

# ANALYSIS AND COMPARISON OF THE JUNIOR AND SENIOR HIGH SCHOOL LEVEL ENGLISH TEXTBOOKS FOR JAPAN AND KOREA

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## ABSTRACT

Japan and Korea share similar motivations towards EFL education, acknowledging the necessity of English ability for each nation's further development. Although both countries outline similar EFL philosophies in their course-of-study guidelines, there seem to be differences in the ways the guidelines are reflected in the textbooks. This paper compares and summarizes the organization, content, linguistic skills, and tasks of the Japanese and Korean English textbooks used in 3rd-year junior high and 1st-year high school. The continuity of the textbooks between the two grades was also analyzed. The framework of educational approach, the balance of four skills, the continuity of the level and the difficulty of the text were the major observed differences. Learning through the differences and similarities, considerations for future textbook writers are suggested.

## INTRODUCTION

Currently, globalization in various fields of the economy and society has led Japan and Korea to adopt language policies that put more emphasis on communication ability in English than ever. Based on these policies, new national curricula were implemented in 2001 for junior high/middle schools, and in 2003 for high schools in Japan and Korea. New textbooks have been published accordingly to meet the implementation. By comparing textbooks used in different countries for the similar goals, we believe that we can explore wider and better options in textbook development for both countries.

We chose four textbooks for our analysis: one textbook for each school level (junior high school and senior high school) in both countries. All of these textbooks were authorized by the governments to be used in required English courses for integrated skills.

For the Japanese textbook analysis, we chose *New Crown English* and *Crown English I*, published by the same publisher. Both textbooks gain a high market share: *New Crown* gains 21.8% in market share which ranked third among seven textbooks; *Crown English I* gains 9.1% which ranked first among 35 textbooks (K. Ito, personal communication, March 18, 2005). For Korean textbook analysis, we chose *Middle School English 3*, a junior high school textbook, and *High School English*, a senior high school textbook, published by a Doosan Dong-a publisher. According to the publisher, these textbooks take the highest market share among 15 textbooks (Doosan Dong-a publisher).

The first section of this paper reviews the methodology for textbook analysis, followed by a summary of the content and features of each textbook. In the third section, we will examine the similarities and differences between the textbooks of Korea and Japan at junior and senior high school levels, respectively. The last section is dedicated to a comparison between the junior high school textbook and the high school textbook in each country to illustrate the way these books deal with the transition between the two school levels.

## METHODOLOGY OF TEXTBOOK ANALYSIS

In an attempt to set criteria for analysis of the four selected textbooks, we adapted Littlejohn's material evaluation framework (Littlejohn, 1998). Taking a textbook as "a pedagogic device (p. 193)," he suggests comprehensive criteria for textbook evaluation. The criteria are divided into two parts, one of which deals with physical features of textbook and the other deals with internal features.

For physical features of the textbooks, we set criteria with regard to the "target audience" and "material in general." The analysis of "material in general" captures fundamental aspects of the textbooks including the published year, format (content of each lesson), text length and readability, additional aids, organization (how lessons are sequenced), functional organization (organization besides lessons including type faces and page numbers), and expected learning sequences (whether lessons are organized step by step and built up on students' previous knowledge).

The evaluation of internal features examines the content of the textbook in more depth.

By doing so, we tried to grasp what assumptions of language and language learning are underlying each textbook. The three main focus areas are content areas that the textbooks cover, linguistic skills that the textbooks focus on, and tasks that students are expected to engage in. As Littlejohn argues, the focus and sequence of content, language, and tasks suggest the aims of materials (1998). In addition, we believe that the analysis of how materials attempt to achieve their aims will reveal the beliefs and assumptions of the material writers with regard to how language is or should be learned in the particular contexts where the materials are used.

The criterion of content examines how materials writers consider the choice of topics for target audience, cultural awareness, conceptual level of covered content, and authenticity of text. The topics covered in the materials were analyzed in terms of suitability and attractiveness to target students. Cultural awareness is included in the criteria because this is one of the aims of English language education manifested in the national curricula of both countries. Authenticity of text is added to this list because authentic of input is one of the key issues in ELT. We believe that the way material writers present reading texts (i.e., maintain authenticity or simplify or modify texts) may reveal how they perceive the role of authentic input in language learning.

The linguistic skills criteria are mainly for understanding how the four skills are balanced in materials. We paid special attention to the treatment of grammar and vocabulary in the materials. This is because we are interested in how grammar and vocabulary are taught in the materials under the new communication-focused national curricula after a long period of excessively grammar/vocabulary-focused ELT in both countries. In other words, the evaluation of these aspects may reveal how policies in the new national curricula have been put into practice.

