | MDTpee（ma） | Mos Subyse（17） | Rason tor（ D cavice（mi） | $\begin{array}{\|l} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ \text { (\#1) } \end{array}$ | Notpee（ta） | $\left.\right\|_{\text {(ti2) }} ^{\text {mosubye }}$ | $\begin{array}{\|l\|} \hline \text { Reason for MD choice } \\ (\# \# 2) \end{array}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD }(\# 乙) \end{aligned}$ | $\left.\right\|_{\text {（12）}} ^{\substack{\text { viceof } \mathrm{M}}}$ |
| 1 | Speak．英語で茟えるものを，下の（A） Qから探しましょう。 <br> 訔えたら，記㘯を○で囲みましよう。 | Wative | First Person Uncusisive Pural） | N／A | N／ | N／A | ＂In the House＂ Caption］ | There is a section at the ottom of the page called＂New Nords＂with a vocabulary list， checklist and accentuation important words are marked in bold． | Sormational | Pre－plans <br> （individual） <br> Context（Pre－ <br> Exercise） | $\begin{array}{\|l\|} \hline \text { This is a a caption that } \\ \text { provedos oontext for the main } \\ \text { image of the exerecise. } \end{array}$ | Target | ${ }_{\text {Person }}^{\text {Phird }}$ | Attiturinal | Saliene |  | Target | N／A |
| 2 | Listen．英語を聞いて，その絵を指さし なから，発音しましょう。 | Native | ${ }^{\text {First Person Unclusive Plural）}}$ | N／A | N／ | N／A | N／ | N／A | NA | NA | N／A | N／A | NA | N／A | N／A | N／A | N／ | N／A |
| 3 |  つありますか。英衙を聞いて，質問に答 えましょう。 | N | First Person Uncusisiv Pural） | N／A | N／ | N／A | NA |  | Attiudinal | ${ }_{\text {Sala }}^{\text {Salienea }}$（Geneal） | This sentence encourages learners to focus on aspects of English grammar． | Native | $\begin{array}{\|l\|l} \text { First } \\ \text { Person } \\ \text { Pencususe } \\ \text { Plural) } \end{array}$ | Attudinal | $\xrightarrow{\text { Salienea }}$（Coneal） | This sentence encourages learners to focus on aspects of English grammar | Target | N／A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  | Native | First Person（nncusive Plura） | N／A | NA | NA | NA | N／A | N／ | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A |
| saction | Lots Erioy Enaith |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Merter | Tue | $\begin{array}{l}\text { Target－Native Language（non－MD } \\ \text { portion of text）}\end{array}$ | Vvice（mon－sp poriono text） | Topicalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | ）Voies（Iopicalizee） | $\begin{aligned} & \text { Context Introcluction / } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | ${ }^{\text {Hnutiplexample }}$ | MDTpee（ma） | NoSubyse（1n） | Resoon tor mD ctaice（1／4） | $\begin{array}{\|l} \text { Target-Native } \\ \text { Language of MD (\#1) } \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ (\# 1) \end{array} \\ \hline \end{array}$ | notype（t） | $\begin{aligned} & \text { MD Subtype } \\ & (\$ 2) \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Reason for MD choice } \\ (\# 2) \end{array}$ | Target－Native Language of MD（\＃2） |  |
| 1 |  | Native | First Person（nncusive Plural） | N／A | NA | N／A | NA | N／A | NA | NA | N／A | N／A | N／A | N／A | NA | N／A | N／ | NA |
| 2.1 | － | Native | First Person（Incusisive Pural） | N／A | NA | N／A | NA | N／A | NA | NA | N／A | N／A | N／A | N／A | N／A | N／A | NA | N／A |
| 22 | 例のように，自分の電話番号を言いま しょう。 | Native | First Person（nncusive Plural） | N／A | N／A | NA | NA |  | Attiudinal | Salienee ${ }_{\text {a }}^{\text {Pronunciation）}}$ |  | Native＋Target | N／A | N／A | NA | N／A | NA | N／ |
| Section |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exer | Tue |  | Voice（ron－MD portionot text） | ${ }^{\text {Topicalizer }}$ |  | ）Voise（topicaizere） | $\left\lvert\, \begin{aligned} & \text { Correat atroduction／} \\ & \text { Epplanation }\end{aligned}\right.$ | Hentiplexample | MDType（tar ${ }^{\text {a }}$ | NDSubuspe（12） | Resoson tor MD croice（17） |  |  | Motpee（ta） | $\left.\right\|_{\text {（12）}} ^{\text {mabubye }}$ |  |  | ${ }^{\text {（ta）}}$ |
| ［No number／leter］ |  | Native | First Person Undusisiv Pural） | N／A | N／A | NA | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A |
| saction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercrise Member | Tue | $\begin{aligned} & \text { Target-Native Language (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Voice（non－WD portionot text） | ${ }^{\text {Topicalizar }}$ | $\begin{array}{\|l} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | $)^{\text {Voice（topicalizeen）}}$ | $\begin{aligned} & \text { Context Introcuction / } \\ & \text { Explanation } \end{aligned}$ | Hnutiplexmple | MDType（ma）${ }^{\text {a }}$ | mDSubype（12） | Resoon tor mD ctaice（ma） | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \\ \hline \end{array}$ | $\begin{array}{\|l} \text { Voice of MD } \\ \text { (i\#1) } \end{array}$ | wotype（ti） |  | $\begin{array}{\|l\|} \hline \text { Reason for MD choice } \\ (\# 2) \end{array}$ | Language of MD (\#2) | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ (H 2) \end{array} \\ \hline \end{array}$ |
| 1 | Start－Up．Whats sour fovurite sport？ | Target | First Person | N／A | N／A | N／A |  | NA | Informational | Pre－plans （individual）－ Exercise） |  | Native | ${ }_{\text {Person }}^{\text {Pird }}$ | N／A | NA | N／A | NA | N／A |
| 2 | Listen，本文を远して四いて，おおままか <br>  <br>  | Native | First Person（nnclusive Plural） | N／A | N／A | NA | Unit 9 目桠： <br> －－していることを說明したり， だなたりできる。 <br> 傹明ときる。 | There is a section at the bottom of the page called＂New Words＂with a vocabulary list． markers for each word． important words are marked in bold． | brmational |  | This part states the goals of this unit． | Native | ${ }_{\text {Person }}^{\text {Phird }}$ | Attiudinal | Saliene | This column asks th learner to focus on of the target language． | Target | N／A |





| Exercise Mumber | Twe | portion of text） <br> Target－Native Language（non－MD portion of text） | Voice（ron－MD portionot tex） | ${ }^{\text {Topicatizer }}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language (topicalizer) } \end{aligned}$ | Voice（topacalieet） |  | Hnutipemanple | MDтре（n） | Mnsubspee（n） |  | Target－Native <br> Language of MD（\＃1） | $\left.\right\|_{\text {voice ot MD }} ^{(10)}$ | MDTppe（t） | $\begin{aligned} & \text { MD Subtype } \\ & (+12) \end{aligned}$ | $\begin{array}{\|l} \text { Reason for MD choice } \\ (H 2) \end{array}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (\#2) } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［No number／leter］］ | － | Native | First Person Inolusive Pural） | N／A | N／A | NA | Check $A B C D$ 。根察真 <br>  てもする。 <br> 寘が物隼使って，大切な人 やものを紹介するスビーチか <br>  | N | Informational | ${ }^{\text {Gapals }}$（preiminar） | These sentences state the goals of this section | Native | ${ }_{\text {Person }}^{\text {Phird }}$ | N／A | N／A | N／A | NA | N／A |
| Step 1.1 | Listen．Jiroのスビーチを聞いてみましよ <br> う。 ころ～7の数字を書きましよう。 <br>  | N | st Person Undusisive Plum | N／A | N／ | NA | NA |  | Attudinal | Salienee Clearning Strategies $/$ Tips | This sentence gives advice to the learner concerning communication strategies | Native＋Target | $\begin{aligned} & \begin{array}{l} \text { First } \\ \text { Peroson } \\ \text { Annuluse } \\ \text { Plural) } \end{array} \\ & \hline \end{aligned}$ | ／A | N／A | N／A | NA | N／A |
| Step 1.2 |  | Native | First Person Indusise Plural） | N／A | N／A | NA | NA | There is a column at the bottom of the page titled＂New Words＂that provides new vocabulary，with a checklist and | ttitudinal | Salience（Word <br> Lists | This column asks the learner to focus on an important aspect of the target language | Target | N／A | N／A | NA | N／A | NA | NA |
| Step 2 | Write，スピーチの内容を考えましよう。 スピーチすることを表にメモしましょう。 | Native | First Person Unolusive Plural） | N／A | N／A | NA | NA | N／A | NA | N／A | N／A | N／A | N／A | N／A | NA | N／A | NA | N／A |
| Step 3 | Write，スビ一チ原稿を書きましょう表を目きましから <br> 紹介する人かか好きなことに付け加える情音を，3文以上畵きましょう，紹介する や物なども用意しましょう。 やのことかよりよくわかるように，写真 | Natio | First Person Indusise Plural） | N／A | N／A | NA | NA | 誢を譟してみよう。 | itudinal | Salience （Learning Strategies／Tips | This sentence asks the learner to search the textbook for more useful incorporated into the presentation text． | Native | $\begin{array}{\|l\|l} \text { First } \\ \text { Person } \\ \text { Pandun } \\ \text { Plusive } \end{array}$ | N／A | N／A | N／A | NA | N／A |
| Step 4.1 | Speak．みんなの前でスビーチをしましょ う。 ましょう。 | Native | First Person Undulusive Pural） | N／A | N／A | NA | NA | A Arabit charatere says：＂He | Attiudinal | ${ }_{\text {Sala }}^{\substack{\text { Salienea } \\ \text { Coneral）}}}$ | This sentence asks the learner to focus on an of the target language． | Target | ${ }_{\text {Pherson }}^{\text {Phird }}$ | N／A | N／A | N／A | N／ | N／A |
| Step 4.2 | みんなの前てスヒーチをしましょう。 | Native | First Person Indusise Plural） | N／A | NA | N／A | N／A | A column titled＂スビーチをす るときには＂provides various pronunciation and so on，in order to improve the quality the presentation | Attitudinal | Salience <br> （Learning Strategies／Tips | This column gives advice to the learner concerning the learner concerning communication strategie －ommication strategies | Native | $\begin{aligned} & \text { First } \\ & \text { Person } \\ & \text { Pandusive } \\ & \text { Plural) } \end{aligned}$ | N／A | N／A | N／A | NA | N／A |
| Try |  | Native | First Person Unolusive Plural） | N／A | N／A | NA | N／ | N／A | NA | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |


| sation | Lots Read 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Eercrise Member | Tue | Target－Native Language（non－MD portion of text） | Voice（mon－WD porion $\alpha$ text | Topicalizer | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language (topicalizer) } \\ \hline \end{array}$ | Voie（topicali | $\begin{aligned} & \text { Context Introchuction/ } \\ & \text { Explanation } \\ & \hline \end{aligned}$ | Henutpexample | MDTpee（ma） | Nosabyse（ta） | Rason tor（D．chice（m） | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD (\#1) } \\ \hline \end{array}$ | $\left.\right\|_{\text {vin）}} ^{\text {viceo }}$（ MD | MDTpee（\＃2］ |  | $\begin{aligned} & \text { Reason for MD choice } \\ & (+12) \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD (H2) } \end{aligned}$ | $\begin{array}{\|l} \hline \text { Voice of MD } \\ (H 2) \end{array}$ |
| 1 |  | ive | First Person（nnolusive Pural） | N／A | N／A | N／ | NA | $\begin{aligned} & \text { There is a column titled "New } \\ & \text { Words" that provides new } \\ & \text { vocabulary, checklist and } \\ & \text { accentuation marks for each } \\ & \text { word. Important words are } \\ & \text { marked in bold. } \end{aligned}$ | Attitudinal | Salience（Word Lists） | TTis column asks the learner tos ocus aspect on the in the target langsuage． | Trarget | N／A | Attiudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Humor/Fu } \\ & \text { n) } \end{aligned}$ | This text asks learners to guess the riddle in the image while reading a humorous text | T | $\begin{array}{\|l\|l} \text { Firist + + } \\ \text { Seeond } \\ \text { Person } \end{array}$ |

[^2]| Textbook | Section | Exercise | nonMD_TNL | nonMD_Voice | Topic | TNLang | Voice | Goals | TNLang | Voice | PreP(Int) | TNLang | Voice | PreP(Ind) | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Columbus 211 | Unit 9 [Opening Page]: Tina's School Life | 1 | target | 1P |  |  |  |  |  |  |  |  |  | PP(Ind)CPE | N | 3P |  |  |  |  |  |  |
| Columbus 211 | Unit 9 [Opening Page]: Tina's School Life | 2 | native | 1PI |  |  |  | G | N | 3P |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
| Columbus 211 | Unit 9 Part 1 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{P})$ | T | N/A |
| Columbus 211 | Unit 9 Part 1 | Try It! 1 | native | 1PI |  |  |  |  |  |  |  |  |  | PP(Ind)CPE | N | 3P |  |  |  | S(SP) | NT | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(RSM) | T | N/A |
| Columbus 211 | Unit 9 Part 1 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
| Columbus 211 | Unit 9 Part 1 | Try It! 2.1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | Unit 9 Part 1 | Try It! 2.2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | NT | N/A |
| Columbus 211 | Unit 9 Part 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
| Columbus 211 | Unit 9 Part 2 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(P) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(P) | T | N/A |
| Columbus 211 | Unit 9 Part 2 | Try It! 1 | native | 1PI3P |  |  |  |  |  |  |  |  |  | PP(Ind)CPE | N | 3P |  |  |  | S(SP) | NT | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(RSM) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(RSM) | T | N/A |
| Columbus 211 | Unit 9 Part 2 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | Unit 9 Part 2 | Try It! 2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | Unit 9 Part 2 | 1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | Unit 9 Part 2 | 2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | Unit 9 Part 3 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(P) | T | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | NT | N/A |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\mathrm{S}(\mathrm{P})$ | NT | 1P1PI |
| Columbus 211 | Unit 9 Part 3 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | NT | N/A |
| Columbus 211 | Unit 9 Part 3 | Try It! 1 | native | 1PI3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | Unit 9 Part 3 | N/A | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


| Columbus 211 | Unit 9 Part 3 | Try It! 2.1 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | 1 P |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Columbus 211 | Unit 9 Part 3 | Try It! 2.2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s(WL) | T | N/A |
| Columbus 211 | You Can Do It! | N/A | native | 1PI | Top | N | 3P | G | N | 3 P |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | You Can Do It! | 1.1 | native | 1PI3P |  |  |  |  |  |  |  |  |  | PP(Ind)CPT | N | 3P |  |  |  |  |  |  |
| Columbus 211 | You Can Do It! | 1.2 | native | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Columbus 211 | You Can Do It! | 2 | native | 1PI |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | NT | N/A |
| Columbus 211 | You Can Do It! |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s(WL) | NT | N/A |


| MD Category | Target-Native Language | Voice |
| :--- | :--- | :--- |
| Top | native | 3 P |
| G | native | 3 P |
| G | native | 3 P |
| $\mathrm{PP}($ Ind $) \mathrm{CPE}$ | native | P |
| $\mathrm{PP}($ Ind $) \mathrm{CPE}$ | native | 3 P |
| $\mathrm{PP}($ Ind $) \mathrm{CPE}$ | native | 3 P |
| $\mathrm{PP}(\mathrm{Ind}) \mathrm{CPT}$ | native | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{P})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{SP})$ | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{RSM})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{P})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{P})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{SP})$ | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{RSM})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{RSM})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{P})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | native+target | 1 P 1 PI |
| $\mathrm{S}(\mathrm{P})$ | native+target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{SP})$ | native+target | P |
| $\mathrm{S}(\mathrm{SP)}$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | target | $\mathrm{N} / \mathrm{A}$ |
| $\mathrm{S}(\mathrm{WL})$ | native+target | N |
| $\mathrm{S}(\mathrm{WL})$ | native+target |  |
|  |  |  |



| Columbus 21(1) Unit 9 - MD Analysis (Target-Native Language + Voice) |  |  |  |  |  | ■ G <br> - PP(Ind)CPE <br> - PP(Ind)CPT <br> - S(P) <br> - S(RSM) <br> S(SP) <br> S(WL) <br> - Top |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 0 | $\square \square$ | $\square$ |  | - |  |  |
|  | 3P | 1P1PI | N/A | 1 P | N/A |  |
|  | native |  |  | target |  |  |




| Exerisen Mumber | Tue | Target-Native Language (non-MD portion of text) portion of text) | Vocee (ran-MDPation of | Topic | $\begin{aligned} & \text { Target-Native Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voice (tupicaliza) | Corrextrutactucion/Epplention | Hentripample | pee(ta) | Mosubype (12) | Ontor Noctiocee(m) |  | Volceot ND | $\left.\right\|_{(1+2)} ^{\text {®itppe }}$ | $\left.\right\|_{\substack{\text { Souldype } \\ \text { Str2 }}}$ | $\begin{aligned} & \text { Reason for } \\ & \text { MD choice } \\ & \text { (\#2) } \end{aligned}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of } \\ & \text { MD (\#Z) } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\frac{19}{16}$ |  | ${ }_{\text {Trafec }}^{\text {Tratet }}$ | ${ }_{\substack{\text { Scoron Person } \\ \text { Seocod Person }}}$ | $\frac{\mathrm{N} / \mathrm{A}}{\text { NA }}$ | $\frac{N / A}{\text { N/A }}$ | N/A | N/ ${ }^{\text {NA }}$ | N/A | N/A | N/A | N/ | NA | N/A | $\stackrel{\text { N/A }}{\text { N/A }}$ | $\frac{\mathrm{N} / \mathrm{A}}{\text { N/A }}$ | NA | NA |  |
| 10 | Work in pairs and practice 1a. Then make up new conver | arget | Scond Person | N/A | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A | N/A | NA | N/A | N/A | N/A | N/A |
| 2 | Look at Wen Wei's timetable and answer the following questions. Then make your own timetable in English | Target | Second Person | N/A | N/A | NA | N/A | N/ | N/A | N/A | N/A | NA | N/A | NA | N/A | NA | N/A | N/A |
| ${ }^{3}$ | Lister and read the sounds and words | Target | Seocond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | NA | N/A | N/ | N/A |
| ${ }^{36}$ |  | Target | Socond Person | N/A | N/A | N/A | N/ | N/A | N/ | N/A | N/A | N/ | N/A | N/ | NA | N/A | N/A | N/A |
| ection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerisen Mumber | Twe | Target-Native Language (non-MD portion of text) | Voice (ron-Mp pationd tex) | Top | $\begin{aligned} & \text { Target-Native Language } \\ & \text { (topicalizer) } \end{aligned}$ | , |  | thn | ) | No | ( NDCchoce (47) |  | Voice of (motw |  | $\left\lvert\, \begin{aligned} & \mathbf{N D} \\ & \text { Sulapye } \\ & (1 \times 2) \end{aligned}\right.$ | $\begin{array}{\|l\|l} \text { Reason tox } \\ \text { No chace } \\ (12 z) \end{array}$ | Target-Native Language of MD (H2) |  |
| ${ }^{\frac{18}{16}}$ |  | Trarget | Steond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | $\frac{\text { N/A }}{\text { N/A }}$ | $\frac{\mathrm{N} / \mathrm{A}}{\text { N/A }}$ | $\frac{\text { N/A }}{\text { N/A }}$ | N/A | NA | N/A |
| 10 | Work in pairs. Practice 1a and make favourite subject favourite subject | Target | P Person | N/ | ${ }^{\text {N/A }}$ | ${ }^{\text {N/A }}$ | N/ | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A | N/A |