The examination of tasks/activities is conducted based on three levels of material analysis by Littlejohn (1998): analyzing what explicitly presented in textbooks, what learners are expected to do, and what is implied in materials. We examined external features of tasks (task types, the presence of pre-task), what learners are required to do (type of responses, expected participation style), and the assumptions of the material writers about language learning (especially assumptions about language learning and syllabus type). The criterion of critical thinking is included in this section of analysis

since we believe that critical thinking skills are crucial to generate and organize one's ideas and opinions for adequate expression in the international arena, which is one of the goals that the new national curricula of both countries are aiming at.

The selected four sets of materials were thoroughly examined according to the criteria explained above and the results are presented in a chart (See Appendix). The headings under each section follow the set criteria.

## SUMMARY OF THE FOUR TEXTBOOKS

### *3rd-year Japanese Junior High School English Textbook*

The *New Crown English Series 3* is a government approved textbook used for general English education for third-year junior high school students in Japan (fourteen to fifteen years old), equivalent to 9<sup>th</sup> grade students in the U.S. educational system.

**Material in general.** This textbook follows a topical and structural syllabus, and it conforms to the latest curriculum guidelines implemented in 2004. The length (lesson 1: 88 words, lesson 8: 185 words) and the difficulty (Flesch-Kincaid Grade Level 2.9 in lesson 1 and 4.1 in lesson 8) of the passages gradually increase across lessons. The 113-page textbook has eight main lessons, which shift from communication emphasis (lesson 1 through 5) to reading (lesson 6 through 8). Other than the main lessons, a total of 15 mini-lessons that highlight conversation (five lessons), listening (four lessons), reading (three lessons), and writing (three lessons) are inserted between the main lessons. The appendices provide a summary of grammar points from each unit, an irregular verb list, a list of useful conversation expressions, and a glossary.

The main lessons follow the general format: (a) *Passage* with comprehension questions, focused expression, and new vocabulary at the bottom of the page, (b) *Let's Communicate* section with communication and listening activities, and (c) *Sound* section with pronunciation activities. *Let's Talk*, which is the conversation mini-lesson, introduces various linguistic functions students can utilize. Students start with practicing conversation by reading the dialogue with their partner. Then, students memorize the target expression (*Talking Point* section), practice the expression by replacing some phrases (*Practice* section), and use the expressions learned to complete a simple task. In

*Let's Listen*, the listening mini-lesson, there are several comprehension questions (multiple-choice or fill-in-the-chart questions) based on the listening material. After listening, there is a section where students either write about or discuss the related topic. *Let's Write*, the writing mini lesson, is an opportunity for students to write on topics related to their life. There are four steps: (a) brainstorming based on the sample writing, (b) outlining using words and expressions introduced in the chart, (c) composing by adding several sentences to the outlines, and (d) presenting their viewpoints based on their writing. *Let's Read*, the reading mini lesson, consists of schematizing questions in Japanese, a four-page reading text, and reading comprehension questions.

The textbook provides many pictures and photographs to supplement the passages and to motivate students. All texts are either adapted from or created for EFL contexts. The text is very short and simplified for EFL learners. Teachers usually supplement the textbook by creating a handout or copying materials from the teachers' manual. In addition to the textbook, students have a workbook which consists of grammar-translation and vocabulary exercises for each lesson. The publisher also provides teachers' manuals, including additional information and lesson plans, CDs, and an activity collection booklet (*New Crown Ideas for Language Activities*) to aid teaching.

**Content.** The textbook writers have certain limitations in choosing a topic. In the course of study, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2003) addresses special considerations for choosing materials:

1. Materials that are useful in enhancing the understanding of various ways of seeing and thinking, cultivating a rich sensibility, and enhancing the ability to make impartial judgments.
2. Materials that are useful in deepening the understanding of the ways of life, cultures of Japan and the rest of the world, raising interest in language and culture, and developing respectful attitudes to these elements.
3. Materials that are useful in deepening international understanding from a broad perspective, heightening students' awareness of being Japanese citizens living in a global community, and cultivating the spirit of international cooperation.