| 2 a | Aasand answer uustions. with your | Target | Ssoond Person | N/ | N/A | N/A | \|N/ | Examplo provided | N/ | N/ | N/A | N/ | N/ | NA | N/A | N/A | N/ | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 b | Werkin pirs Look at the pietures | Target | Second Person | NA | N/A | N/A | NA | Example provided | NA | NA | NA | N/ | NA | N/ | N/A | N/A | NA | N/A |
| 3 |  | Target | Seocon Person | NA | N/A | N/A | NA | N/A | NA | NA | NA | NA | NA | NA | N/A | N/A | NA | N/A |
| 5 Section | ${ }^{\circ} \mathrm{C}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| erise unumer | Tue | Target-Native Language (non-MD portion of text) | Voice (ron-Mp parionot tom | Topicaliza | $\begin{aligned} & \text { Target-Native Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voice (topicalizem) | Contexturuckuction/Ex | nerinpeample | No type (m) | nosubype (m) | Reasantox MD crobice (ma) |  | Volceotno(m) | $\mathrm{m}_{\text {(4) } 2 \text { T) }}$ | $\left\{\begin{array}{l} \mathrm{ND} \\ \text { Suluype } \\ \text { (12z) } \end{array}\right.$ | $\begin{array}{\|l} \text { Reason for } \\ \text { MD choice } \\ (\# 2) \\ \hline \end{array}$ | $\begin{array}{\|l\|l\|} \hline \text { Target-Native } \\ \text { Languge of } \\ \text { ND (H2) ot } \end{array}$ | $0\left\|\begin{array}{c} \text { voice of } \\ \text { No(ty2) } \end{array}\right\|$ |
| $1{ }^{18}$ |  | Target | Seocod Person | NA | N/A | N/A | N/ | A column in the top-right corner of the page provides a strategy for learners: "Making predictions before reading helps you read more <br> effectively." | Attitudinal | Salience (Learning Strategies) |  | Target | Seocond Person | N/A | N/A | NA | NA | N/A |
| ${ }^{16}$ | Read 1 a arain and fflil the blanks. | Target | Socond Person | NA | NA | N/A | NA |  | N/A | NA | N/ | N/ | N/A | N/A | N/A | NA | NA | N/A |
| 2 | Read the news and posting school life Then write a piece of news or make a poster to show your own school life. | Target | Seocod Person | "..Hu Bin's interesting school | Traget | Third Person | NA | N/A | N/A | N/A | N/ | N/ | N/A | N/A | N/A | N/ | NA | N/A |
| ${ }^{3}$ | Write a letter to Hu Bin to tell him about your school life. You may begin like this: "Dear Hu Bin, I'm a student | Target | Seocod Person | NA | N/A | N/A | N/ |  | Attudunal | Salience |  | Target | Seoond Person | N/A | N/A | n/A | N/ | N/A |
| 4 a | Read the words and underetine the | Target | Second Person | NA | N/A | N/A | NA | Example provided | N/A | NA | N/A | N/ | N/A | NA | N/A | N/A | NA | N/A |
| 4 b | Pead the chat, onivig aterenion to | Target | Second Person | NA | N/A | N/A | N/ | ".paying atention to the trythm.\| | Attitudinal | Saience | The learneris being instrute oto | Target | Socond Person | N/A | N/A | N/A | N/ | N/A |
| Section | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exacsen Mumber | Twe | Target-Native Language (non-MD portion of text) | Voice (nan-MD Dation at tax) | Tepicalizar | Target-Native Language (topicalizer) | Vade (tapicalize) | Corrext\|ruxtuction/Explamaion | Hinutipexample | not | nsabype (m) | Resosota Mochaice(m) |  | Voice ND (f) |  |  | $\begin{array}{\|l} \text { Reason for } \\ \text { MD choice } \\ \text { (\#2) } \\ \hline \end{array}$ | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of } \\ & \text { MD }(\# 2) \\ & \hline \end{aligned}$ |  |
| [No letere/number] |  | Target | Seocond Person | NA | N/A | N/A | N/ | N/ | NA | NA | N/ | N/ | NA | NA | NA | NA | NA | N/ |
| 1 | ${ }^{\text {a }}$ | Target | Second Person | NA | N/A | N/A | NA | N/A | NA | N/ | NA | NA | NA | NA | N/A | NA | NA | N/A |
| 2 |  | Traget | Seocond Person | NA | N/A | N/A | N/ | N/A | N/ | N/ | N/ | N/ | N/ | N/ | NA | NA | NA | N/A |
| Section | Project Assossing Your Stuy Habits |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| stassourse Tye | Post-pans Exerecioses) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exacise untrer | Tue | Target-Native Language (non-MD portion of text) |  | Top | $\begin{aligned} & \text { Target-Native Language } \\ & \text { (topicalizer) } \end{aligned}$ | voiceetropacalizen) | Corrext\|racotuction/Explamtion | Hinumpear | No type (4n) |  | Reasan for MDCchace (m) |  | Voteo t ND (ti) |  |  |  |  |  |
| 1 |  | Target | Seocod Person | ".about the stuy habits." | Target | Third Person | NA | ". ${ }^{\text {Paping atertion to the words, }}$ | Attitudinal | Salienc | The learner is being instructed to focus on specific words within the text and the way they are used. | Target | Second Person | N/A | N/A | NA | NA | N/A |
| 2 | Whita a passege about your oun study | Terget | ${ }^{\text {Second Person }}$ | N/A | N/A | N/A | NA | N/A | NA | NA | NA | NA | N/A | NA | NA | NA | N/A | N/A |
| ${ }^{3}$ | After you finish your work, compare your study habits with your partner's. Then discuss how to improve them. | ${ }^{\text {Target }}$ | Second Person | NA | N/A | ${ }^{\text {N/A }}$ | NA | N/A | NA | NA | NA | NA | NA | NA | NA | N/ | NA | N/A |


| Textbook | Section | Exerase | nonMD_TNL | nonMD_Voice | Topic | TNLang | Voice | Goals | TNang | Voice | PreP(lnt) | TNLang | Voice | PreP(Ind) | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | A | 1a | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | A | 1b | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | A | 1 c | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Ren'ai } \\ & \text { Ban } 7 \end{aligned}$ | A | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \end{array}$ | A | 3a | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | A | 3b | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Ren'ai } \\ & \text { Ban } 7 \\ & \hline \end{aligned}$ | B | 1a | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | B | 1b | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | B | 1 c | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | B | 2a | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | B | 2b | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | B | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | c | 1a | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(LS) | T | 2P |
| $\begin{aligned} & \text { Ren'ai } \\ & \text { Ban } 7 \end{aligned}$ | C | 1b | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Ren'ai } \\ & \text { Ban } 7 \\ & \hline \end{aligned}$ | c | 2 | target | 2P | Top | T | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ren'ai Ban 7 | c | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s | T | 2P |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | c | 4a | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | C | 4 b | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S | T | 2P |
| Ren'a Ban 7 | D | N/A | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | D | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | D | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l} \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | Project. Assessing Your | N/A | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  | PostP(EX | T | N/A |  |  |  |
| $\begin{array}{\|l} \hline \text { Ren'ai } \\ \text { Ban } 7 \\ \hline \end{array}$ | Project. <br> Assessing Your | 1 | target | 2P | Top | T | 3P |  |  |  |  |  |  |  |  |  |  |  |  | S | T | 2P |
| $\begin{aligned} & \text { Ren'ai } \\ & \text { Ban } 7 \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Project. } \\ & \text { Assessing Your } \\ & \hline \end{aligned}$ | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Ren'ai } \\ & \text { Ban } 7 \\ & \hline \end{aligned}$ | Project. <br> Assessing Your | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


| MD Category | Target-Native Language | Voice |
| :---: | :---: | :---: |
| Top | target | 3P |
| Top | target | 3P |
| PostP(EX) | target | N/A |
| S(LS) | target | 2P |
| S | target | 2P |
| S | target | 2P |
| S | target | 2P |
| Ren'ai Ban 7 Unit 3 Topic 2 MD Categories |  |  |
| 4 |  |  |
| $3-\operatorname{PostP}(E X)$ |  |  |
| 2 |  |  |
| 1 |  | - S(LS) |
| 0 |  | - Top |
| 集計 |  |  |



| Textbook Title | Beishida Ban 7 |
| :--- | :--- |


| Textbook THe | Beishida Ban 7 |
| :---: | :---: |
| section | "Foreword" |
| Metaciscourse Type | Informational |
| Netadiscourse Subtype | Pre-Plans (Integral) |
| Target Native Language | Native |
| voice | Second Person |
| Reason for MD chice | Introduces the main contents, goals and overall structure of the book. |
| Contents | "Getting Ready" |
|  | "Lessons" |
|  | "Communication Workshop" |
|  | "Check Your Progress" |
|  | "Across Cultures/Fun Zone" |
|  | "Study Help" |
|  | "Unit Diary" |


| Section | "Scope and Sequence" |
| :---: | :---: |
| Metadiscourse Type | Informational |
| Netadiscourse Subtype | Pre-plans (Integra) |
| Target-Native Language | Target |
| Voice | Third Person (Formulaic) |
| Reeson for MD chace | Introduces the structure and sequence of oontents sithin each unit. ninluding the main function or bojetive of each suibsection |
| Contents | "Getting Ready" |
|  | "Lessons" |
|  | "Appendices" |
| Unit Number | 2 |
| Unit Tite | "School Life" |
| Topic Number | N/A |
| Tute | N/A |
| Pages | 37-48 |


Getting Ready

| Erecrise Number | Tue | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \\ & \hline \end{aligned}$ | Topacaizer | $\begin{aligned} & \text { Target-Native } \\ & \text { Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voice（topicalizer） | $\begin{aligned} & \text { Context Introchuction / } \\ & \text { Explanation } \end{aligned}$ | Hrumplibanple | MDTpee（4） | nDSutype（m） | Resosotor MD chace（ta） | Target－Native Language of MD（\＃11） | Voteo tD （tm） | notype（tiz |  | $\begin{aligned} & \text { Reason for MD } \\ & \text { choice (H2) } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of } \\ \text { MD }(\# 2) \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Key Words．Which <br> the photos and the | $T^{\text {Traget }}$ | Seoond Perso | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | V／ |
| 2 | $\begin{aligned} & \text { What things do you use every day at } \\ & \text { school? What do you use in your art class } \\ & \text { and music class? } \end{aligned}$ | Target | Seoond Person | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Section | School Things |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercise Munter | The | Target－Native Language （non－MD portion of text） | $\begin{aligned} & \text { Voice (non-MD } \\ & \text { portion of text) } \end{aligned}$ | Topacaizer | $\begin{array}{\|l} \hline \text { Target-Native } \\ \text { Language } \\ \text { (topicalizer) } \end{array}$ | bice（topicalizee） | Context Introcluction／ Explanation | pea | nDtpe（m） | nDSulyspe（ta） | Reason for MD chace（ta） | Target－Native <br> Language of MD（\＃1） | Vacee（ ND（4） | notpe | $\begin{aligned} & \text { MD Subtype } \\ & \text { (H2) } \end{aligned}$ | $\begin{aligned} & \text { Reason for MD } \\ & \text { choice (\#2) } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of } \\ \text { MD (\#2) } \end{array}$ | （tat |
| 1 | Warm－up．What do you have in your schoolbag？ | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A |
| 2 3 | Reading．What should Jiaming have in his schoolbag today？Read the dialogue and tick the correct things． | $\underbrace{\text { Target }}_{\text {Target }}$ | $\underbrace{\text { Seoond Person }}_{\text {Second Personn }}$ | $\underbrace{N / A}$ | $\underbrace{N / A}$ | ${ }^{\text {N／A }}$ | ${ }^{N / A}$ | ${ }^{N / A}$ | ${ }^{N / A}$ | ${ }^{N / A}$ |  | ${ }^{N / A}$ | ${ }^{\text {N／A }}$ | $\mathrm{N}^{\text {N／A }}$ | $\underbrace{N / A}$ | ${ }^{N / A}$ | $\underbrace{N / A}$ | ${ }^{\text {N／A }}$ |
| 4 | Speaking．Pair work．What does Jiaming sn＇t in his bag？ ？What | Target | Seoond Person | N／A | N／A | N／A | N／A | Example provided | N／ | N／ | N／A | N／A | NA | N／A | N／A | N／A | N／ | NA |
| 5 | Vocabuar．White the correot number ater | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 6 | Grammar．Look at the tables and complete he sentences with have，has，do，don＇t does or doesn＇t． | Target | Second Per | N／A | N／A | N／A | N／A | The bottom of the page <br> contains a marker： <br> ＂Grammar Summary 3，page <br> 91．＂ | Attiturinal |  |  | Target | N | N／A | N／ | N／A | N／A | N／A |
| 7 | Wite questions with have．Thee wite true | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ |
| 8 | Speaking．Pair Work．Talk in pairs．Ask and | Target | Seoond Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 9 | $\begin{aligned} & \text { Your Turn. Put three items in your } \\ & \text { schoolbag. Don't show your partner. Then } \\ & \text { guess and talk about them in pairs. } \end{aligned}$ | Target | Seoond Person | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N | N／A | N／A | N／A | N／A | N／A |
| 10 |  | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A |
| 11 | LListen again and read aloud． | Target | Second Person | INA | N／A | N／A | N／A | N／ | N／A | N／A | ／A | N／A | N／A | ／A | N／A | N／A | N／A | N／ |


|  | $\frac{8}{2}$ | $\frac{8}{2}$ | $\frac{\pi}{2}$ | $\frac{x}{2} \frac{x}{2}$ | $\frac{8}{2}$ | $\frac{1}{2}$ | $\frac{\pi}{2}$ | $\frac{1}{2}$ | $\frac{1}{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\frac{5}{2}$ | $\frac{\pi}{2}$ | $\frac{8}{4}$ | （ | z | $\frac{\pi}{z}$ | $\frac{\pi}{2}$ | $\frac{\pi}{2}$ | $\frac{\pi}{2}$ |
|  |  | $\frac{1}{\frac{1}{2}}$ | 发 | $\frac{x}{2}$ | $\frac{1}{z}$ | $\frac{1}{z}$ | $\frac{1}{2}$ | $\frac{\pi}{2}$ | $\frac{1}{2}$ |
|  | $\frac{8}{2}$ | $\frac{1}{2}$ | $\frac{\pi}{2}$ | 寿 | $\frac{1}{z}$ | $\frac{1}{2}$ | $\stackrel{x}{2}$ | $\stackrel{\pi}{2}$ | $\frac{1}{2}$ |
| $\begin{aligned} & 20 \\ & \hline \frac{\pi}{2} \\ & 0 \\ & 6 \\ & \hline \end{aligned}$ | $\stackrel{\substack{2 \\ 2}}{1}$ | $\pm$ | $\frac{8}{4}$ | （1） | $\frac{5}{2}$ | $\frac{1}{2}$ | $\stackrel{x}{2}$ | $z$ | z |
| 为 | $\begin{array}{\|l\|} \frac{\pi}{2} \\ \hline \end{array}$ | － | $\frac{1}{4}$ |  | $\frac{5}{2}$ | $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{5}{2}$ | $\frac{1}{2}$ |
|  | $\frac{5}{2}$ | $\frac{8}{8}$ | $\frac{1}{2}$ | K | $\frac{\mathrm{x}}{2}$ | $\frac{1}{\frac{1}{2}}$ | $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{1}{2}$ |
|  | $\begin{array}{\|l\|} \frac{1}{2} \\ \hline \end{array}$ |  | $\begin{aligned} & \frac{1}{2} \\ & 2 \end{aligned}$ | $x$ | $\frac{\pi}{2}$ | $\frac{1}{2}$ | $\stackrel{x}{z}$ | $\stackrel{\text { x }}{2}$ | $\frac{1}{4}$ |
|  | $\stackrel{\frac{5}{2}}{ }$ | $\stackrel{\text { x }}{2}$ | $\frac{1}{2} \frac{1}{2}$ | ${ }^{\frac{1}{2}}$ | $\frac{5}{2}$ | $\stackrel{\text { ¢ }}{2}$ | $\frac{1}{2}$ | 2 | $\frac{\pi}{2}$ |
| $\begin{aligned} & 2 \\ & \hline \text { 最 } \\ & 0 \\ & \hline \end{aligned}$ |  | $\frac{\pi}{2}$ | $\frac{\pi}{2}$ | （ | $\frac{8}{2}$ | $\frac{\pi}{2}$ | $\underset{z}{\text { \％}}$ | $\frac{\text { ¹ }}{}$ | $\frac{\pi}{2}$ |
|  | $\begin{array}{\|l\|} \frac{\pi}{2} \\ \hline \end{array}$ | $\frac{5}{2}$ |  | 准 | \％ |  | $\frac{1}{2}$ | z | $\frac{1}{2}$ |
|  |  | $\frac{⿺}{z}$ | $\frac{\pi}{2}$ | $\frac{1}{2} \frac{x}{2}$ | $\frac{\square}{2}$ | $\frac{\chi}{2}$ | $\frac{1}{2}$ |  | $\frac{1}{2}$ |
|  | $\frac{\frac{1}{2}}{2}$ | $\frac{\pi}{2}$ |  | $\frac{2}{2} z^{2}$ | \％ | $\frac{1}{z}$ | $\frac{\pi}{2}$ | 2 | ¢ |
|  | $\frac{\pi}{2}$ | $\frac{\square}{2}$ |  |  | $\frac{8}{2}$ | $\frac{\Upsilon}{z}$ | $\frac{\widetilde{x}}{}$ | $\frac{\mathrm{K}}{2}$ | $\frac{\pi}{2}$ |
|  | $\frac{\pi}{2}$ |  |  | $\frac{5}{2} \frac{x}{2}$ | $\frac{8}{2}$ | $\frac{1}{z}$ | $\frac{1}{z}$ |  | $\frac{1}{2}$ |
|  |  |  |  |  |  |  | 高 |  | ［｜che |
|  |  |  |  |  |  | 渃 |  | 蓲 |  |
| $\stackrel{\otimes}{\square}$ |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | － | － | $\infty$ | $\bigcirc$ |

[^3]| Exercise Mumber | Tite | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer |  | Voice (topicalizer) | Context Introduction / Explanation | Hintiplitample | MDType (1) | nDSutype (\#1) | Rexsonfor MD chice (14) | Target-Native Language of MD (\#1) | Vaice of MD(\#n) | MDType (+2) | $\begin{array}{\|l\|} \hline \text { MDS Subtype } \\ (+2) \end{array}$ | Reason for MD choice (\#2) | $\begin{array}{\|l} \text { Target-Native } \\ \text { Language of } \\ \text { MD (H2) } \\ \hline \end{array}$ | Voice of MD (\#2) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Warm-up. Read the Key Words. Then look at the clocks and match them with the correct time. | Target | Second Person | N/A | N/A | N/A | N/A | The column titled "Key Words: Time" provides vocabulary that is related to the exercise. However, they are not optional words, and are a core part of the exercise. Therefore, any instances of this column across the unit are not considered metadiscourse. | V/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Listening. Listen to the dialogue and | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | Listen to the dialogue eagiin and look at the | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | Vocabulary. Look at the clocks and complete the time. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ${ }^{5}$ | Grammar. Complete the table with in, on or at. | Target | Second Person | N/A | N/A | N/A | N/A | This exercise contains a marker: "Grammar Summary 4, page 91. . | Attitudinal | Salience (Reference to Supplementary Materials) | This marker encourages the reader to seek additional information at the end of the textbook. | Target | N/A | N/A | N/A | N/A | N/A | N/A |
| 6 | Complete the sentences with in, on or at. Speaking. Pair Work. Look at the notes below. Then ask and answer questions about the people. <br> Pronunciation: /b/, /d/, /g/. Listen and circle the sentences you hear. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 |  | Target | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 |  | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | /A |
| Section | Communication Workshop |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Number | Tite | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | Target-Native <br> Language <br> (topicalizer) | Vaice (topicalizer) | Context Introduction / Explanation | Hintipleample | MDTpee (H) | NDSutype (\#1) | Reeson for MD chice (\#1) | Target-Native Language of MD (\#1) | Vace of MD(\#) | MDType (+2) | $\left\lvert\, \begin{aligned} & \text { MD Subtype } \\ & (\# 2) \end{aligned}\right.$ | Reason for MD choice (\#2) | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of } \\ \text { MD (\#2) } \\ \hline \end{array}$ | Voice of MD (\#2) <br> MD (\#2) |
| 1 | Listening. Listen to the dialogue. Complete the information about Lin Haijing's favourite school day. | Target | Second Person | "..Lin Haiijing's favourrite school day." | Target | Third Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Listen to the dialogue again. Complete Lin Haijing's writing. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| - | Writing. What's your favourite school day? Think about these things: <br> -What are your favourite subjects? <br> -Who are your favourite teachers? <br> -What are your favourite activities after school? | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | The term "Think about these things" at first sight appears to be encouraging the learner to develop his or her writing in a certain direction. But on a second look, it is clear that the instructions are not optional, and cannot be ignored by the learner Therefore, it should be counted as an exercise and not as metadiscourse. | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | Complete the timetable for your favourite school day. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 5 | Write about your favourite school day. Start like this: My favourite school day is.. | Target | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 6 | Speaking. Pair Work. Compare your timetables and notes. Ask and answer these questions in pairs. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 | Tell the class about your partner's favourite school day. | Target | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| $\begin{array}{\|l\|} \hline \text { Section } \\ \hline \text { Metadiscourse Type } \\ \hline \end{array}$ | Cheok Your Progress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Post-plans (Exercises) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Number | Tule | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | Target-Native <br> Language <br> (topicalizer) | Vacee (topicalizee) | Context Introcuction / Explanation | HinutipExample | MDType (\#) | nD Subtype (H) | Reeson for MD chicee (\#1) | Target-Native Language of MD (\#1) | Voice of MD (H) | MD Tpee (ta) | MD Subtype (\#2) | Reason for MD choice (\#2) | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of } \\ & \text { MD ( }+2 \text { ) } \\ & \hline \end{aligned}$ | Voice of MD (\#2) |
| A | Write the correct words in each box. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| B | ${ }_{\text {Complete }}^{\text {Complet the sentences with lend or }}$ borrem | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| c | Which day is missing in each line? Write it in the blank. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| D | Look at the pictures. Complete each sentence with have / has or don't have / doesn't have. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| E | Complete the sentences with in, on or at. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Section <br> Metaciscourse Type | $\begin{array}{\|l\|} \hline \text { Fun Zone 1: A Song } \\ \hline \text { Saliency (Humor/Fun) } \\ \hline \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mumber | Tile | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | Target-Native <br> Language <br> (topicalizer) | Voice (topicalizee) | Context Introduction / Explanation | Hintiplitample | MDTppe (fi) | nD Sulype(ty) | Reeson for MD chaice ( (1) | Target-Native Language of MD (\#1) | Voice of MD (\#) | MDType (H2) | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { MD Subtype } \\ (H 2) \end{array} \\ \hline \end{array}$ | Reason for MD choice (\#2) | $\begin{array}{\|l} \hline \begin{array}{l} \text { Target-Native } \\ \text { Language of } \\ \text { MD (\#2) } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|l} \text { Voice of } \\ \text { MD ( }(22) \end{array}$ |
| 1 | Listen to the song and fill in the blanks. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Listen again and sing along. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |


| Section | Study Help |
| :--- | :--- |
| Metaciscourse Type | Attitudinal |
| Metaciscourse Subtype | Salience (Learning Strategies/Tiips) |
| Target-Native Language | Target |
| Voice | Second Person |
| Reason for MD choice | This section provides learning strategies <br> for learners to improve their language and <br> communiaction skills. |
| Contents | Dictionary Skills |
|  | Do you know how to find words in your <br> dictionary? |
|  | Do you know how to say the words you <br> find? |


|  |  |  |  |  |  |  |  | $\frac{\pi}{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\stackrel{\pi}{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 變 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\stackrel{1}{\square}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | \％ |  | ： | ： |  | \％ 8 | $\therefore 8$ | $\stackrel{\square}{2}$ | $\approx 8$ | $\approx$ | $\stackrel{\square}{\circ}$ | $\stackrel{\square}{*}$ | \％ | \％ | $\stackrel{\square}{\sim}$ | \％ | \％\％ |
| ${ }_{2}$ | 盽 | 罾 | 副 | 部 | 莂 | 莂 | 䕎 | 增 | 嘓 | 㔽 | 蹭 | 蹭 | 䕎 | 㽬 |  | 罾 | 罾 | 硾 |  | 副 | 蓸 | 蓈 |  | 点 | 㯖 | 跒 |  |
| $\stackrel{\text { \％}}{2}$ | － | ～ | － | $\sim$ | $\cdots$ | － | 0. | － | － | $\infty$ | －$\%$ | $\bigcirc$ | $=$ |  |  |  |  |  |  |  | － |  | － | － | $\cdots$ |  | $\bigcirc 0$ |
|  |  | ． | $8$ | Bize |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \frac{. ⿳ 亠 口 冋 彡}{6} \\ & \text { 感 } \\ & \hline \end{aligned}$ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 適 |  |  |  |  |  |  |  |  | 玉iximix |  |  |  |


|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| MD Category | Target-Native Language | Voice |
| :--- | :--- | :--- |
| Top | target | $3 P$ |
| G | target | $2 P$ |
| PostP(EX) | target | $2 P$ |
| PostP(CL) | target | $1 P 2 P$ |
| S(RSM) | target | N/A |
| S(RSM) | target | N/A |
| S(H) | target | $2 P$ |
| S(LS) | target | $2 P$ |




| Textbook Tite | Reniiao Ban 7 |
| :--- | :--- |


| Section | 致同学＂ |
| :---: | :---: |
| Metaciscourse Type | Informational |
| Metaciscourse Sublype | Pre－Plans（Integral） |
| Targe－－Native Language | Native |
| Voice | N／A |
| Reasonfor | Introduces the main content and structure of the book，and mentions the authors＇principles regarding textbook |
| Contents | ［To Our Colleagues］ | | Contents | ［To Our Colleagues］ |
| :--- | :--- | | Section | ＂Contents＂ |
| :--- | :--- | | Section | ＂Contents＂ |
| :--- | :--- |
| Metaciscourse Type | Informational |
| Metaciscourse Subtype | Pre－plans（Integral） |
| Targe－－Native Language | Target |
| Voice | N／A | | Voice | N／A |
| :--- | :--- |
| $\begin{array}{l}\text { Reason for MD choice } \\ \end{array}$ | $\begin{array}{l}\text { Introuces the structure and sequence } \\ \text { of contents sithin each hunit incluming } \\ \text { the main functions or objectives of each }\end{array}$ | | Reason for ND choice | $\begin{array}{l}\text { the main functions or objectives of each } \\ \text { subsection within the units themselves．}\end{array}$ |
| :--- | :--- |
| Contents | Starter Units |

 L

I

| Unit Number | 9 |
| :--- | :--- |
| Unit TTte | ＂My favorite subject is science．＂ |
| Topic Number | N／A |
| TTite | N／A |
| Pages | $49-54$ |


| Exercise Mumber | Tite | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer | Target－Native Language （topicalizer） | Voice（topicalizer） | Context Introduction／ <br> Explanation | Hinutiplexample | NDType（\＃1） | MDSublype（\＃n） | Reason for MD choice（11） | Targe－Native Language of MD（H1） | Voice of（1）（\＃1） | $\left.\right\|_{\substack{\text { nD Type } \\(+12)}}$ | $\begin{aligned} & \text { MD } \\ & \begin{array}{l} \text { Subype } \\ \text { (122) } \end{array} \end{aligned}$ | Reason <br> for MD <br> choice <br> （ （2） | Target－ <br> Native <br> Language <br> of MD（ +2 2） | $\begin{aligned} & \text { voice of } \\ & \text { MD( }(+2) \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1a | Match the words with the pictures． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | Language Goals：Talk about preferences； Give reasons | Informational | Goals | This sentence clarifies the main goals of this unit goals of this unit． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | N／A |
| 1 b | Le．Listen and dircle the subjects you hear in | Target＋Native | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 10 | Practice the conversation with your partner．Then make your own conversations． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 2 a | Listen and put the conversation in order． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| ${ }^{2 b}$ | Listen and match the subjects you hear with the descriptions． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 20 | What do you think of the subjects above？ Make your own conversations using the words in 2b | Target＋Native | Second Person | N／A | N／A | N／A | N／A | Example provided （Image with two characters talking to each other） | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| 2 d | Role－play the conversation． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | There is a＂Grammar Focus＂column featuring example sentences． | Attitudinal | Salience （Sentence Patterns） Pattern | The contents in this column encourage the reader to focus on the provided sentence patterns． | Target | First＋Second Person | N／A | N／A | N／A | N／A | N／A |
| ${ }_{3}^{3 \mathrm{ab}}$ | Fill in the blanks with what who or why． | $\frac{\text { Targget }+ \text { Native }}{\text { Target }+ \text { Native }}$ | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | $\frac{\text { N／A }}{\text { N／A }}$ | $\frac{\mathrm{N} / \mathrm{A}}{\text { N／A }}$ | N／A | N／A |
| 30 | Write questions for the answers Interview three classmates and complete the chart．Then tell your group about the results． | Target＋Native | Second Person | N／A | N／A | N／A | N／A | Ex／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |

Section

|  | $\stackrel{4}{z}$ | $\stackrel{4}{2}$ | $\stackrel{\leftarrow}{2}$ | $\stackrel{4}{z}$ | $\stackrel{\square}{2}$ | $\stackrel{\square}{2}$ | $\stackrel{\text { z }}{ }$ | \& | $\stackrel{4}{2}$ | $\stackrel{4}{z}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\stackrel{4}{2}$ | ${ }_{z}^{\text {z }}$ | $\frac{\square}{z}$ | ${ }_{z}^{4}$ | $\frac{4}{2}$ | $\stackrel{4}{2}$ | $\stackrel{4}{z}$ | $\stackrel{4}{2}$ | $\frac{\pi}{z}$ | $\stackrel{4}{z}$ |
|  | $\frac{\Sigma}{z}$ | $\frac{\pi}{z}$ | $\frac{x}{z}$ | $\frac{\pi}{2}$ | $\frac{\pi}{z}$ | $\frac{\pi}{z}$ | $\frac{\pi}{z}$ | $\stackrel{4}{z}$ | $\frac{5}{z}$ | $\frac{4}{2}$ |
|  | $\frac{\pi}{z}$ | $\frac{\pi}{z}$ | $\frac{\pi}{z}$ | $\stackrel{4}{z}$ | $\frac{\pi}{z}$ | ${ }_{z}^{\text {z }}$ | $\frac{\pi}{z}$ | $\stackrel{\square}{z}$ | $\stackrel{4}{z}$ | $\stackrel{4}{z}$ |
|  | $\frac{\Sigma}{z}$ | ${ }_{z}^{\text {z }}$ | $\frac{\square}{z}$ | $\frac{4}{z}$ | $\frac{\square}{z}$ | $\frac{\pi}{z}$ | ${ }_{2}$ | $\frac{\pi}{z}$ | ${ }_{2}^{4}$ | « |




|  | $\stackrel{4}{2}$ | $\stackrel{s}{z}$ | ${ }_{\text {z }}$ | $\stackrel{4}{z}$ |  | $\frac{4}{2}$ | z | $\stackrel{\text { z }}{ }$ | $\stackrel{4}{z}$ | z |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ${ }_{2}^{4}$ | ${ }_{2}^{4}$ | ${ }_{z}^{\text {z }}$ | ${ }_{z}^{4}$ | $\stackrel{4}{2}$ | $\frac{\pi}{z}$ | 5 | 5 | ${ }_{z}^{\text {z }}$ | $\frac{\square}{z}$ |
|  | $\frac{\pi}{z}$ | $\frac{5}{z}$ | $\frac{\pi}{z}$ | $\stackrel{\hbar}{z}$ | z | $\checkmark$ | 5 |  | $\frac{8}{8}$ | z |


| Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | Target Native Language (topicalizer) |
| :---: | :---: | :---: | :---: |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |


| Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | Target-Native Language (topicalizer) |
| :---: | :---: | :---: | :---: |
| Target + Native | Second Person | N/A | N/A |
| Target + Native | Second Person | N/A | N/A |


| section | B |
| :---: | :---: |
| Exe | Title |
| 1 a | Match the words on the left with their ooposites on the right. |
| 1 b | Listen and check ( $\boldsymbol{V}$ ) the words you hear in 1a. |
| 10 | Listen again. Circle the classes David talks about on this schedule. |
| 1 d | Talk about David's favorite subject with your partner. Then talk about your favorite subject. |
| 2a | What do you think of these subjects? Write a description for each one. |
| 2 b | Read the following letter. Underline the subjects Yu Mei likes. Circle the subjects she doesn't like. Are Yu Mei's ideas the same as yours? |
| 20 | Complete Yu Mei's schedule with the information in $2 b$ |
| 3a | Number these parts of an $e^{-}$mail message [1-3]. |
| 3b | Fill in the schedule below for your classes on Friday |
| 3c | Now write an e-mail message to a friend about your Friday. |


|  |  |  |  | $\stackrel{\text { \# }}{\text { H }}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% |  |  | 告 | - ~ |

[^4]

| MD Category | Target-Native Language | Voice |
| :--- | :--- | :--- |
| G | native+target | $3 P$ |
| PostP(EX) | native+target | $2 P$ |
| S(SP) | target | $1 P 2 P$ |



|  | Renjiao 7 Unit 9 - MD Analysis (TNLanguage + Voice) |  | -G |
| :---: | :---: | :---: | :---: |
|  |  |  | - PostP(EX) |
| 1 |  |  |  |
|  | $\begin{gathered} 2 P \quad 3 P \\ \text { native+target } \end{gathered}$ | $\begin{aligned} & 1 \mathrm{P} 2 \mathrm{P} \\ & \text { target } \end{aligned}$ | S(SP) |
|  | Renjiao Ban 7 Unit 9 NonMD Analysis |  | ■集計 |
| 25 |  |  |  |
| 20 |  |  |  |
| 15 |  |  |  |
| 10 |  |  |  |
| 5 |  |  |  |
| 0 |  |  |  |
|  |  |  |  |

浣


| Dear Diary（p．27） | $\begin{array}{l}\text { 27）} \\ \text { Sel }\end{array}$ |
| :--- | :--- | :--- |


| TextbookTille | Shangiao Ban 7 |
| :---: | :---: |
| Section | ＂写在前面＂ |
| Meatisoouse Type | Informational |
| Metadiscourse Subype | Pre－Plans（Integral） |
| Target－Native Languge | Native |
| Voice | N／A |
| Reason for MDchoice | Introduces the main contents，goals and overall structure of the book． |
| Contents | ［Preface］ |


| Section | ＂Hello．I＇m Hi．What will we learn in this book？＂ |
| :---: | :---: |
| Metadiscourse Type | Information |
| Meacaisourse Sutype | Pre－Plans（Integral） |
| Target－Native Lengunge | Target |
| Voice | N／A |
| Reason for MDchoice | Introduces the main themes of each unit explains what learners will learn in each unit；introduces the names of the main characters． |
| Contents | Making Friends |


| section | ＂Contents＂ |
| :---: | :---: |
| Meadiscourse Type | Informational |
| Metactscourse Subype | Pre－plans（Integral） |
| Target－Native Langrage | Target |
| Voice | N／A |
| Reason for MDChoice | Introduces the structure and sequence of contents within each unit，including the main functions or objectives of each subsection within the units themselve |
| Contents | Module |
|  | Unit |
|  | Reading |
|  | Listening |
|  | Grammar |
|  | Speaking／Talk Time／Speak up |
|  | Writing |
|  | ＊More practice |
|  | Study skills |
|  | Culture corner and Self－assessment |

348

$=$
1
$-$ about a girl's daily
life.

| Saction | Reading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Exerise Mmber | Twe | $\begin{array}{\|l} \text { Target-Native } \\ \text { Language (non-MD } \\ \text { portion of text) } \end{array}$ | Voice (non-MD <br> portion of text | Topicaliza |  | voie (topicaliza) | Context Introckuction/ <br> Explanation | Honutipeanple | MDType(ta) | ND | NCtoloce (4) | Target-Native <br> Language of MD (\#1) | Viceot tD(m) | $\operatorname{mid}_{(\text {(12) } 2 \text { tpe }}$ | $\begin{aligned} & \text { wo } \\ & \text { sumpe } \\ & \text { (42) } \end{aligned}$ | $\begin{aligned} & \text { Reason for } \\ & \text { MD choice } \\ & \text { (\#2) } \end{aligned}$ | Target Native Language of MD (\#2) - | (vateot |
| A | What do you know about ? Look at these ictures and answer the questions about | Target | Second Person | N/A | N/A | NA | N/ | N/A | N/A | NA | N/ | N/A | n/A | N/A | N/ | N/A | N/A | N/A |
| ${ }^{81}$ | Before you read. Look at the title of the article on page 17. Then circle the correct | Traget | Seoond Person | N/A | N/A | NA | N/ | N/A | //A | N/ | NA | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ${ }^{\text {B2 }}$ | Read the first sentence of each paragraph in the article on page 17. Then answer the questions below. | Target | Seoond Person | N/A | N/A | N/ | NA | N/A | N/A | NA | NA | N/A | N/A | NA | N/A | N/A | N/A | N/A |
| ${ }^{\circ}$ | Vocabulary. Here are some sentences from the article on page 17. Do you know the meanings of the words in italics? Circle the correct answers | Target | Scoond Person | N/A | N/A | NA | N/A | N/ | N/A | N/A | N/A | ${ }^{N / A}$ | N/A | N/A | N/A | N/A | N/A | N/A |
| c2 | Sam and Mandy are talking about their conversation with the words from the box | Target | Seo | N/A | N/A | NA | Sam and Mandy are talking about internet | NA | Infor |  | This sentence provides context for the task at hand; it prepares the learner for what is to come later. | Target | Third Person | NA | N/A | N/A | NA | N/A |
| ${ }^{1}$ |  | Target | Seoond Person | N/A | N/A | N/ | N/ | N/ | N/A | N/ | N/ | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| D2 | Read the atricio azain and anderer the | Target | Seoond Person | N/A | N/A | NA | N/ | NA | N/A | N/ | NA | N/A | N/A | N/A | N/A | N/A | NA | N/A |
| D3 | Fill in the table below and then compare your school day with Sam's. Follow the example. | Target | Second Person | N/A | N/A | NA | N/A | Example provided | N/A | N/A | NA | N/A | N/A | N/ | N/A | N/A | N/A | N/A |


|  | Loterng |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Exercise Number | Tute | Target-Native Language (non-MD portion of text | Voice (non-MD portion of text) | Topicalizer | Target-Native Language (topicalizer) | Voice (topicalizee) | Context Introcuction/ Explanation | Tripipeample | NDType (12) | NDS (tutye (1) | Reason for MD choice (12) | Target-Native Language of MD(\#1) |  | $\operatorname{midype~}_{\substack{\text { (12) }}}$ | $\left.\left\lvert\, \begin{array}{l} \text { ND } \\ \text { Sustype } \\ \text { (142) } \end{array}\right.\right)$ | $\left\|\begin{array}{\|c\|c\|}\mid \text { Reason for } \\ \text { ND choce } \\ \text { (Hz) }\end{array}\right\|$ |  | Voice of ND (+2) |
| 1 |  | Target | Second Person | Jack's weekend. | Target | Third Person | Jack is talking about his weekend. weekend. | Example provided | Informational |  | This sentence provides context for the task at hand; it prepares the learner for what is to come later. | Target | Third Person | N/A | N/A | N/A N | N/A | N/A |
| section | Grammar |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mumber | Tite | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | $\begin{aligned} & \text { Targe-Native } \\ & \text { Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voice (topicalizec) | Context Introcuction $/$ Explanation | Hinutipleample | NDType (11) | NDSutype (1) | Reason tor ND choice (11) | Target Native Language of MD(H1) |  |  | $\begin{aligned} & \text { nD } \\ & \text { subype } \\ & \text { sur2) } \end{aligned}$ | $\substack{\text { Reason tor } \\ \text { ND choice } \\ \text { (H2) }}$ | $\left\|\begin{array}{l}\text { Tagget } \\ \text { Native } \\ \text { Language } \\ \text { of MDD }(\text { H2 } 2\end{array}\right\|$ | ${ }_{\text {V }}^{\text {Vaice of }}$ |


| The sentence＂we use the simple present tense．．．has that they are to be seen as important．Also，this sentence the following column with sentence patterns． | Target | First Person （Inclusive Plural） | Attitudina |  |  | Target | $\begin{aligned} & \text { First } \\ & \text { Person } \\ & \text { Pornusiv } \\ & \text { (In Plural) } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |



| ${ }^{1} 1$ | Mandy meets Sam on the Internet again． She is asking Sam some questions about his life．Write Sam＇s answers in complete sentences． | Target | Second Person | N／A | N／A | N／A | $\|$Mandy meets Sam on the <br> Internet again．She is asking <br> Sam some questions about <br> his life． | Example provided | Informational | $\|$Pre－plans <br> （individual） <br> Context（Pre－ <br> Exercise） | $\|$This sentence provides context <br> for the task at hand；it prepares <br> the learner for what is to come <br> later． | Target | Third Person | N／A | N／A | N／A | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Section | Speaking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mumber | Tite | Target－Native Language（non－MD portion of text） | $\begin{array}{\|l\|} \text { Voice (non-ND } \\ \text { portion of text } \end{array}$ | Topicalizer | $\begin{aligned} & \text { Target-Native } \\ & \text { Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voice（topicalizer） | $\begin{aligned} & \text { Context Introctuction/ } \\ & \text { Explanation } \end{aligned}$ | Hinutipleample | NDType（12） | nDSutype（1） | Reason for MD choice（13） | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of ND (\#1) } \end{aligned}$ | Voiceot（1）（tn） | $\operatorname{mid}_{\substack{\text { nitype } \\(2)}}$ | n subtype （1＋2） | $\left\|\begin{array}{l} \text { Reason for } \\ \text { an choice } \\ \text { (12) } \end{array}\right\|$ |  | Voice of $M D(t 2)$ |
| A | Telt $\begin{aligned} & \text { Takt time．Read these sentences．Pay } \\ & \text { attention to the eterers in bold }\end{aligned}$ | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／ | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| в | Speak up．In pairs，take turns to ask and answer questions and complete your classmate＇s daily schedule below． | ret | Second Person | N／A | N／A | N／A | ／／A | ＂Top tip．Remember to use when，what， how and usually to ask your classmate about his／her daily life． how and Usually to ask about his／her daily life．＂ | Attitudinal | $\begin{array}{\|l\|l} \begin{array}{l} \text { Salience - Learning } \\ \text { Strategies/Tips } \end{array} \\ \hline \end{array}$ | Provides an important advice for improving basic communication skills | Target | Seoond Person | N／A | N／A | N／A | N／A | N／A |
| Section | Writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mmber | Tue | $\begin{aligned} & \text { Traget-Native } \\ & \text { (anguage ( fon-MD } \\ & \text { portion of text) } \end{aligned}$ | Voice（non－MD portion of text） | Topicalizer | Target－Native <br> Languge <br> （topicalizer） | Vaice（topicalizer） | Context Introcuction／ Explanation | Hinutipleample | NDType（11） | nosubype（m） | Reason for MD choice（11） | $\begin{aligned} & \text { Target- } \text { Lative }^{\text {Languge of ND }(\# 1)} \end{aligned}$ | Vaiceof（D（ ${ }^{\text {（2）}}$ |  | $\begin{array}{\|l\|} \hline \text { ND } \\ \text { sulupye } \\ \text { (tr2) } \end{array}$ | Reason for an chor （\＃2） | Target－ Native Language of MD（\＃2） | Voice of $\mathrm{MD}(+2) \mathrm{t}$ |
| A | Fang Fang＇s daily life．Read Fang Fang＇s daily schedule below and complete the article about her daily life． | Target | Second Person | $\begin{aligned} & \text { Fang Fang's daily } \\ & \text { life. } \end{aligned}$ | Target | Third Person | N／A | Example provided | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| Section | More practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mumber | Tite | Target－Native Language（non－MD portion of text） | Voice（non－MD portion of texx） | Topicalizer | Target－Native Languge （topicalizer） | Voioe（topicalizer） | Context Introcuction／ Explanation | Hinutipleample | ndtyee（12） | NDSutype（\＃） | Reason for MD choice（13） | Target－Native Language of MD（\＃1） | Voiceot（D）（m） | $\operatorname{cic}_{\substack{\text { nDz) Type }}}$ | MD <br> Subtype <br> （1＋2） | $\left\|\begin{array}{l} \text { Reason for } \\ \text { MN choice } \\ (\# 2) \end{array}\right\|$ | Target Native Language of MD（\＃2） | Voice of $\mathrm{ND}(+2)$ |
| A | Jason is talking about his mother＇s daily life．Read what he says and then complete his mother＇s schedule below． | Target | Second Person | N／A | N／A | N／A | Jason is talking about his mother＇s daily life． | N／A | Information | Pre－plans （individual）－ Context（Pre－Text） | This sentence provides context for the task at hand；it prepares later． | Target | Third Person | N／A | N／A | N／A | N／A | N／A |
| в | Interview your father or mother．Make a schedule like the one in A about his or her daily life．Then tell your classmates about I | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A | N／A |


|  |  |
| :---: | :---: |
|  | 蓲 |
|  |  |
|  |  |
| $\begin{aligned} & \frac{8}{2} \\ & \frac{1}{2} \\ & \hline \end{aligned}$ | 产吕営 |
|  |  |
|  | 或 |
|  |  |
|  |  |
| $\begin{aligned} & \text { 展 } \\ & \frac{8}{2} \\ & 2 \\ & 2 \end{aligned}$ |  |
|  |  |
|  | $\frac{\pi}{z}$ |
| 有 | $\frac{1}{2}$ |
|  |  |



| ${ }^{\text {A }}$ | Use the information in the article on page 17 to complete the conversation below． | Target | Second Person | N／A | N／A | N／A | N／A | Example provided | N／A | N／A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A2 | In pairs，talk about the things in the box Follow the example． | Target | Second Person | N／A | N／A | N／A | N／A | Example provided | N／A | N／A |
| в | Adverbs and adverbial phrases of frequency．We use adverbs and adverbial phrases of frequency to talk about how often things happen． often things happen | Target | Third Person | N／A | N／A | N／A | We use adverbs and adverbial phrases of frequency to talk about how often things happen． | ＂Work out the rule＂［Column with hints for sentence construction］ | Attitudinal | Salience |
| B1 | Mandy mets Sam on the Internet again． <br> Shis is askig Sam some questions baout <br> his life Write <br> sentences． <br> Sam＇s answers in complete$\|$ | Target | Second Person | N／A | N／A | N／A | $\|$Mandy meets Sam on the <br> Interneta tagain．She is asking <br> San some <br> his life． | Example provided | Informational | $\left\lvert\, \begin{aligned} & \text { Pre－plans } \\ & \text {（indivivua）} \\ & \text { Context } \\ & \text { Exercise）}\end{aligned}\right.$ |
| Section | Speaking |  |  |  |  |  |  |  |  |  |
| Exercise Member | Tite | Target－Native Language（non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer | Target－Native Language （topicalizer） | Voice（topicalize） | Context Introcluction／ Explanation | Hinutiplexample | MD Type（12） | MDS |
| A | Talk time．Read these sentences．Pay attention to the letters in bold | Target | Second Person | N／A | N／A | N／A | N／A | N／A | N／A | N／A |
| в | Speak up．In pairs，take turns to ask and answer questions and complete your assmate＇s daily schedule below． | Target | Second Person | N／A | N／A | N／A | N／A | about his／her daily life．＂ <br> ＂Top tip．Remember to use when，what， | Attitudinal | Salience Strategie |


| ction | Culture corner．Dear Diary |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Exercise Member | Tite | Target－Native Language（ non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer |
| A | Do you keep a diary？Would you like to keep one？What things do／would you write about？ | Target | Second Person | Dear Diary |


|  | Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Frint Person This section eonsisto of a cheochis for |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| sont for moctroice | self-assessment. It indicates all of the things that the learner is supposed to have |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conens | How welldo you know this unit? Tick $\triangle$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Section | Project |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Member | Tue | Language (non <br> portion of text | Voice (non-MD <br> portion of tex | Topializar |  | ae (topicalize) |  | Hentipeample | ype (m) | nosutype (ta) |  |  | Vaceot ( D (12) | $\begin{aligned} & \text { MD Type } \\ & \text { (\#2) } \end{aligned}$ | $\left\lvert\, \begin{aligned} & \text { no } \\ & \text { suluspe } \\ & \text { (24) } \end{aligned}\right.$ | $\begin{aligned} & \text { Reason for } \\ & \text { MD choice } \\ & \text { (\#2) } \end{aligned}$ |  | Voter |
| A |  | ret | Seoond Person |  | Target | First Person |  | Example provided | Infor | $\begin{aligned} & \text { (individual) - } \\ & \text { Context (Pre- } \\ & \text { Exercise) } \end{aligned}$ |  | arget | Seoond Person | N/A | N/A | N/A | N/A | N/A |
| B | In pairs, ask your classmates questions and make notes of the answers. If possible take a photo of your classmate. | Traget | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | NA | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A |
| c | Use your notes to make an information card about your classmate. Remember to stick his/her photo on it. Here is an stick his/her photo on it. Here is an | Target | Seocod Person | N/A | N/A | N/A | NA | Example provided | N/A | N/ | N/A | N/A | N/A | N/ | N/A | N/A | NA | N/A |
| D |  | Trarget | Seoond Person | N/A | N/A | N/A | ${ }^{\text {N/ }}$ | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |


| Textbook | Section | Exercise | nonMD_TNL | nonMD_Voice | Topic | TNLang | Voice | Goals | TNLang | Voice | PreP(nt) | TNLang | Voice | PreP(inc) | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Shangijao Ban 7 | Getting Ready | N/A | N/A | N/A |  |  |  | G | T | 2P |  |  |  | PP(Ind) | T | 2P |  |  |  | S(H) | T | 2P3P |
| Shangjiao Ban 7 | Reading | A | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangijao Ban 7 | Reading | B1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangjiao <br> Ban 7 | Reading | B2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangjiao <br> Ban 7 | Reading | C1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangijao Ban 7 | Reading | C2 | target | 2P |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l} \hline \mathrm{PP}(\mathrm{Ind}) \mathrm{C} \\ \mathrm{PE} \end{array}$ | T | 3P |  |  |  |  |  |  |
| Shangjiao Ban 7 | Reading | D1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangiiao Ban 7 | Reading | D2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangjiao Ban 7 | Reading | D3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangjiao Ban 7 | Listening | 1 | target | 2P | Top | T | 3P |  |  |  |  |  |  | $\begin{aligned} & \left\lvert\, \begin{array}{l} \mathrm{PP}(\mathrm{Ind}) \mathrm{C} \\ \mathrm{PE} \end{array}\right. \\ & \hline \end{aligned}$ | T | 3P |  |  |  |  |  |  |
| Shangiiao <br> Ban 7 | Grammar | A | target | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s | T | 1PI |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | 1PI |
| $\begin{array}{\|l\|} \hline \text { Shangjiao } \\ \text { Ban } 7 \\ \hline \end{array}$ | Grammar | A1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangiiao <br> Ban 7 | Grammar | A2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Shangjiao } \\ \text { Ban } 7 \end{array}$ | Grammar | B | target | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S | T | 1PI |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | 3P |
| Shangjiao <br> Ban 7 | Grammar | B1 | target | 2P |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|} \hline \begin{array}{l} \mathrm{PP}(\mathrm{Ind}) \mathrm{C} \\ \mathrm{PE} \end{array} \\ \hline \end{array}$ | T | 3P |  |  |  |  |  |  |
| Shangjiao Ban 7 | Speaking | A | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangjiao Ban 7 | Speaking | B | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(LS) | T | 2P |
| Shangjiao <br> Ban 7 | Writing | A | target | 2P | Top | T | 3 P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangjiao <br> Ban 7 | More practice | A | target | 2P |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|} \hline \begin{array}{l} \mathrm{PP}(\mathrm{Ind}) \mathrm{C} \\ \mathrm{PT} \end{array} \\ \hline \end{array}$ | T | 3P |  |  |  |  |  |  |
| Shangjiao <br> Ban 7 | More practice | B | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangijao Ban 7 | Culture corner. Dear Diary | A | target | 2P | Top | T | N/A |  |  |  |  |  |  | $\begin{aligned} & \left\lvert\, \begin{array}{l} \mathrm{PP}(\mathrm{Ind}) \mathrm{C} \\ \mathrm{PT}+\mathrm{CA}(\mathrm{~W} \\ ) \end{array}\right. \\ & \hline \end{aligned}$ | T | 3P |  |  |  |  |  |  |
| Shangjiao Ban 7 | Self- <br> assessmen <br> $t$ | N/A | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{\text {PostP(CL }}$ | T | 1P |  |  |  |




\section*{| Textrook Tite | Shangwi Ban 7 |
| :--- | :--- | <br> }


| Unit Member | 3 |
| :--- | :--- |
| Unit Tule | "Daily Life" |
| Topic Member | N/A |
| Tue | N/A |
| Pages | $23-33$ |


| on | [OPening Page of Unit 3 : Highlights] |
| :---: | :---: |
| Metadiscourse Type | Informational |
| Metadiscourse Stubpe | Goals + Pre-plans (Individual) |
| Targe--Native Languge | Target |
| $\omega$ voice | N/A |
| R Ressontor MDC chice |  |
| Contents | Topic Areas |
|  | Functions |
|  | Structures |
|  | Chat Room |
|  | Programme |


| Exerise Mumber | Tue | Target-Native Language (non-MD portion of text) | Vaice (mon-wportionot tex) | Topicalizer | Target-Native Language (topicalizer) | voice (topicalizer) | Context Introchuction / Explanation | Hendipeample | notype(m) | nosutspe (4) | Reason tor MD cotoce (m) |  | Vaceot ( D (m) |  | $\left.\right\|_{\substack{\text { Nu } \\ \text { suluspe } \\ \text { (142) }}}$ |  | Target- <br> Native <br> Language <br> of ND ( $1 / 2)$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Listen and tell the time. | Target | Second Person | N/A | N/A | N/A | NA | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Listen and tak about school sujuects. | Terget | Second Person | NA | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | ${ }_{\text {ate }}^{\text {Find out what vour classmates are good }}$ | Target | Seocond Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A |
| 4 | Litater read, and have a conversation of | Traget | Scocond Person | N/A | N/A | N/A | NA | Example provided | N/A | N/A | N/A | N/A | NA | N/A | N/ | N/A | N/A | N/A |
| Section | 2: Chat Room |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Mumbr | Tue | Target- Native Language (non-MD portion of text) | Vace (ron-mp portionot text) | Topicalizer | Target-Native Language (topicalizer) | voice (topicatiare) | Context Introchuction/ Explanation | Hrumipreample | notype(m) | nDSutspe (m) | Reason tor MDChoio (m) |  | Vaceot (1) (m) |  | MD <br> Subtyp <br> (H2) | $\left\{\begin{array}{l} \text { Reasan } \\ \text { tor } \\ \text { colvice } \\ \text { (tar } \end{array}\right.$ |  |  |
|  | Johr's dill routine | N/ | $\frac{\mathrm{N} / \mathrm{A}}{\text { N/ }}$ | N/A | $\frac{\mathrm{N} / \mathrm{A}}{\text { N/ }}$ | N/ $/$ / ${ }^{\text {a }}$ | NA | N/A | N/ ${ }_{\text {N/A }}$ | $\frac{\text { NA }}{\text { NA }}$ | N/A | N/ ${ }_{\text {N/ }}$ | N/A | \|N/A | N/A | NA | N/A | $\frac{\mathrm{N} / \mathrm{A}}{\text { N/ }}$ |
| Section | 33: Programme. Item 1. School routine |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


| Exerisonember | The |  | Se (mon. pooriond tex) | Toplatarar | Target-Native Language (topicalizer) | voceotapicaliam) | Context Introcuction/ Explanation | Hentipeample | Notype(m) | Satuspe(m) | Reason tor M DCatoio (n) |  |  |  |  |  | $\begin{array}{\|l} \text { Target- } \\ \text { Native } \\ \text { Language } \\ \text { of MD }(\# 2) \end{array}$ | Voteot |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | Terget | Sooond Person | Schoor routine. | ${ }^{\text {Traget }}$ | ${ }^{3 P}$ | NA | "You may need these words to help you:" | Atitudinal | Stilene (Werd Lits |  | ${ }^{\text {Tregetet }}$ | Sooond Person | N/ | NA | N/ | N/ | N/ |
| 2 | lot | Terget | Secoond Person | N/A | NA | NA | N/A | N/A | NA | NA | NA | N/ | NA | NA | N/ | N/ | NA | N/ |
| 3 | Read the following passage and answer the questions. | Terget | Scoond Person | N/ | N/ | NA | N/ ${ }^{\text {Na }}$ | NA | NA | N/A | N/ ${ }^{\text {N }}$ | NA | NA | NA | N/ | V/A | n/ | NA |
| 4 | Retell the passage with the help of the keywords. | ${ }^{\text {Traget }}$ | Scoond Person | N/A | NA | N/A | N/A | N/A | N/A | N/A | N/ | N/A | NA | ${ }^{\text {N/A }}$ | N/A | N/A | N/ | n/A |
| Sexiton | 3. Proramme, Item 2. M d dalv routine |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Execrisenmmer | Twe | Target-Native Language (non-MD portion of text) |  | Topacalar | Target-Native Language (topicalizer) |  | Context Introchuction/ <br> Explanation | Hrumpeample | Notpe | nosutweem $(m)$ | sent tor vocrovice (4) |  |  | ${ }_{\text {Noz }}^{\text {vorpe }}$ |  |  |  | , voleot |
| 1 | My dily (eutio. Listen to the asasego | Target | Scoond Person | My daily routine | Target | First Person | NA | NA | N/ | NA | N/ ${ }^{\text {N }}$ | NA | N/A | NA | N/ | N/ | N/ | NA |
| 2 | Listern oit togit and anwer the | ${ }^{\text {Tegrgot }}$ | Secoond Person | N/A | N/ | NA | N/A | N/A | NA | N/A | N/A | N/ | NA | NA | N/A | N/A | N/A | N/A |
| 3 | Read the passage and rewrite it. Change " 1 " to "Robert". The first two sentences | ${ }^{\text {Tragetet }}$ | Seoond Person | N/A | N/ | N/ | N/A | Exampe provided | N/ | N/A | N/ | N/ | NA | N/ | N/ | N/ | N/A | N/ |
| 4 | \|l|l| | Treget | Socond Person | N/A | NA | NA | N/ |  | Atitudinal | Saiene |  | Treget | Seoond Person | NA | NA | NA | NA | NA |
| sation | $\begin{aligned} & \text { 3: Programme, Item 3, An astronaut's } \\ & \text { schedule } \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Number | Tre |  | Vadee (monmpootiond tex) | Topacalar | Target-Native Language (topicalizer) | Wheotapicaliam) | Context introchuction / <br> Explanation | Hewnipemple | Notype(m) | Nosaturee |  | Target-Native Language <br> of MD (H1) |  | $\left.\right\|_{\substack{\text { mozrype } \\ \text { maz }}}$ |  |  | $\begin{aligned} & \text { Target- } \\ & \text { Native } \\ & \text { Language } \\ & \text { of MD ( }{ }^{(12)} \end{aligned}$ |  |
| 1 | $\begin{aligned} & \text { An astronaut's schedule. Listen to the } \\ & \text { tape. What does the astronaut do at } \\ & \text { certain times? Mark the times. } \end{aligned}$ | \%get | Scoond Person |  | T | Thir Person | /A | Example provider | NA | N/A | N/ | NA | NA | n/A | N/ | NA | N/A | NA |
| 2 |  | ${ }^{\text {Treget }}$ | Socond Person | N/A | N/ | NA |  | ${ }^{\text {N/ }}$ | Intomational |  |  | Terget | Third Pesson | N/A | //A | N/A | N/ | NA |
| 3 | Retell the astronaut's schedule with the help of the following keywords. | Tergat | Seoond Person | N/A | N/ | N/A | NA | NA | N/ | N/ | NA | N/ | NA | n/A | N/ | va | n/A | N/ |
| 5 sextion | 4. Messese Box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Meatisourse Tppe | Attitumal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mexatisause sulutpe | Saliency (Sentence Patterns) + Saliency (Word Lists/Vocabulary) + Saliency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Trest |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vobe | N/A <br> N/A This section provides 6 boxes with rules |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reasenta Nochace |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Box 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Scation | 5. Otata Bak |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eercisenmmer | THe |  | Vosee (IonM Pooriond (tex) | Trocatasar | Target-Native Language (topicalizer) | Sice (tapacalam) | Context Introchuction / <br> Explanation | Hrwinseanple | Notype(tu) | mosukspe (m) | sent tor vocrovice(m) | Target-Native Language of MD (\#1) | $0_{\text {vacea momin) }}$ |  |  |  |  |  |


| 1 | Learn the Engish sounds. | Target | Seoond Person | N/A | N/A | N/A | NA | NA | N/A | N/A | This was not considered as metadiscourse because it is | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | Read aloud | Target | ${ }^{\text {Seoond Person }}$ | N/A | N/A | N/A | NA | N/A | N/A | N/ | This was not considered as metadiscourse because it is primarily an exercise. | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 5 Saction | 6: Dr Lab |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eerrisenemper | THe | Target-Native Language (non-MD portion of text) | Vace ( non-MD portiond tex) | Topicalizar | Target-Native Language (topicalizer) | Sole (tapicalizar) | Contexd Introcluction/ Explanation | Hentipleample |  | MDSaty ye (m) | Reasan tor MD.chace (Hz) |  | Vacootm(tn) | $\left.\right\|_{\substack{\text { mo trppe } \\(H 2 z)}}$ |  | $\left\|\begin{array}{l}\text { Reason } \\ \text { tor No } \\ \text { choice } \\ \text { (12) }\end{array}\right\|$ |  | ${ }^{\text {vole }}$ |
| 1 | Pair Work Follow the exampler | Target | Seocond Person | N/A | N/A | V/A | NA | Examplo provided | N/A | N/A | T/A | N/A | NA | N/A | N/A | N/A | N/A | N/A |
| 2 | Oral Presentation. Your American teacher and tell him/her what you usually do at home in the evening. | Target | Scoond Person | N/A | N/A | N/A | Your American teacher drops in at your flat | N/A | Informational |  | This sentence provides context for the task at hand; it prepares the learner for what is to come later it prepares the learner | Target | Socond Person | N/A | N/A | N/A | N/A | N/A |
| 3 | Topic Discussion. (1) Which subject do you like best? Why? <br> after class? <br> (2) What do students do at your school | Target | Seoond Person | N/A | N/A | N/A | NA | N/ | N/A | NA | N/A | N/A | NA | NA | N/A | N/A | N/A | N/ |
| section | 7: Cuture Comer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Maxalisouse Type | Attudinal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| maxaicourse sulype |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Taryenemive Larguge | Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Voile | Third Person This section only presents a brief text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Contents | About the dalivortises of Westererers. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Section | 88: Game Zone |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Eerdsenemtrer | Twe | Target-Native Language (non-MD portion of texa) | Sice (ron-MD portion ( tex) | Topicalizer | Target-Native Language (topicalizer) | Voce (tapicalizer) | Context Introchuction/ Explanation | Hinutpreample | notype(m) | MDSutype (ma) | Reasan tor MDChdice (m) |  | Vacoot (MD(4) | $\int_{(1+2)} \operatorname{cospe}^{2}$ |  |  |  |  |
| ${ }^{1}$ | Word puzzle. Can you try and find the following subjects in the puzzle? The first one has been picked up for you. | Targat | Scoond Person | N/A | N/ | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A |
| 2 |  | Target | Scoond Person | N/A | N/ | VA | N/ | N/A |  |  | N/A It is debatable whether this | VA | NA | NA | N/A | N/A | N/A | N/ |
| ${ }^{3}$ | Song. | Target | Seoond Person | N/A | N/A | N/A | NA | NA | Attiudinal | Stiene (Humor FFum |  | Target | N/A | N/A | N/A | N/A | N/A | N/A |


| Textbook | Section | Exercise | nonMD_TNL | nonMD_Voice | Topic | TNLang | Voice | Goal | TNLang | Voice | PreP(int) | TNang | Voice | PreP(Ind) | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Shangwai Ban 7 | [Opening Page of Unit 3: Highlights] | N/A | N/A | N/A |  |  |  | G | T | 3P |  |  |  | PP(Ind) | T | N/A |  |  |  |  |  |  |
| Shangwai Ban 7 | 1: Getting Started | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 1: Getting Started | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 1: Getting Started | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 1: Getting Started | 4 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 2: Chat Room | Dialogue 1 | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 2: Chat Room | Dialogue 2 | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 1, School routine | 1 | target | 2P | Top | T | 3 P |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | 2P |
| Shangwai Ban 7 | 3: Programme, Item 1, School routine | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 1, School routine | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 1, School routine | 4 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 2, My daily routine | 1 | target | 2P | Top | T | 1P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 2, My daily routine | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 2, My daily routine | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 2, My daily routine | 4 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s | T | 2P |
| Shangwai Ban 7 | 3: Programme, Item 3, An astronaut's schedule | 1 | target | 2P | Top | T | 3P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 3, <br> An astronaut's <br> schedule | 2 | target | 2P |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{PP}(\text { Ind) } \mathrm{C} \\ & \mathrm{PT} \end{aligned}$ | T | 3P |  |  |  |  |  |  |
| Shangwai Ban 7 | 3: Programme, Item 3, An astronaut's schedule | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 4: Message Box | N/A | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | N/A |
| Shangwai Ban 7 | 4: Message Box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
| Shangwai Ban 7 | 4: Message Box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(P) | T | N/A |
| Shangwai Ban 7 | 4: Message Box | N/A | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | N/A |
| Shangwai Ban 7 | 4: Message Box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(WL) | T | N/A |
| Shangwai Ban 7 | 4: Message Box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(P) | T | N/A |
| Shangwai Ban 7 | 5: Data Bank | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 5: Data Bank | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 6: DIY Lab | 1 | target | 2 P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 6: DIY Lab | 2 | target | 2P |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|} \hline \mathrm{PP}(\text { Ind }) \mathrm{C} \\ \hline \mathrm{PE} \end{array}$ | T | 2P |  |  |  |  |  |  |
| Shangwai Ban 7 | 6: DIY Lab | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 7: Culture Corner | N/A | N/A | N/A |  |  |  |  |  |  |  |  |  | PP(Ind)C | T | 3P |  |  |  |  |  |  |
| Shangwai Ban 7 | 8: Game Zone | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 8: Game Zone | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shangwai Ban 7 | 8: Game Zone | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(H) | T | N/A |


| MD Category | Target－Native Language | Voice |
| :---: | :---: | :---: |
| Top | target | 3P |
| Top | target | 1P |
| Top | target | 3P |
| G | target | 3P |
| PP（Ind） | target | N／A |
| PP（Ind）CPT | target | 3P |
| PP（Ind）CPE | target | 2P |
| PP（Ind）CPE＋CA（W） | target | 3P |
| S（WL） | target | 2P |
| S | target | 2P |
| S（SP） | target | N／A |
| S（WL） | target | N／A |
| S（P） | target | N／A |
| S（SP） | target | N／A |
| S（WL） | target | N／A |
| S（P） | target | N／A |
| S（H） | target | N／A |


|  | Shangwai Ban 7 Unit 3 － MD Categories | －G | 25 | Shangwai Ban 7 Unit 3－ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\square \mathrm{PP}$（Ind） |  | NonMD Analysis | －集計 |
| 4 |  | $\begin{aligned} & =P P(\text { Ind }) C P E \\ & \square P P(\text { Ind }) C P E+C A(W) \end{aligned}$ |  |  |  |
|  |  |  |  |  |  |
| 3 |  | $\square$－PP（Ind）CPT | 15 |  |  |
|  |  |  | 10 |  |  |
| 2 |  | －S（H） |  |  |  |
| 1 |  | －S（P） | 0 |  |  |
|  |  | S（SP） |  | 2 P |  |
| 0 | 集計 | $=\mathrm{S}(\mathrm{WL})$ |  | target |  |
|  |  | －Top |  |  |  |



| Section | Scope and Sequence |
| :--- | :--- |
| Metadiscourse Type | Informational |


| Section | Scope and Sequence |
| :--- | :--- |
| Metaciscourse Type | Informational |
| Metaciscourse Subtype | Pre-plans (Integral) |


| Target-Native Language | Target |
| :--- | :--- |
| Vac\| |  |


| Voice | N/A |
| :--- | :--- |
| Reason for MD choice | $\begin{array}{l}\text { Introduces the sequence of contents in } \\ \text { each unit, including the main functions or } \\ \text { abjectives of each section within the }\end{array}$ | $\sum_{i n}^{\wedge} \stackrel{\circ}{\circ}$







| 5 | Worki in pairs. Talk about your school day. | Trget | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A NA | N/A | N/A | N/A | N/A | /A | N/A | N/A | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | Look at the sentences. Now join the sentences with and then. | ${ }^{\text {Target }}$ | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Section | Unit 3.Language in use. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Execrise Number | Tute | Target-Native Language (non-MD portion of text) | Voice (norMD portion of tex) | Topicaizer | Target-Native Language (topicalizer) | Vaice (topicalizer) | Context Introduction/ Explanation | invTrpeamp | NDType(\#) | nosutsye (m) | Reason for MD choice (\#1) | Target-Native Language of MD(\#1) | Voice of MD <br> (\#1) | ד和e(tr) | $\operatorname{mD}_{(+2)}$ | $\begin{aligned} & \text { for MD } \\ & \text { choice } \end{aligned}$ | $\begin{array}{\|l\|} \hline \text { rargere } \\ \text { Native } \\ \text { Language of } \end{array}$ | Voice of <br> MD (H2) |
| [Text] | Language practio. | Target | N/A | N/A | N/A | N/A | N/A | "We have chinese at eight o'clock. <br> We don't have maths. <br> Do you like maths? Yes, I do. <br> In the evening, I watch TV and have dinner with my family." | Attitudinal | Salience p <br> (Sentence  <br> Patterns)  | This column provides sentence patterns for talking about school classes and daily activities. | Target | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 | Talk about your activities in a week. | Target | Seoond Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Match the words in Column A with the words and expressions in Column B. Now talk about your school day. | Target | Second Person | N/A | N/A | N/ | N/A | Example provided. | Attiudinal | Salience (Learning Strategies) | There is a column titled "Learning to Learn" that provides learners with a strategy for learning the correct use of the words have, do and go. | Terget | First Person Inclusive Plural) + Second Person |  |  |  |  |  |
| 3 | Complete the passage with the expressions from the box. | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | ess with at in | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | V/A | N/A | N/A | N/A | N/A | N/A | N/A | N/ |
| ${ }^{5}$ | Complete the sentences with the words from the box. | Target | Second Person | N/A | N/A | N/A | N/A | There is a column titled "Around the World" that briefly explains the daily school life of children in the UK. | Informational |  | The contents of this table are not directly linked to tips or strategies for learning the English language, but they are included in the Culture Aspects category. Because they appear before exercise 6, they were considered as pre-plans. | Target | Third Person | N/A | N/A | N/A | N/A | N/A |
| ${ }^{6}$ | Module task: Talking about your ideal school day. Look through Module 5 and find expressions to say what you do and enjoy every day. Now complete the table with information about your ideal school | Target | Second Person | N/A | N/A | N/A | N/A | Example provided. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | J/A | N/A | N/A |
| 7 | Work. ${ }_{\text {Way }}$ din pairs. Takk about your ideal school | Target | Seoond Person | N/A | N/ | N/A | N/A | N/A | N/A | N/A NA | N/A | N/A NA | N/A | N/A NA | N/A | N/A | N/A | N/A |
| Section | Revision module $A$. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Execrise Number | Tute | Target-Native Language (non-MD portion of text) | Voice (nomND portion of tex) | Topicaizar | Target-Native Language (topicalizer) | Voice (fopicalizar) | Context Introcuction/ Explanation | Hintripleample | NDType (12) | nosutype (m) | Reason for MD <br> choice (\#1) | Language e <br> MD(\#1) | Voice of MD <br> (\#1) | MDType (fa) | $\begin{aligned} & \text { ND subtype } \\ & (+12) \end{aligned}$ |  | large- Native Language of nn 1 Hor |  |
| 1 | Grammar and speaking. Complete the conversations with the correct form of the words from the box. | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | //A | //A | N/A | N/A | N/A | N/A |
| 2 | Complete the conversation with there is, there isn't, there are, there aren't, is there or are there. Now work in pairs and act it out. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | Complete the passage with the correct form of the words and expressions from the box. Now work in pairs. Talk about Daming's family photo. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A | N/A | //A | N/A | N/A |
| 4 | Underline the correct words. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A N | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 5 | Complete the conversation with some <br> and any. Now make your own <br> conversation with some and any. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | //A | N/A | N/A | N/A | NA | N/A | N/A | N/A |
| 6 | Vocabulary. Look at the family tree. Complete the sentences. | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 7 | Corcle the word that doess not belong in each | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 |  | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 9 | Listening. Listen and complete the table for Betty. | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A NA | N/A | N/A | N/A | N/A | N/A | N/A |
| 10 | Listen and chant Notice the rhythm. | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 11 | Reading Read the passage. Match the | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 12 | Check ( $\boldsymbol{V}$ ) the true sentencos. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |


| 13 | Writing. Read the letter by Daming and correct the mistakes. Notice capital letters, full stops and question marks. | Target | Second Person | N/A | N/A | N/A | N/A | Notice capital letters, full stops and question marks | Attitudinal | Salience |  | Target | ( Seoond | N/A | N/A | N/A | N/A | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | Complete the sentences with and or but. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 15 | Complete the information about yourseff. Now write a paragraph. | Target | Second Person | N/A | N/A | N/A | N/A | Example provided. | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A | N/A | N/A |


| Textbook | Section | Exercise | nonMD_TNL | nonMD_Voice | Topic | TNLang | Voice | Goals | TNLang | Voice | PreP(Int) | TNLang | Voice | PreP(Ind) | TNLang | Voice | PostP | TNLang | Voice | Sal | TNLang | Voice |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Waiyanshe Ban 7 | Unit 1. I love history. | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 1. I love history. | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 1. I love history. | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | N/A |
| Waiyanshe Ban 7 | Unit 1. I love history. | 4 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 1. I love history. | 5 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 1. I love history. | 6 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 1. I love history. | 7 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 2. We start work at nine o'clock. | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 2. We start work at nine o'clock. | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 2. We start work at nine o'clock. | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 2. We start work at nine o'clock. | 4 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 2. We start work at nine o'clock. | 5 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 2. We start work at nine o'clock. | 6 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 3. Language in use. | [Text] | target | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(SP) | T | N/A |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 1 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 2 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | S(LS) | T | 1PI2P |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 3 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 4 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 5 | target | 2P |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \hline \mathrm{PP}(\text { Ind)CP } \\ & \mathrm{E}+\mathrm{CA}(\mathrm{~W}) \\ & \hline \end{aligned}$ | T | 3P |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 6 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiyanshe Ban 7 | Unit 3. Language in use. | 7 | target | 2P |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


| MD Category | Target-Native Language | Voice |
| :--- | :--- | :--- |
| PP(Ind)CPE+CA(W) | target | $3 P$ |
| S(SP) | target | N/A |
| S(SP) | target | N/A |
| S(LS) | target | 1PI2P |

Waiyanshe Ban 7 Unit 3 Module 5 MD Categories


Waiyanshe Ban 7 Unit 3 Module 5 - TNLanguage + Voice


| Textbook Title | Yilin Ban 7 |
| :--- | :--- |


| Section | ＂致同学＂ |
| :---: | :---: |
| Metadiscourse Type | Informational |
| Metadiscourse Subtype | Pre－Plans（Integral） |
| Target－Native Language | Native |
| Voice | N／A |
| Reason for MD choice | Introduces the main objectives of the textbook，as well as its basic contents and structure． |
| Contents | ［To Our Colleagues］ |
| Section | ＂Contents＂ |
| Metadiscourse Type | Informational |
| Metadiscourse Subtype | Pre－plans（Integral） |
| Target－Native Language | Target |
| Voice | N／A |
| Reason for MD choice | Introduces the sequence of contents in each unit，including the main functions or objectives of each section within the units themselves． |
| Contents | Unit |
|  | Welcome to the unit |
|  | Reading |
|  | Grammar |
|  | Integrated skills |
|  | Study skills |
|  | Task |
|  | Self－assessment |


| Unit Number | 4 |
| :--- | :--- |
| Unit Title | ＂My day＂ |
| Topic Number | N／A |
| Tite | N／A |
| Pages | $42-53$ |


| Section | ［OPening Page］ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Exercise Mumber | Tite | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer | Target－Native Language （topicalizer） | Vaice（topicalizer） | Context Introcluction／ Explanation | Hintripleample | MDType（12） | NDSulypee（12） | Reasonfor MD chice（\＃1） | Target－Native Language of MD（\＃1） | $\begin{aligned} & \text { Voice of MD } \\ & \text { (\#1) } \end{aligned}$ | MDType（＋2） | $\underset{\substack{\text { MDSubtype } \\(+12)}}{ }$ | Peason for MDChoice（\＃2） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Target-Native } \\ \text { Language of MD (\$2) } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ (1+2) \end{array}$ |
| ［No number／eteter］ | Unit 4．My Day． | N／A | N／A | N／A | N／A | N／A | N／A | N／A | Attitudinal | Salience （Humor／Fun） | This part of the opening page contains a funny cartoon story which implicitly demonstrates the objective of the unit and some sentence | Target | N／A | N／A | N／A | N／A | N／A | N／A |
| ［No number／etter］ | School life．Millie writes to her online friend about her school life．She also writes about her likes and dislikes at school．Tell your friends about your day at school and your likes and dislikes． | Target | Second Person | School life． | Target | Third Person | Millie writes to her online friend about her school life．She also writes about her likes and dislikes at school． | N／A | Informational | Pre－plans （individual）－ Context（Pre－ Exercise） | This sentence provides context for the task at hand；it prepares the learner for what is to come later． | Target | Third Person | N／A | N／A | N／A | N／A | N／A |
| Section | Welcome to the unit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mumber | Trie | Target－Native Language （non－MD portion of text） | Voice（non－MD portion of text） | Topicalizer | Target－Naive Language （topicalizer） | Vace（topicalizer） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Context introduction/ } \\ \text { Explanation } \end{array} \\ \hline \end{array}$ | Hinteripleamp | DType（ta） | NDSulype（\＃n） | Reasonfor MD chicee（H2） | $\begin{aligned} & \text { Target-Native } \\ & \text { Languge of MD (\#1) } \end{aligned}$ | $\begin{aligned} & \text { Voice of MD } \\ & \left(\begin{array}{l} (11) \end{array}\right. \\ & \hline \end{aligned}$ | MDType（＋2） | $\left.\right\|_{(+2)} ^{\text {MDSubtype }}$ | Preson for MD chice（\＃2） | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Target-Native } \\ \text { Language of MD (\#2) } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \text { Voice of MD } \\ \left(\begin{array}{l} (12) \end{array}\right. \\ \hline \end{array}$ |

[^5]

| Exercise Mumber | Tute | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | $\begin{array}{\|l} \begin{array}{l} \text { Target-Native Language } \\ \text { (topicalizer) } \end{array} \\ \hline \end{array}$ | Vaice (topicalizer) | $\begin{array}{\|l\|} \hline \text { Context Introccuction/ } \\ \text { Explanation } \\ \hline \end{array}$ | Hintipleranp | MDType (1n) | nDStutype (n) | Reason for MD chaice (H1) | $\begin{array}{\|l\|} \hline \begin{array}{\|l\|} \text { Target-Native } \\ \text { Language of MD (\#1) } \end{array} \\ \hline \end{array}$ | $\begin{aligned} & \text { Voice of MD } \\ & (\# 1) \end{aligned}$ | MDType (+2) | $\begin{aligned} & \text { MD Subtype } \\ & (H 2) \end{aligned}$ | Reason for ND choice (H2) | Target-Native Language of MD (\#2) | $\begin{aligned} & \text { Voice of MD } \\ & (+12) \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| [No number/letter] | Vowels (III). Read the following words. Pay attention to the sounds of the letter groups | Target | Second Person | N/A | N/A | N/A | N/A | "Pay attention to the sounds of the letter groups.". g"Tip. Turn to page 106 and pat for more English sounds." | Attitudinal | Salience | This sentence is nstructing the learner to focus on the sounds of words. | Target | Second Person | Attitudinal | Salience (Reference to Supplementar y Materials) | Presents a reference for learning more examples at the end of the textbook. | Target | $\begin{aligned} & \text { Second } \\ & \text { Person } \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A | Read the words below. Put each of them in the correct place | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| в | Look at the following pairs of words. try to say the words on the right correctly. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | VA |
| c | Practise saying the following phrases. | Target | Second Person N/A |  | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | IN/A | N/A |
| Section | Trask |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Member | Tute | $\left\lvert\, \begin{array}{\|l\|} \hline \text { Targe-Native Language } \\ \text { (non-MD portion of text) } \end{array}\right.$ | $\begin{array}{\|l\|} \hline \text { Voice (non-MD } \\ \text { portion of text) } \end{array}$ | Topicalizer | $\begin{aligned} & \begin{array}{l} \text { Target.Native Languge } \\ \text { (topicalizer) } \end{array} \\ & \hline \end{aligned}$ | Voice (topicalizer) | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Context Introduction/ } \\ \text { Explanation } \end{array} \\ \hline \end{array}$ | Hinertipleam | NDType (ta) | nDStutye (m) | Reason for MD chaice (H1) | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Languge of MD (\#1) } \\ \hline \end{array}$ | $\begin{array}{\|l\|l\|} \hline \text { Voice of MD } \\ (11) \end{array}$ | MDType (+2) | $\begin{array}{\|l\|l\|} \hline \text { MD Subtype } \\ (1+2) \end{array}$ | Reason for MD choice (H2) | $\begin{aligned} & \text { Targe--Mative } \\ & \text { Languge of MD }(+2) \text { ( } \end{aligned}$ | $\begin{aligned} & \text { Voice of MD } \\ & (1+2) \end{aligned}$ |
| A | Are you happy? Look at Millie's happiness chart. Then read about Millie's likes and dislikes in the table below. | Target | Second Person | Are you happy? | Target | Second Person | N/A | A table named "Useful Uxprussions" is Eporvided ot a is the e learner. | Attitudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Sentence } \\ & \text { Patterns) } \end{aligned}$ | Presents advice for constructing sentences in English. | Target | First Person | N/A | N/A | N/A | N/A | N/A |
| в | Millie is writing about her likes and dislikes in her diary. Complete her page 52 diary entry with the information on page 52 | Target | Second Person | N/A | N/A | N/A | Millie is writing about her likes and dislikes in her diary. | N/A | Informational | $\begin{aligned} & \text { Pere-plans } \\ & \left.\begin{array}{l} \text { (indivivual) } \\ \text { (Context } \\ \text { Exerecise) } \end{array}\right) \end{aligned}$ |  | Target | Third Person | N/A | N/A | N/A | N/A | N/A |
| c | Discuss your likes and dislikes with your classmates, and then write them down. Use Millie's diary entry as a model. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/ | N/A | N/A | N/A |
| section | Self-assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mtaciscourse Type | Informational |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Metadiscourse Stutype | Post-plans (Exercises) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target-Native Langurge | Target |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| voice | First Person |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peasonfor MDChice | This section presents an exercise for self-assessment and for reviewing the main goals of the unit. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Contents | "1 can" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{aligned} & \text { "Examples" } \\ & \hline \text { "Result" } \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| section | Project 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Mumber | Tite | Target.Native Language (non-Ma portion of text) (non-MD portion of text) | Voice (nor-MD portion of text) | Topicalizer | Target-Native Language (topicalizer) | Vace (topicalizer) | Context Introduction/ Explanation | Hirutrip Example | MDType (1n) | nDSubype (tn) | Reason for ND chace (H1) | Target-Native Language of MD (\#1) | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Voice of MD } \\ \text { (1at1) } \end{array} \\ \hline \end{array}$ | MDType (H2) | nD subtype (स2) | Reason for MD chioce (tz) | Target-Native Languge of MD (H2) | $\begin{aligned} & \text { Voice of MD } \\ & (\# 2) \end{aligned}$ |
| [No number/letter] | My friend. Each student in Class 1 , Grade 7 at Sunshine Middle School made a poster about one of his/her friends. They put up the posters on the wall as a class display. Your teacher wants you to do the same thing. | N/A | N/A | My friend. | Target | First Person | Each student in Class 1, Grade 7 at Sunshine Middle School made a poster about one of his/her friends. They put up the posters on the wall as a class display you to do the same thing. | N/A | Informational | Pre-plans (individual) Context (PreExercise) | This sentence provides context for the task kat hand it prepars the learder for whet is to come later. | Target | Second + Third Person | N/A | N/A | N/A | N/A | N/A |


| A1 | Work in pairs. Write a list of questions to ask your friend. You can use the following questions to help you. | arget | Second Person | N/A | N/A | N/A | N/A | Tip. You learnt how to ask different kinds Units $1-4$ of questions Units $1-4$. | Attitudinal | $\qquad$ | This tip makes it clear to the learner that he or she should apply in this exercise the knowledge already gained from Units 1-4. | Target | Second Person | Attiudinal | Saliency (General) |  | Tars | $\left\lvert\, \begin{aligned} & \text { Second } \\ & \text { Person } \end{aligned}\right.$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A2 | Ask vour friend the questions on your | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ${ }^{\text {A }}$ | Make notes of your friend's answers. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| A4 | Make a poster about your friend. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A ${ }^{\text {Athough these tips are }}$ | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| в | Tips for making your poster | Target | Second Person | N/A | N/A | N/A | N/A | Provides several tips for making a good poster about one's colleague | Attitudinal | $\|$Saliency <br> (Learning <br> Strategies $/$ Tips <br> , | Although these tips are not directly related to the teaching of grammar, they do help to improve overall communication skills. And the learner is being encouraged to follow this list of advices. | Target | Second Person | N/A | N/A | N/A | N/A | N/A |






| TextbookTite | Jjiiao Ban 7 |
| :--- | :--- |
|  |  |
| Section | ＂致同学＂ |
| Metadiscourse Type | Informational |
| Metaciscourse Subtype | Pre－plans（Integral） |
| Target－Native Language | Native |
| Voice | N／A |
| Reason for MDchoice | Introduces the main objectives <br> of the textbook，as well a s its <br> basic contents and structure． |
| Contents | ［To Our Colleagues］ |



|  |  |  |  | z |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \frac{5}{8} \\ & \stackrel{8}{8} \\ & 0 \\ & \hline \end{aligned}$ |  |  |  | $\frac{8}{8}$ |



| Section | Lesson 14: Jenny's School Life |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Exerise Mumber | Tile | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | Target-Native Language (topicalizer) | Voice (topicalizer) | Context Introduction / Explanation | nermpexample | nDtype (t) | NDSutype (m) | Reason for MD choice <br> (\#1) | Target-Native <br> Language of MD <br> (\#1) | Vaice of (ND (m) | notype (ta) | NDSAbype (ta) | Reason for MD choice (\#2) | Target-Native Language of MD (\#2) | Voice of Mo(ta) |
| [Text for Reading] | Jenn's School Life | Target | First + Second Person | N/A | N/A | N/A | N/A | A column titled "Handson Activity" teaches the leamer how to make a printed T-shirt. The contents of this column are not directly related to teaching language, grammar or communication skills, and it is best to consider this as an exercise, not as metadiscourse. | /A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 | Listen to the statements and number the pictures. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Read the lesson and answer the questions. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | Read the prescriptions and write the words. The first letter is given. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | Work in pairs. What's your favourite subject? What do you do in that class? Talk about it. | Target | Seoond Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/ | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Section | Losson 15: Making a Difference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exercise Member | Tile | Target-Native Language (non-MD portion of text) | Voice (non-MDportion of text) | Topicalizer | Target-Native Language (topicalizer) | Voice (topicalizen) | Context Introduction / Explanation | HintinpEample | NDTspe (tn) | nDSubype (m) | Reason for MD choice <br> (\#1) | $\begin{array}{\|l} \left\lvert\, \begin{array}{l} \text { Target-Native } \\ \text { Language of MD } \\ \left(\begin{array}{l} \text { H1 } \end{array}\right. \end{array}\right. \end{array}$ | Vace of (ND (n) | NDType (+2) | NDSAbype (ta) | $\begin{array}{\|l} \text { Reason for } \\ \text { MD choice } \\ (H 2) \end{array}$ | $\begin{array}{\|l\|} \hline \text { Target-Native } \\ \text { Language of MD } \\ (+12) \end{array}$ |  |


| [Text for Reading] | Making a ifference | Target | First Person | N/A | N/A | N/A | N/A |  | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Listen and write true ( $T$ ) or false (F). | Target | Seoond Person | N/A | N/A | N/A | Na | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Fill in the blanks with the correct forms of the phrases in the box. | Target | Second Person | N/A | N/A | N/A | N/A NA | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | Circle the adverb that best describes each sentence. Then rewnite the sentence using that adverb. | Target | Seoond Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | Work in pairs. Do you know someone who makes a difference? How does that person make a difference? Talk | Target | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Section | Losson 16: We Are with Yout |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exardse Mumber | Twe | Target-Native Language (non-MD portion of text) | Vice (non-MD portion of text) | Topicaizer | Target-Native Language (topicalizer) | Voice (topicalizer) | Context Introduction <br> IExplanation | Hintiplexample | мDT¢pe (n) | ndsutype (z) | Reason for MD choice <br> (\#1) | $\left\lvert\, \begin{aligned} & \text { Tragget Native } \\ & \text { Language of ND } \\ & \text { (f12) } \end{aligned}\right.$ | Voice of MD(m) | notype (12) | nDS Sutype (tz) | Reasonfor <br> WD choice (\#2) | $\left\|\begin{array}{l\|} \text { Target Native } \\ \text { Language of ND } \\ \text { (\#+2) } \end{array}\right\|$ | Voice of MD(H2) |
| [Text for Reading] | We Are with You! | $\mathrm{T}_{\text {Target }}$ | First + Third Person | N/A | N/A | N/A |  |  | Informational | Pre-plans (individual) <br> - Context (Pre- <br> Text) | These image captions provide context for the understanding of the text; they prepare the learner for what is to come later. | Target | Third Person | N/A | N/A | N/A | N/A | N/A |
| 1 | Read the lesson and answer the questions. | Target | Seoond Person | N/A | N/A | N/A | VA | N/A | N/A | N/A | N/A | N | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Match the words with the correct meanings. | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | Fill in the blanks with the correct forms of the words in the box. | Target | Second Person | N/A | N/A | N/A | N/A NA | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | Work in groups. Imagine you work for a company that helps for them? How will you help them? Discuss with your classmates and make a plan | Target | Seoond Person | N/A | N/A | N/A | $\left.\begin{array}{l} \text { Imagine you work } \\ \text { for a company that } \\ \text { helps poor children. } \end{array}\right)^{\prime}$ | N/A | Infomational | Pre-plans (individual <br> -Context <br> Exercise) | This sentence provides context for the task a hand; it prepares the learner for what is to come later. | Target | Second Person |  |  |  |  |  |
| Section | Lesson 17: School Science Fair |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerdse Mumber | Tite | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text | Topicaizer | $\begin{aligned} & \text { Target-Native Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voice (topicalizer) | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { context introduction } \\ \text { IExplanation } \end{array} \\ \hline \end{array}$ | Hinemipleample | ndtype (tn) | nDSutype (m) | $\begin{aligned} & \text { Reason for MD choice } \\ & \text { (\#1) } \end{aligned}$ | $\|$Target Native <br> Langunge of ND <br> (f11) | Voice of ( (na) $^{\text {a }}$ | notype (12) | nosubype (tz) | $\begin{aligned} & \text { Reason for } \\ & \text { MD choice } \end{aligned}$ $( \pm+2)$ | $\|$Target Native <br> Langugat of ND <br> (+12) | Vaice of MD(H2) |
| [Text for Reading] | School Science Fair | Target | ${ }^{\text {First }+ \text { Seoond }}$ Person | N/A | N/A | N/A | N/A |  | Attiudinal | Salience (Learning Strategien Stitust Cuture $A$ spect + (Western) |  | Target | $\begin{aligned} & \text { Second + Third } \\ & \text { Person } \end{aligned}$ | N/A | N/A | N/A | N/A | N/A |
| 1 | Listen and write true (T) or false (F). | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Read the lesson and answer the questions. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A NA | N/A | N/A | N/A | N/A | N/A | //A | N/A | N/A |
| ${ }^{3}$ | $\qquad$ | Target | Seoond Person | N/A | N/A | N/A | N/A NA | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |


| 4 | Work in groups. Suppose there ill be a science fair at your school. What will your project be about? How will you present classmates and fill in the table. | Target | Second Person | N/A | N/A | N/A | $\begin{aligned} & \text { Suppose there will } \\ & \text { be a science fair at } \\ & \text { your school. } \end{aligned}$ | N/A | Informational | $\left\lvert\, \begin{aligned} & \text { Pre-plans (individual) } \\ & \text { - Context (Pre- } \\ & \text { Exercise) } \end{aligned}\right.$ | This sentence provides context for the task at hand; it prepares the learner later. | Target | Second Person | N/A | N/A | N/A | N/A | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Section | Leosson 18: Teaching in China |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Member | Tute | Target-Native Language (non-MD portion of text) | Voice (non-MD portion of text) | Topicalizer | $\begin{array}{\|l\|} \text { Target-Native Language } \\ \text { (topicalizer) } \end{array}$ | $\mathrm{V}_{\text {Voice (topicalizee) }}$ | Context Introduction IExplanation | Hinutipexample | nDtpee(tr) | nDSuxtyee(m) | Reason for MD choice <br> (\#1) | (H1) | Vaiceot ( ${ }^{(12)}$ | ndtype (12) | NDStuspee (2) | $\begin{array}{\|l\|l} \text { Reason for } \\ \text { en chice } \\ (\# z) \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Target-Native } \\ \text { Language of ND } \\ \text { (t12) } \end{array} \\ \hline \end{array}$ | Voce ot MD(H2) |
| [Text for Reading] | Teaching in China. Jane is from Canada. She is teaching English in China. She is writing an $\mathrm{e}^{-}$ mail to her family and friends back home. | Target | First Person + Third Person Person | N/A | N/A | N/A |  | N/A | Informational | Pre-plans (individual) - Context (Pre- Text) | This sentence provides context for the task at hand; it prepares the learner later. | Target | Third Person | N/A | N/A | N/A | N/A | N/A |
| 1 | $\begin{aligned} & \text { Listen and write true (T) or } \\ & \text { false (F). } \end{aligned}$ | Target | Seoond Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | Are schools in China and <br> Canada the same? Read the <br> Casson and list some differences <br> lestween Chinese and Canadian <br> betwools. <br> school | Target | Second Person | $\begin{aligned} & \text { Are schools in China } \\ & \text { and Canada the } \\ & \text { same? } \end{aligned}$ | Target | Third Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 3 | Fill in the blanks with the words in the box | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | Work in groups. Interview your classmates and fill in this table. | Target | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Section | Unit Review |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exerise Mumber | Tute | Target-Native Language (non-MD portion of text) | of text) <br> Voice (non-MD portion of text) | Topicaizer | $\begin{aligned} & \text { Target-Native Language } \\ & \text { (topicalizer) } \end{aligned}$ | Voise (topicalizeen) | Context Introduction /Explanation | Hinutipleample | nDtype(ta) | MDSutype (ty) | Reason for MD choice <br> (\#1) | $\begin{aligned} & \text { Target-Native } \\ & \text { Language of MD } \\ & \text { (H1) } \end{aligned}$ | Vaice of (ndm) | ndtype (12) | nostatyee (ta) | $\begin{array}{\|l} \begin{array}{l} \text { reason for } \\ \text { No doyice } \\ (\# 2) \end{array} \end{array}$ | Target.Native <br> Lancuage of ND <br> (tra) | Voice of ND(H2) |
| Builing Your VocabularyI | Search for words from this unit <br> and write them down. | Target | Second Person | N/A | N/A | N/A | N/A | Example provided | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Building Your Vocabulary II | $\begin{aligned} & \text { Read the passage end fill in the } \\ & \text { blank with the correct forms of } \\ & \text { the phrases in the box. } \end{aligned}$ | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grammar in Use | Do you have good habits? | N/A | N/A | Do you have good habits? | Target | Second Person | N/A | The phrase "How many stars did you get? If you got 32 stars or more, you have good habits! If you got less than 24 stars, you need to do better!" have better daily habits. | Attiudinal | Salience + Culture Aspect (Native) | This section functions as a gauge for daily goo habits. | Target | Second Person | N/A | N/A | N/A | N/A | N/A |
| Listening and Speaking | (listen to the passage and | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Listening and Speaking | Listen and repeat. | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| $\operatorname{Listening~and~Speaking~}_{\text {III }}$ | Complete the dialogue with the | Target | Second Person | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |  | N/A | N/A |
| Pl\| ${ }^{\text {III }}$ | Writing. Imagine there is a new student at your school. He is scared and nervous. Write a letter to tell him about your school and school ife. Try to confortable and welcome. | Target | Second Person | N/A | N/A | N/A | Imagine there is a new tsudent your school scoreco he is nervous. |  | Informational | Pre-plans (individual) - Context (Pre- Exercise) | This sentence provides context for the task at hand; it prepares the learner for what is to come later. | $\mathrm{Target}^{\text {arem }}$ | Second Person | Attitudinal | Salience (Learning strategies/Tips) + Culture Aspect (Native) |  | Target | Second Person |
| Self-Evaluation | Find more exampes from this | Target | Seoond Person | N/A | N/A | N/A | N/A | Example provided | Informational |  | This section is for | Target | N/A | N/A | N/A | N/A | N/A | N/A |
|  | N/A | Target | Seoond Person | N/A | N/A | N/A | N/A | Example provided | Attiudinal | $\begin{aligned} & \text { Salience } \\ & \text { (Humor/Fun) } \end{aligned}$ | this section consists of a song. | Target | N/A | N/A | N/A | N/A | ${ }^{\text {N/A }}$ | N/A |


|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ल |  |  |  | $\stackrel{\square}{\sim}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\vdash$ |  |  |  | $\vdash$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ¢ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\vdash$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| z |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\bigcirc$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\varangle$ | $\stackrel{\text { n }}{\text { N}}$ | $\stackrel{\square}{\mathrm{N}}$ | $\stackrel{\square}{\sim}$ | $\stackrel{\square}{\sim}$ | $\stackrel{\square}{N}$ | $\frac{\mathrm{n}}{\mathrm{~N}}$ | $\stackrel{\square}{\mathrm{N}}$ | $\stackrel{\square}{\mathrm{N}}$ | $\stackrel{\square}{\sim}$ | $\stackrel{\square}{N}$ | $\bigcirc$ | $\stackrel{\square}{\mathrm{N}}$ | $\stackrel{\square}{N}$ | $\stackrel{\square}{\sim}$ | $\stackrel{\square}{\mathrm{N}}$ | $\begin{aligned} & \text { n } \\ & \text { non } \end{aligned}$ | $\stackrel{\square}{\sim}$ | $\stackrel{\text { n }}{ }$ | $\stackrel{\square}{\sim}$ | $\stackrel{\square}{\sim}$ | $\stackrel{\text { N10 }}{\text { N}}$ |
| $\underset{\text { z }}{ }$ |  | $\begin{array}{r}  \pm \\ 0 \\ \stackrel{0}{0} \\ \vdots \\ \hline \end{array}$ | $$ |  | $\begin{aligned} & \stackrel{0}{0} \\ & \stackrel{0}{2} \\ & \stackrel{\rightharpoonup}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{0} \\ & 0 \\ & \stackrel{0}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{0} \\ & 0 \\ & \stackrel{0}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{0}{0} \\ & \mathbf{o n} \\ & \stackrel{0}{0} \\ & \hline \end{aligned}$ | $$ | $\begin{aligned} & \pm \\ & 0 \\ & 0 \\ & \vdots \\ & \hline \end{aligned}$ |  | $$ | $\begin{aligned} & \pm \\ & \pm \\ & \vdots \\ & \vdots \\ & \hline \end{aligned}$ |  | $\begin{aligned} & \pm \\ & \stackrel{0}{0} \\ & \stackrel{0}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \pm \\ & 0 \\ & \vdots \\ & \vdots \\ & \hline \end{aligned}$ | $\begin{aligned} & \pm \\ & 0 \\ & \vdots \\ & \vdots \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \stackrel{\rightharpoonup}{0} \\ & \text { 品 } \\ & \stackrel{1}{\top} \\ & \hline \end{aligned}$ |  |
| z |  | - | $\sim$ | ๓ | * | (ea | - | $\sim$ | $\cdots$ | * | (eay | - | $\sim$ | $\cdots$ | * | (eat | - | $\sim$ | ๓ | * | (ea |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $$ |  |  |  | $\begin{gathered} r \\ \frac{c}{\infty} \\ \text { ¢ } \\ \stackrel{\circ}{0} \\ \vdots \\ \vdots \\ \hline \end{gathered}$ | $$ | $$ | $$ |  | $\begin{gathered} r \\ \stackrel{c}{\tilde{N}} \\ \text { n } \\ \circ \\ \vdots \\ \vdots \\ \hline \end{gathered}$ | $\begin{aligned} & \text { r } \\ & \stackrel{c}{\infty} \\ & \infty \\ & \stackrel{\circ}{0} \\ & \vdots \\ & \vdots \end{aligned}$ |  | $\begin{gathered} \text { r } \\ \stackrel{c}{\tilde{N}} \\ \infty \\ \stackrel{\circ}{0} \\ \vdots \\ \vdots \\ \hline \end{gathered}$ | $$ | $\begin{gathered} r \\ \stackrel{c}{\infty} \\ \infty \\ \stackrel{\circ}{\infty} \\ \vdots \\ \vdots \\ \hline \end{gathered}$ | $\begin{gathered} r \\ \stackrel{c}{\widetilde{\infty}} \\ \text { ¢ } \\ \stackrel{\circ}{0} \\ \vdots \\ \vdots \\ \hline \end{gathered}$ | $\begin{gathered} \text { r } \\ \stackrel{c}{\tilde{N}} \\ \infty \\ \stackrel{\circ}{0} \\ \vdots \\ \vdots \end{gathered}$ |  | - | $$ | $$ | $\begin{gathered} \text { r } \\ \stackrel{r}{\widetilde{N}} \\ \infty \\ \circ \\ \vdots \\ \vdots \\ \hline \end{gathered}$ |




# Appendix C 

Practice Activity Analysis: Raw Data

## Contents

(1) Tables with Summary of Practice Activity Analysis Results

- Japanese Textbooks
- Chinese Textbooks
(2) Detailed List of Practice Activity Items
- Japanese Textbooks
- Chinese Textbooks

| Code | Turn-take | New Crown | New Horizon | Susshine | Total English | One World | Columbus 21 | Mea |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ı | Initiate lagguage (ron-scripted) | . | . | . | . | . |  |  |
| SR | Scriped response | 59\% | 60\% | 57\% | 61\% | 67\% | 57\% | 60\% |
| NR | Notrequired | 41\% | 40\% | 43\%\% | 39\% | 33\% | 43\% | 40\% |


| Code | Focus | New Crown | New Horizon | Susshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LS | Language system (form) | $11 \%$ | - | - | $17 \%$ |  | $3 \%$ | $5 \%$ |
| M | Meaning | $41 \%$ | $38 \%$ | $45 \%$ | $37 \%$ | $50 \%$ | $47 \%$ | $43 \%$ |
| M LLS | Relaionship of meaning and system | $48 \%$ | $62 \%$ | $55 \%$ | $46 \%$ | $50 \%$ | $50 \%$ | $52 \%$ |


| Code | Operation/Process | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| D11 | repeat identically | $16 \%$ | $4 \%$ | - | $28 \%$ | $10 \%$ | $7 \%$ | $11 \%$ |
| D12 | repeat selectively | $1 \%$ | $4 \%$ | $10 \%$ | $7 \%$ | - | $12 \%$ | $6 \%$ |
| D13 | repeat with substitution | $15 \%$ | $36 \%$ | $18 \%$ | $17 \%$ | $40 \%$ | $8 \%$ | $22 \%$ |
| D14 | repeat with transformation | $10 \%$ | $17 \%$ | $14 \%$ | - | - | $15 \%$ | $9 \%$ |
| D15 | repeat with expansion | $7 \%$ | $2 \%$ | $2 \%$ | - | $5 \%$ | $3 \%$ | $3 \%$ |
| D16 | retrieve from STM | $15 \%$ | $4 \%$ | - | - | $10 \%$ | $22 \%$ | $8 \%$ |
| D17 | retrieve from ITM | - | - | - | - | $2 \%$ | - | $0 \%$ |
| D18 | retrieve from LTM | - | - | - | - | - | $13 \%$ | $2 \%$ |
| D19 | formulate items into larger unit | $8 \%$ | $2 \%$ | $2 \%$ | $9 \%$ | $10 \%$ | $3 \%$ | $6 \%$ |
| D20 | decode semanticpropositional meaning | $23 \%$ | $45 \%$ | $67 \%$ | $54 \%$ | $57 \%$ | $53 \%$ | $50 \%$ |
| D21 | select information | $61 \%$ | $51 \%$ | $55 \%$ | $59 \%$ | $81 \%$ | $77 \%$ | $64 \%$ |
| D22 | calculate | - | - | - | - | $2 \%$ | - | $0 \%$ |
| D23 | categorise selected information | $23 \%$ | $4 \%$ | $12 \%$ | - | $2 \%$ | $17 \%$ | $10 \%$ |
| D24 | hypothesise | $1 \%$ | - | $10 \%$ | - | - | $10 \%$ | $4 \%$ |
| D25 | compare samples of language | $2 \%$ | $2 \%$ | $16 \%$ | $6 \%$ | $2 \%$ | $2 \%$ | $5 \%$ |
| D26 | analyse language form | $5 \%$ | - | - | $6 \%$ | $2 \%$ | - | $2 \%$ |
| D27 | formulate language rule | $2 \%$ | - | - | - | - | - | $0 \%$ |
| D28 | apply stated language rule | $1 \%$ | - | - | $6 \%$ | - | $7 \%$ | $2 \%$ |
| D29 | apply general knowledge | $11 \%$ | $4 \%$ | $14 \%$ | $2 \%$ | $7 \%$ | $5 \%$ | $7 \%$ |
| D30 | negotiate | $1 \%$ | - | $8 \%$ | $11 \%$ | $5 \%$ | $10 \%$ | $6 \%$ |
| D31 | review own English output | - | - | - | - | - | - | - |
| D32 | attend to exampletexplanation | $30 \%$ | $55 \%$ | $37 \%$ | $37 \%$ | $43 \%$ | $22 \%$ | $37 \%$ |
| D* | rranslate | $3 \%$ | $2 \%$ | $2 \%$ | $6 \%$ | $5 \%$ | $8 \%$ | $4 \%$ |
|  |  |  |  |  |  |  |  |  |


| Code | Participation | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E33 | teacher and learner(s), whole class observing | - | - | - | - | - | - | - |
| E34 | learner(s) to the whole class | - | - | - | - | - | - | - |
| E35 | learners with the whole class simultaneously | - | - | - | - | - | - | - |
| E36 | learners individually simultaneously | $82 \%$ | $60 \%$ | $73 \%$ | $81 \%$ | $81 \%$ | $82 \%$ | $76 \%$ |
| E37 | learners in pairs/groups; class observing | - | - | - | - | - | - | - |
| E38 | learners in pairs/groups, simultaneously | $18 \%$ | $40 \%$ | $27 \%$ | $17 \%$ | $19 \%$ | $18 \%$ | $23 \%$ |


| Code | Form of Input Contents | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A1 | graphic | 53\% | 51\% | 14\% | 52\% | 71\% | 58\% | 50\% |
| A2 | words/phrases/sentences: written | 41\% | 23\% | 29\% | 31\% | 33\% | 30\% | 31\% |
| A3 | words/phrases/sentences: audio/aural | 15\% | 13\% | 10\% | - | - | 10\% | 8\% |
| A4 | extended discourse: written | 23\% | 32\% | 61\% | 22\% | 21\% | 23\% | 30\% |
| A5 | extended discourse: audio/aural | 22\% | 13\% | 2\% | 22\% | 29\% | 38\% | 21\% |
| $\mathrm{A}^{*}$ | ask-and-answer: written | 6\% | 23\% | 8\% | 17\% | 24\% | 3\% | 14\% |
| $\mathrm{A}^{* *}$ | ask-and-answer: audio/aural | 7\% | 2\% | 2\% | 17\% | 2\% | 2\% | 5\% |
| $\mathrm{A}^{* * *}$ | unclear/uspecified | . | - | . | . | - | . | . |
|  | Source of Input Contents |  |  |  |  |  |  |  |
| тi | teaching materials (textbooks, audio files, etc.) | 89\% | 100\% | 96\% | 93\% | 95\% | 95\% | 95\% |
| Li | learner(s) | 11\% | - | 4\% | 11\% | 10\% | 13\% | 8\% |
|  | Nature of Input Contents |  |  |  |  |  |  |  |
| C6i | metalinguistic comment | 8\% | - | - | - | $\cdot$ | 5\% | 2\% |
| C7i | linguistic items | 17\% | - | - | - | 2\% | 7\% | 4\% |
| C8i | non-fiction | 5\% | - | - | - | - | 2\% | 1\% |
| C9i | fiction | 72\% | 100\% | 98\% | 94\% | 93\% | 85\% | 90\% |
| C10i | personal information/opinion | 8\% | - | 2\% | 6\% | 10\% | 12\% | 6\% |


| Code | Form of Output Contents | New Crown | New Horizon | Sunshine | Total English | One World | Columbus 21 | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B1 | graphic | 18\% | 21\% | 24\% | 13\% | 10\% | 30\% | 19\% |
| B2 | words/phrases/sentences: written | 39\% | 13\% | 37\% | 35\% | 40\% | 53\% | 36\% |
| B3 | words/phrases/sentences: audio/aural | 22\% | 19\% | 10\% | 20\% | 14\% | 12\% | 16\% |
| B4 | extended discourse: written | 1\% | 2\% | 2\% | - | - | - | 1\% |
| B5 | extended discourse: audio/aural | - | 9\% | - | - | - | 2\% | 2\% |
| B* | ask-and-answer: written | 2\% | 13\% | 4\% | 11\% | 14\% | 2\% | 8\% |
| B** | ask-and-answer: audio/aural | 13\% | 21\% | 12\% | 17\% | 19\% | 8\% | 15\% |
| $\mathrm{B}^{* * *}$ | unclear/unspecified | 20\% | 21\% | 16\% | 17\% | 14\% | 13\% | 17\% |
|  | Source of Output Contents |  |  |  |  |  |  |  |
| то | teaching materials (textbooks, audio files, etc.) | 77\% | 81\% | 76\% | 78\% | 83\% | 68\% | 77\% |
| Lo | learner(s) | 23\% | 19\% | 24\% | 24\% | 21\% | 32\% | 24\% |
|  | Nature of Output Contents |  |  |  |  |  |  |  |
| C60 | metalinguistic comment | 1\% | - | - | - | - | - | \% |
| C70 | linguistic items | 23\% | 15\% | 37\% | 22\% | 19\% | 35\% | 25\% |
| C8o | non-fiction | 2\% | - | 2\% | - | - | - | 1\% |
| c90 | fiction | 58\% | 68\% | 43\% | 65\% | 71\% | 45\% | 58\% |
| C100 | personal information/opinion | 17\% | 17\% | 18\% | 15\% | 14\% | 22\% | 17\% |


| Code | Turn-take | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangiao | Mean |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| IL | Initiate language (unscripted) | - | - | - | - | - | - | - | - | $0 \%$ |
| SR | Scripted response | $65 \%$ | $72 \%$ | $83 \%$ | $85 \%$ | $84 \%$ | $72 \%$ | $63 \%$ | $74 \%$ | $75 \%$ |
| NR | Not required | $35 \%$ | $28 \%$ | $17 \%$ | $15 \%$ | $16 \%$ | $28 \%$ | $38 \%$ | $26 \%$ | $25 \%$ |


| Code | Focus | Renjiao | Beishida | Ren'ai | Yilin | Jijiaa | Waiyanshe | Shangwai | Shangiiao | Mean |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LS | Language system (form) | $2 \%$ | $14 \%$ | $16 \%$ | $20 \%$ | $11 \%$ | $10 \%$ | $21 \%$ | $11 \%$ | $13 \%$ |
| M | Meaning | $38 \%$ | $41 \%$ | $54 \%$ | $47 \%$ | $35 \%$ | $30 \%$ | $24 \%$ | $30 \%$ | $37 \%$ |
| M+LS | Relationship of meaning and system | $57 \%$ | $45 \%$ | $30 \%$ | $33 \%$ | $54 \%$ | $58 \%$ | $56 \%$ | $59 \%$ | $49 \%$ |


| Code | Operation/Process | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangiiao | Mean |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| D11 | repeat identically | $8 \%$ | $9 \%$ | $26 \%$ | $18 \%$ | $3 \%$ | $8 \%$ | $28 \%$ | $5 \%$ | $13 \%$ |
| D12 | repeat selectively | $15 \%$ | $14 \%$ | - | - | $10 \%$ | $15 \%$ | $4 \%$ | $10 \%$ | $8 \%$ |
| D13 | repeat with substitution | $18 \%$ | $13 \%$ | $14 \%$ | $12 \%$ | $7 \%$ | $13 \%$ | $10 \%$ | $8 \%$ | $12 \%$ |
| D14 | repeat with transformation | $2 \%$ | $4 \%$ | - | - | $14 \%$ | $7 \%$ | $7 \%$ | $12 \%$ | $6 \%$ |
| D15 | repeat with expansion | $8 \%$ | $13 \%$ | $16 \%$ | $8 \%$ | $12 \%$ | $10 \%$ | $8 \%$ | $8 \%$ | $10 \%$ |
| D16 | retrieve from STM | $8 \%$ | $2 \%$ | - | - | - | $2 \%$ | - | - | $1 \%$ |
| D17 | retrieve from ITM | - | $2 \%$ | $1 \%$ | - | $2 \%$ | - | - | $1 \%$ | $1 \%$ |
| D18 | retrieve from LTM | $5 \%$ | $1 \%$ | - | - | $2 \%$ | - | $1 \%$ | - | $1 \%$ |
| D19 | formulate items into larger unit | $23 \%$ | $14 \%$ | $9 \%$ | $5 \%$ | $17 \%$ | $25 \%$ | $21 \%$ | $12 \%$ | $16 \%$ |
| D20 | decode semantic/propositional meaning | $74 \%$ | $55 \%$ | $71 \%$ | $77 \%$ | $92 \%$ | $90 \%$ | $81 \%$ | $92 \%$ | $79 \%$ |
| D21 | select information | $60 \%$ | $54 \%$ | $74 \%$ | $72 \%$ | $71 \%$ | $52 \%$ | $69 \%$ | $81 \%$ | $67 \%$ |
| D22 | calculate | - | - | - | - | $1 \%$ | - | $4 \%$ | $1 \%$ | $1 \%$ |
| D23 | categorise selected information | $31 \%$ | $4 \%$ | $26 \%$ | $15 \%$ | $26 \%$ | $32 \%$ | $31 \%$ | $15 \%$ | $22 \%$ |
| D24 | hypothesise | $2 \%$ | $1 \%$ | $9 \%$ | - | $4 \%$ | $2 \%$ | $1 \%$ | - | $2 \%$ |
| D25 | compare samples of language | - | $18 \%$ | $29 \%$ | $68 \%$ | $37 \%$ | $60 \%$ | $26 \%$ | $30 \%$ | $34 \%$ |
| D26 | analyse language form | - | $13 \%$ | $3 \%$ | $27 \%$ | $4 \%$ | $5 \%$ | $17 \%$ | $11 \%$ | $10 \%$ |
| D27 | formulate language rule | - | - | - | - | - | - | - | $5 \%$ | $1 \%$ |
| D28 | apply stated language rule | - | $1 \%$ | $1 \%$ | $12 \%$ | $2 \%$ | $10 \%$ | - | $4 \%$ | $4 \%$ |
| D29 | apply general knowledge | $17 \%$ | $18 \%$ | $20 \%$ | $7 \%$ | $17 \%$ | $2 \%$ | $15 \%$ | $15 \%$ | $14 \%$ |
| D30 | negotiate | - | $8 \%$ | $14 \%$ | $2 \%$ | $15 \%$ | $8 \%$ | $7 \%$ | $10 \%$ | $8 \%$ |
| D31 | review own English output | - | - | - | - | - | - | $1 \%$ | - | $0 \%$ |
| D32 | attend to example/explanation | $40 \%$ | $31 \%$ | $35 \%$ | $32 \%$ | $21 \%$ | $45 \%$ | $26 \%$ | $36 \%$ | $33 \%$ |
| D* | translate | - | - | - | - | - | - | - | $1 \%$ | $0 \%$ |


| Code | Participation | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangiiao | Mean |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| E33 | teacher and leanner(s), whole class observing | - | - | - | - | - | - | - | - | $0 \%$ |
| E34 | learner(s) to the whole class | $2 \%$ | $4 \%$ | $1 \%$ | - | $2 \%$ | $2 \%$ | - | - | $1 \%$ |
| E35 | learners with the whole class simultaneously | - | - | - | - | - | - | - | - | $0 \%$ |
| E36 | learners individually simultaneously | $75 \%$ | $78 \%$ | $74 \%$ | $88 \%$ | $79 \%$ | $83 \%$ | $86 \%$ | $86 \%$ | $81 \%$ |
| E37 | learners in pairs/groups; class observing | - | - | - | - | - | - | - | - | $0 \%$ |
| E38 | learners in pairs/groups, simultaneously | $23 \%$ | $18 \%$ | $25 \%$ | $12 \%$ | $18 \%$ | $15 \%$ | $14 \%$ | $14 \%$ | $17 \%$ |


| Code | Form of Input Contents | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangiao | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A1 | graphic | 48\% | 38\% | 32\% | 43\% | 43\% | 37\% | 38\% | 62\% | 42\% |
| A2 | words/phrases/sentences: written | 54\% | 68\% | 55\% | 73\% | 69\% | 75\% | 61\% | 67\% | 65\% |
| A3 | words/phrases/sentences: audio/aural | 11\% | 13\% | 1\% | 7\% | 4\% | 10\% | 17\% | 3\% | 8\% |
| A4 | extended discourse: written | 22\% | 26\% | 48\% | 43\% | 35\% | 28\% | 42\% | 26\% | 34\% |
| A5 | extended discourse: audio/aural | 8\% | 8\% | 35\% | 17\% | 20\% | 13\% | 29\% | 5\% | 17\% |
| $\mathrm{A}^{*}$ | ask-and-answer: written | 20\% | 6\% | 6\% | 2\% | 7\% | 10\% | 10\% | 10\% | 9\% |
| $\mathrm{A}^{* *}$ | ask-and-answer: audio/aural | 3\% | - | - | 7\% | . | - | 10\% | 1\% | 3\% |
| $A^{* *}$ | unclear/uspecified | 2\% | . | - | . | 1\% | 2\% | 7\% | 11\% | 3\% |
|  | Source of Input Contents |  |  |  |  |  |  |  |  |  |
| тi | teaching materias (textbooks, audio files, etc.) | 100\% | 98\% | 93\% | 100\% | 98\% | 97\% | 99\% | 97\% | 98\% |
| Li | learner(s) | 2\% | 2\% | 7\% | - | 2\% | 3\% | 1\% | 3\% | 3\% |
|  | Nature of Input Contents |  |  |  |  |  |  |  |  |  |
| C6i | metalinguistic comment | - | - | - | - | 1\% | 5\% | 7\% | 18\% | 4\% |
| C7i | linguistic items | 23\% | 33\% | 17\% | 30\% | 30\% | 40\% | 14\% | 12\% | 25\% |
| C8i | non-fiction | 5\% | 16\% | 14\% | 7\% | 12\% | 5\% | 15\% | 14\% | 11\% |
| C9i | fiction | 71\% | 50\% | 62\% | 73\% | 56\% | 50\% | 63\% | 62\% | 61\% |
| C10i | personal information/opinion | 2\% | 2\% | 7\% | - | 2\% | 3\% | 1\% | 3\% | 3\% |


| Code | Form of Output Contents | Renjiao | Beishida | Ren'ai | Yilin | Jijiao | Waiyanshe | Shangwai | Shangiao | Mean |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B1 | graphic | 23\% | 17\% | 26\% | 5\% | 23\% | 20\% | 7\% | 22\% | 18\% |
| B2 | words/phrases/sentences: written | 57\% | 60\% | 43\% | 55\% | 71\% | 52\% | 44\% | 56\% | 55\% |
| B3 | words/phrases/sentences: audio/aural | 3\% | 6\% | 13\% | 18\% | 7\% | 13\% | 15\% | 4\% | 10\% |
| B4 | extended discourse: written | 5\% | 2\% | 9\% | 5\% | 10\% | 3\% | 8\% | 7\% | 6\% |
| B5 | extended discourse: audio/aural | 5\% | 3\% | 20\% | . | 4\% | 5\% | 18\% | 3\% | 7\% |
| B* | ask-and-answer: written | - | 1\% | . | . | . | 3\% | 1\% | 1\% | 1\% |
| B** | ask-and-answer: audio/aural | 17\% | 11\% | 10\% | 12\% | 12\% | 12\% | 8\% | 14\% | 12\% |
| B*** | unclear/unspecified | . | 7\% | 1\% | 8\% | . | . | 6\% | 5\% | 4\% |
|  | Source of Output Contents |  |  |  |  |  |  |  |  |  |
| то | teaching materials (textbooks, audio files, etc.) | 71\% | 77\% | 77\% | 80\% | 75\% | 77\% | 81\% | 73\% | 76\% |
| Lo | learner(s) | 31\% | 24\% | 26\% | 20\% | 26\% | 23\% | 21\% | 27\% | 25\% |
|  | Nature of Output Contents |  |  |  |  |  |  |  |  |  |
| C60 | metalinguistic comment | - | - | . | - | - | - | - | - | 0\% |
| C7\% | linguistic items | 42\% | 50\% | 35\% | 42\% | 52\% | 50\% | 43\% | 38\% | 44\% |
| C80 | non-fiction | . | 2\% | 3\% | . | . | . | 4\% | 1\% | 1\% |
| C90 | fiction | 34\% | 24\% | 39\% | 38\% | 24\% | 27\% | 36\% | 29\% | 31\% |
| C100 | personal information/opinion | 26\% | 26\% | 28\% | 20\% | 22\% | 23\% | 18\% | 33\% | 25\% |



| Nome Textook |  |  | ${ }_{\text {chen }}^{\text {num Tate }}$ |  |  |  | A Fomotiput |  |  |  |  | Saree |  | Natue (max) |  |  |  |  |  |  |  |  | ${ }^{\text {Sature }}$ |  | ${ }_{\text {cosem }}$ Natue (ataru) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 11 $\mathrm{DL}^{2}$ |  |  |  |  |  | [17 $\mathrm{D}_{1}$ |  |  |  |  | D21 ${ }^{1}$ | ${ }^{2} 2$ |  |  |  |  |  |  | $1{ }^{2}$ |  |  |  |  |  |  |  | ${ }^{20} 10$ | ba1 ${ }^{\text {pa } 2}$ |  |  |  |  |  |  |
| Name | 911 | - 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Newcoun |  | ${ }^{\circ}$ |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }_{9}^{9}{ }^{12120}$ | Sol Sonds |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Newcoun | ${ }^{9} 121$ | 2. Lueniva 1 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }^{9}{ }_{9} \frac{121}{121}$ | 2, Lsemiv2 |  |  |  | ${ }_{1}{ }^{1}$ |  |  |  |  |  |  |  |  |  |  |  | $\stackrel{1}{1}$ |  |  |  |  |  |  |  |  | ${ }_{1}^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ${ }_{9}{ }^{1212}$ | , Leter |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New Crown | ${ }^{9} 12$ | , Sands |  | 1 | 1 |  |  | 1 |  |  |  | 1 |  |  |  |  | 1 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Toast framla) |  |  |  |  |  | 1 1 <br>   <br> 18  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 52 | 5236 | 10 | ${ }^{36} 42$ | 4247 | 736 | 13.0 | 195 | 560 | ${ }^{78}$ |  | , |  |  | 16 | 34 |  |  |  |  |  | 20 | 20 | 2 |  | 14 | 1 | 13 |  | 13 |  |  |  | 54 |  | 0 | 2 |  |  | 10 |  |  |  |  |  | 0 | 2 |  |
|  |  |  |  |  |  |  |  | ${ }^{53} 0041$ | 0.150 .23 | ${ }^{0.2} 20.1$ | ${ }^{1} 0^{12} 0$ | 0.89 |  | ${ }^{0.12}$ |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{17}$ |  |  |  |  |  |  |  | 0.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ne the |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



| ｜ | －${ }^{-1}$ | － |  | － |  |  | － |  |  |  |  | － |  | － |  |  |  |  |  |  |  | － |  |  | － |  |  |  |  |  |  | －${ }^{\text {a }}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 匀 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot 8$ |  |
|  | －－ |  |  | － |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  |  | － |  |  |  |  | 寸 哯这 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | $\bigcirc \bigcirc \bigcirc$ |  |
| \％ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot{ }^{-1}$ |  |
| 器 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | －-8 | 8 |
| 5 |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  | m 088 | 8 |
| \％ | － | $\rightarrow$ | － |  |  | － | － | － |  |  |  |  |  |  |  |  |  |  |  |  |  | － |  |  | $\rightarrow$ |  |  |  |  |  | 81 |  |  |
| 㷿 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | $\bigcirc \cdot{ }^{\circ} 8^{\circ}$ | $\stackrel{\circ}{8}$ |
| ${ }_{8}$ | － | － |  |  |  |  |  |  |  |  |  | － |  | － |  |  | － |  |  |  |  |  |  |  | $\rightarrow$ |  |  |  |  |  |  | －$\square^{2}$ | $\pm$ |
| \％ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | －${ }^{\circ}$ | $\stackrel{\square}{\circ}$ |
| \％ |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  | m 8.8 | ${ }^{\circ}$ |
| \％ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ |  |
| \％ |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  | 988 | $\bigcirc$ |
| \％ |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  | $\rightarrow$ |  |  |  |  |  |  |  |  |  |  |  | 988 | $\stackrel{\circ}{\circ}$ |
| 墭 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | 8 |
| ${ }_{8}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot$ | $\bigcirc \cdot{ }^{\circ} \mathrm{O}$ | 8 |
| ${ }_{8}^{\circ}$ ¢ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | 8 |
| ${ }_{8}{ }^{\circ}$ | －-7 | － |  | $\cdots$ |  |  | －－ |  | － |  | $\cdots$ | － |  | －- |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  | －- |  |  |  |
|  |  |  |  |  |  | － |  |  | $1$ |  | $\begin{array}{l\|l\|} \hline-7 & \\ \hline \end{array}$ |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \％ |
| 砣 | －－ | － |  |  |  |  |  |  |  | － |  | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | －$n$ n | 088 | $\stackrel{\circ}{\circ}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | 8 |
| 领 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | ${ }_{8}$ |
| ${ }^{\circ}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | 8 |
| 品 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc{ }^{\circ}$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | \％ |
| ${ }_{5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot$ | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | 8 |
| \％ | －－ | － |  |  |  |  | － |  |  |  |  | － |  | － |  |  | － |  |  |  |  | － |  |  | － |  |  |  |  |  |  | $\bigcirc \bigcirc \cdot{ }^{\circ}$ |  |
| 研 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\cdots$ |  |  |  |  |  |  |  |  |  | $\cdots$ |  |  |  |  |  |  | ＋$\square^{\circ}$ | ${ }^{\circ}$ |
| 弱 |  |  |  |  | － | － |  | － |  |  |  |  | － |  | $\cdots$ | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \％\％\％ |  |
| 8 |  |  |  |  |  |  | － |  |  |  |  | －- |  |  |  |  |  |  |  |  |  |  |  |  | $\rightarrow 7$ |  |  |  |  |  |  | －${ }_{\text {\％}}^{\substack{2}}$ |  |
| ${ }^{8} 8$ |  |  |  |  |  |  |  | － |  | － | － |  | －－ |  | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | M $0_{0}^{8}$ |  |
| ${ }_{0}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ |  |
| ${ }^{2}{ }^{\circ}$ | － |  |  | $\cdots$ |  |  |  |  |  |  | － |  |  | － |  |  |  |  | $-$ |  |  |  |  | － |  |  | － |  |  | $\checkmark$ |  | $\cdots$ |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot{ }^{-1}$ |  |
| 8 |  |  |  |  |  |  | － |  |  |  |  | － |  |  | － |  |  |  |  |  |  | － |  |  | $\cdots \cdots$ |  |  |  |  |  |  | 9 m ${ }^{8}$ |  |
| $\%^{\circ} \mathrm{O}$ | －－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $7{ }^{\text {\％}}$ |  |
| 者 | － |  |  |  |  | － |  |  |  |  | － |  | － |  |  | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ |  |
| 帾 | －－ | － |  |  |  |  | － |  |  |  |  | － |  | $\cdots$ |  |  | － |  |  |  |  | － |  |  | － |  |  |  |  |  |  | －${ }^{\circ} \mathrm{B}$ |  |
| \％${ }_{\text {\％}}$ |  |  |  |  | $\cdots$ |  |  |  |  |  |  |  |  |  |  |  |  | － |  |  |  | － |  |  | － |  |  | － |  |  |  | $\bullet$－${ }^{\circ}$ |  |
| 嵒 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot{ }^{\circ} 8$ | 8 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot{ }^{\circ} \mathrm{8}$ | $\stackrel{1}{8}$ |
| \％ | － | － | － |  |  | － |  | － | － |  |  | － | － |  | － | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \＃$\sim_{0}^{\circ}$ |  |
| － | －－－ | － |  | － |  |  |  |  |  |  |  | －- |  |  | － |  |  |  |  | －- |  |  |  |  |  |  | － |  |  |  |  | 92 |  |
| 駺 |  |  |  |  |  |  |  |  | $\rightarrow$ |  | － |  |  | －- |  |  |  |  |  |  |  | － |  | － |  |  |  |  |  |  |  | － |  |
| － $0^{\circ}$ |  |  |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  | $9 \%$ |  |
| 88 | －-7 |  |  |  |  |  |  |  |  |  |  |  | －－ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 可號䢣 |  |
| ${ }_{5}^{6}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | － 08 | 8 |
| ${ }^{5} 5$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | $\bigcirc \cdot 8$ |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot 8$ |  |
| $8{ }^{8}$ |  |  |  |  |  |  |  |  |  |  |  | － |  |  | － |  |  |  |  |  |  |  |  |  |  |  |  | 7 |  |  |  | －$\square^{\circ}$ |  |
|  | －$-\cdots$ |  |  |  |  |  |  |  | － |  | － | － | － | －- | $\cdots$ | H－ |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  | 8 \％${ }^{\circ}$ |  |
| － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc \cdot 8$ |  |
| \％ |  |  |  |  | － |  |  | － |  |  |  | － |  |  | － |  |  | － |  |  |  | － |  |  | － |  |  | － |  |  |  |  |  |
| ＊ |  | － |  |  |  |  | － |  |  |  |  | $\rightarrow$ |  | － |  |  | － |  |  |  |  | － |  |  | $\checkmark$ |  |  |  |  |  |  |  |  |
| $\%^{2}$ | － |  |  | － |  |  | － |  | － |  | － |  |  | － |  |  | － |  | － |  | － |  |  | － |  |  | － |  |  | 7 |  |  |  |
| 年 | － |  |  |  |  | － |  |  |  | － | － |  | － |  |  | － |  |  |  |  | － |  |  |  |  | － |  |  |  |  |  |  |  |
| \％ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\bigcirc$ | － 08 |  |
| \％ |  |  |  |  |  | － | － |  | －$\rightarrow$ | － |  |  | － | － |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  | A | 二 ⿹ㅣㅇㅇ̊ㅇ |  |
| 7 |  |  |  |  |  |  |  |  | $\cdots$ |  |  |  |  |  | － |  |  |  | － |  |  |  |  | － |  |  |  |  |  | － |  | x Nㅣㅇ융 |  |
| ，$\frac{9}{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | － |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\square_{8}^{4} 5$ | － |  |  |  |  | － |  |  | － |  | －- |  | － | － |  |  |  |  | － |  |  |  |  |  |  |  | － |  |  | － |  |  |  |
| 3 |  |  |  |  |  | $\rightarrow$ |  | － | － |  |  |  | － |  | － | － |  |  |  |  |  |  | － |  |  | － |  |  |  |  |  | $\cdots$ |  |
| \％ $2-$ |  |  |  |  |  | － |  |  | － |  | －－ |  |  |  |  |  |  |  | － |  |  |  |  | $-1$ |  |  | － |  |  | － |  | ה 8 |  |
| 为 |  |  |  |  |  |  |  | － | －－ | －- |  |  |  |  | －-7 |  |  |  |  | －- |  |  |  |  |  |  |  |  |  |  |  | $\cdots{ }^{3} 5$ |  |
| $=$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | \％ |  |  |  | \％ |  | \％ |  |  | － | ［80 |  |  |  |  |  |  |  |  |  |  |  | 践 |  |  |  | （2000 |  |  | 氭 | （1） |  |
|  | NRM | M | M ${ }^{2}$ | 2R | ${ }^{2}$ | R2 | FRF | FR | －$\sim^{2}$ | P2 | ${ }_{5} 0_{6} / 8$ | ${ }_{6} 8$ | ${ }^{3}$ | 8 | \％ | 88 | \％ | \％ | $\square^{\circ}$ | $\square_{8} \times 8$ | \％ |  |  |  | F5 |  |  |  |  |  |  | 边 |  |
| － | 0 | $0.0$ |  |  |  |  | － $0 \cdot$ |  | $\bigcirc \cdot \circ$ | $\bigcirc \cdot$ | $\cdots$ | nn |  |  | ¢0 $0^{5}$ | n） 0 |  |  |  | $0 \sim$ |  |  |  |  |  |  |  |  |  |  | 入辟 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\frac{3}{3}$ |  |  |  |  |  |  |  |  |  |  | $\square^{\frac{0}{2}}$ |  |


| Textbock |  |  |  | ｜Tum－Take |  |  | Fous |  | Ipput |  |  |  |  |  |  | Sarce |  | Nature（ripu） |  |  |  | auput |  |  |  |  |  |  | Saure |  | Nature（afpul） |  |  |  |  | Operation／Process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Paraipation |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Name |  |  | Num |  |  |  |  | 1 MHLS | A1 | $\mathrm{A}_{2}$ | ${ }^{\text {a }}$ | A ${ }^{\text {a }}$ | ${ }^{4}$ | $A^{*}$ A | ${ }^{A^{+\prime}} \mathrm{A}^{+-1}$ |  |  | a |  |  | 9 Cl |  | ${ }^{31}$ | 82 ${ }^{3}$ | ${ }^{13} 8$ |  | $B^{*}$ | ${ }^{*}{ }^{\text {a }}$ |  |  | 00 |  |  |  | c100 | D11 | D12 113 | ${ }^{3}$ D14 | D15 | 016 D | ${ }^{17}$ D1 | ${ }^{18}$ D19 |  |  |  |  | 224 D225 | 25 526 |  |  | D29 ${ }^{\text {D39 }}$ | 300 81 | $1{ }^{\text {D }} 2$ |  |  |  |  |  |  |
| Qnevorre | 的 6 | 75 | 1 ussen |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |
| Oneworld | 6 | 75 | 2 Spaak | 1 |  |  |  | 1 | 1 |  |  |  |  | 1 |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  | 1 |  | 1 |  |  |  | 1 | 1 |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |
| anewordo | d 6 | 75 | 3 whte | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Onevoric | 的 6 | 7 | $1{ }^{\text {ussen }}$ |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| aneworic | d 6 | 7 | 2 Spaek | 1 |  |  |  | 1 | 1 |  |  |  |  | 1 |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |
| aneworic | d 6 | 7 | 3 Whtie | 1 |  |  |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Onevoric |  | 79 | Q |  | 1 |  | 1 |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Qeevoric | I9 | 79 | $1{ }^{\text {Lssen }}$ | 1 |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ane world | I6 6 |  | 2 Speakentia | 1 |  |  |  | 1 | 1 | 1 |  |  |  | 1 |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  | 1 |
| ane world |  | 81 | Q |  |  |  | 1 |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Onevoric | 10 | 81 | 1 Lisen |  | 1 |  | 1 |  | 1 | 1 |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One world | 6 | ${ }^{81}$ | 2 Speakentriel | 1 |  |  |  | 1 | 1 | 1 |  |  |  | 1 |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |
| Qeewardg | 的 | 82 | 1 Reasespear | 1 |  |  | 1 |  | 1 |  |  |  |  | 1 |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One Warly | 的 6 |  | ${ }^{2}$ 2spaak |  |  |  | 1 | 1 |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  | 1 |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 11 |  | 1 |  |  |  |  |  |  |
| Qeeworco | 的 4 |  | ${ }^{\text {2 Speak }}$ |  |  |  |  | 1 | 1 |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| Onevorio | 10 | 51 | 3uwhe | 1 |  |  |  | 1 | 1 |  |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  | 1 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| anevorer | 10 4 |  | 1 L sten |  | 1 |  | 1 |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Qeevoric | 18 |  | 2 spaak |  |  |  |  | 1 | 1 |  |  |  |  | 1 |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |
| Onevoric | in 4 | 53 | 3 whie | 1 |  |  |  | 1 | 1 |  |  |  |  | 1 |  | 1 | 1 |  |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  |  |  |  |  |  |
| ane Werlc | In 4 | 55 | Q |  | 1 |  | 1 |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ane werlo | If 4 | 55 | 1 Lisen |  |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ane werlo | $1{ }^{4}$ | 55 | 2 2peakentrie | 1 |  |  |  | 1 | 1 | 1 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| Qee warlo | If 4 | 57 | Q |  | 1 |  | 1 |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ane world | in 4 | 57 | 1 Lsten |  |  |  |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| aneworld | in 4 | 57 | 2 2peakshtie |  |  |  |  | 1 |  |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1 |
| Onevoric | in 4 | 58 | 1 Readespeas | 1 |  |  | 1 |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  |  |  | 1 |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ane world | If 4 | 58 | 2 spaek | 1 |  |  |  | 1 |  | 1 |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  | 1 |  |  |  |  |  |  |
| Oewarco | In 8 | 99 | 1 14sen |  | 1 |  | 1 |  | ， |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ane Worlc | In 8 | 9 | 2 speak | 1 |  |  |  | 1 | 1 | 1 |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| anevoric | 的 8 | 99 | 3 wate | 1 |  |  |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| aneworld | In 8 | 10 | 1 Lssen |  | 1 | 1 | 1 |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| aneworch | If 8 | 101 | 2 speak | 1 |  |  |  | 1 | 1 | 1 |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| Qeeverotg |  |  | 3 White |  |  |  |  | 1 |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| qeeveric |  |  | $\frac{\mathrm{Q}}{1 \text { isten }}$ |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |
| ane Woric | 析 8 | 123 | 2 Speakentie | 1 |  |  |  | 1 | 1 | 1 |  |  |  |  |  | 1 |  |  |  | 1 |  |  |  | 1 | 1 |  |  |  |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |
| One World | In 8 | 105 | Q |  |  |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| one worto | 新 8 | 105 | 1 Llsten |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| one vorld |  |  | 2 Speakentite |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| aneverig |  |  | $\frac{1}{2 s p e a k}$ | 1 |  |  |  | 1 |  |  |  |  |  | 1 |  | 1 |  |  |  | 1 |  |  | 1 |  |  |  |  | 1 |  |  |  |  |  |  | 1 |  | 1 |  |  |  |  |  | 1 | 1 |  | 1 | 1 | 1 |  |  | 1 |  | 1 |  |  |  |  |  |  |
|  | Taas | SFan | （mua） | 28 | 814 | 14 | 2 | 21 | 30 | 14 | 0 | 1 | 12 | 10 | 10 | 40 | 4 | 0 | 10 | － 39 | $3{ }^{4}$ |  | 41 |  | 6 0 | 0 | － | 8 |  | 5. | 0 | 8 | 0 | 30 | 6 | 4 | 17 | 0 | 2 | 41 | 10 | 0.4 | 24 | 34 | 1 | 10 | － 1 | 1 | － | 0 | 32 | 20 | 18 | 2 | － | 00 | 34 |  | ${ }^{0} 8$ |
|  |  |  |  | － 28 | 14 | 140 | － 21 | 21 | 30 | 14 | 0 | 91 | 121 | 10 | 1. | 40 | 4 | 0 | 10 | － 39 | $3{ }^{4}$ |  | 41 | 17.6 | 6. | 0. | 6 | 8 | 6 | 5. | 9 | 8 | － | 30 | 6 | 4 | － 17 | 0 | 2 | 4 |  | 0.4 | 24 | 34 | 1 | 10 | 0.1 | 1 | 0 | 0 | 32 | 20 | 18 | 2 | 0 | 0 | － 34 |  | － 8 |
|  | Pereerase（Formula） |  |  | $\bigcirc$ |  | ${ }^{33} 10$ | ${ }^{\circ} \mathrm{O} 0.5$ | 5 0.5 |  | ${ }^{0.33}$ | ${ }^{\circ} \mathrm{O}$ | ${ }^{021}$ | ${ }^{0.290} 0$ | ${ }_{244}^{024}$ | ${ }^{\circ} \mathrm{O}$ | 0． 0.95 | 01 |  | ${ }^{002} 20$ | － 0.9 | 930． | $\begin{array}{c\|c} \hline 1 & 0.1 \\ \hline 0 \% & 100 \end{array}$ | 0， 10.0 | 0．4 010 | 14. | O－ |  | ${ }^{019} 10.10$ | 1240 | （83 010 | 210 | 0，${ }^{0.19}$ |  | ${ }_{7}^{0.71}$ | ${ }_{\text {1423 }}^{0.14}$ | 0.1 109 | O 0.4 | \％ | 0．05 | ${ }^{0.1} 0$ | ${ }^{0.02}$ |  | 0．51 | ${ }^{0.81}$ |  | ${ }^{0.02}$ | O 0 O20 | 退 10.02 | － | ${ }^{\circ} \mathrm{O}$ | 0．07 0.0 | （1） | 043 | ${ }^{0.0048}$ | O\％ | $\bigcirc$ | ${ }^{\circ} \mathrm{O} 0.818$ | ${ }^{81}$ O | － 0.19 |
| Nate the | hesection |  |  | nd＇Timet | torask | saitwe | nerenot | otarayse | rabea | use they | eydonot | otappari | arinall the | 11 lreeunt |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | - ${ }^{\text {\% }}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | - ${ }^{\text {a }}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | * |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\operatorname{sen} \theta+\operatorname{sen}$ |  |  |  |  |  |  |  |  |  |  |  |  | \% |
|  |  |  |  |  |  |  |  |  |  |  |  |  | *as |  |
| \% ${ }^{\text {cose }}$ |  |  |  | - ${ }_{\text {Hed }}$ |  |  |  | , ${ }^{\text {Hem }}$ | - ${ }^{\text {S }}$ |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |












[^0]:    列ーヒントク

    2men
    
    

    | 8 |
    | :--- |
    | ＂School Life in the USA＂ |
    | N／A | $\square$

    
    

    | Section | Get Ready 2：友逢 1 たなろう $(1)$ 。 |
    | :---: | :--- |
    | Exercise Mumber | Tute |

[^1]:    

[^2]:    

[^3]:    | section | A School Day |
    | :--- | :--- |

[^4]:    | Section | Notes on the Text |
    | :--- | :--- |
    | Metaciscourse Type | Informational |
    | Metaiscouss Subype | Post--lans (General) |
    | Target-Native Language | Native + Target |
    | Voice | NA |
    | Reason for MD choice | $\begin{array}{l}\text { Reviews main aspects of the unit and } \\ \text { gives a daditional explanations concerning } \\ \text { context. }\end{array}$ |

[^5]:    | Section | Welcome to the unit |
    | :--- | :--- |


    | Section | Welcome to the unit |
    | :---: | :--- |
    | Exercise Mumber | Title |