In accordance with these guidelines, the topics introduced in the textbook are students' daily life, cultural issues, social issues (human rights, war and peace, world

hunger, and social welfare), and environmental issues. They are presented from concrete to abstract. Some of the social issues covered in the textbook introduce different perspectives on one topic which may foster multiculturalism. Moreover, there are open-ended questions in each lesson, which promote critical thinking. Topics, such as insiders' and outsiders' perspective of Japanese culture, cultural differences, and racial discrimination will promote cultural awareness. Unfortunately, the topics covered in the mini-lessons are independent from the main lessons. The textbook writers may have wanted to introduce various topics in breadth, but the topics are not categorized and linked, which makes it hard for students and teachers to build on the previously introduced content.

**Linguistic skills.** The textbook tries to balance the four skills, but they are not well integrated. The textbook tends to separate the skills by mini-lessons. The fragments of mini-lessons seem to lead the learners to view the skills separately rather than as an integrated whole. New vocabulary words with notations for pronunciation are organized at the bottom of the page. Since MEXT limits the number of new vocabulary that can be introduced in the textbook, Japanese translations are given for the words that are considered off-the-list. Neither explicit grammar explanations nor grammatical terms are provided in the unit. There is no explicit grammar section in the unit and the text does not use any grammatical terms. The only place where grammatical explanation is given is in the appendix. In every lesson, grammar is treated as how to express X, Y, and Z. This may be due to the fact that the MEXT (2003) emphasizes the development of students' basic practical communication abilities at the junior high school level.

**Tasks/activities.** There seems to be no link between the aims of the mini-lessons and main lessons, so expected outcomes are not continuous across lessons. Each mini-lesson is a complete task with step-by-step explanations. In addition, the main lessons lack schematizing activities (pre-task) and have students jump directly into the passage. At the beginning of each main lesson, at the top of the page, there are two lines in Japanese that roughly explain the topic. In many cases, the schematizing activities (pre-task) are introduced in the teacher's manual, thus, it is teacher's responsibility to guide students, towards the topic. Along with the textbook, there is a supplementary activity book for teachers to introduce various activities parallel to the textbook. The activities are not

linked content wise, but enforce the grammatical structures utilized in the lessons. The types of activities are interviews, information gap activities, bingo and board games, and small projects. Every unit provides instructions for the teacher<sup>1</sup> and worksheets for students. There are 46 activities introduced in the book, but because of the limited instruction time, it is likely that teachers just pick several activities for each class.

### ***3rd-year Korean Junior High School English Textbook***

*Middle School English 3* is a government-approved textbook for third year junior high school English in Korea. It was published in 2003 based on the Seventh National Curriculum introduced by the Korean Ministry of Education and Human Resources Development (MOE). The major features of the Seventh Curriculum include: (a) grammatical-functional syllabuses, (b) comprehension before production, (c) emphasis on communicative competence, and (d) fluency over accuracy (Kwon, 2000).

***Material in general.*** The 312-page textbook, including 12 lessons and appendices, follows a thematic/functional syllabus with four major units. One unit consists of three lessons according to the target functions and themes, and the format of each lesson is as follows: (a) *Warm Up*, (b) *Let's Go*, (c) *Listen and Talk*, (d) *Read and Think*, (e) *Study Points*, (f) *Let's Write*, (g) *Project Work*, (h) *On Your Own*, and (i) *Your Choice*. Some of these sections also have sub-activities. For instance, (c) *Listen and Talk* includes three kinds of activities: *Listen and Answer*, *Look and Say*, and *Work in Pairs/Groups*. Appendices in the textbook contain lesson reviews, glossary, practice test, and scripts for the listening exercises.

Even though the lessons are structured around language functions and themes, there are also target grammatical structures. Therefore, in schematizing activities (pre-task) at the beginning of each lesson, students receive adequate amount of input incorporating the target functions, structures, and theme. Then, the target functions and structures are repeated throughout the activities so that students will have sufficient opportunities to listen to and repeat the target language. After the pre-task, students start to produce language by following model dialogues. Reading activities also begin with

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<sup>1</sup> It addresses what the grammar focus is, the purpose and procedures, how long it will take to do the task, and how to evaluate students.

schematization, followed by the main reading text, vocabulary exercises, and comprehension questions. Besides reading texts and activities, a number of pictures and photographs along with their sources are provided. While the length of the reading texts does not vary considerably across the lessons, the complexity and difficulty of the reading texts gradually increase toward the latter lessons as indicated by Flesch-Kincaid grade level (5 in lesson 1 and 7.1 in lesson 12). More complex structures appear in the latter lessons, yet no terminology or explanations about the target features are provided either in Korean or in English. The review sections integrate the functional/grammatical features into listening, speaking, reading, and writing. Thus these activities enable the students to internalize the target linguistic features and have a better understanding of the content.

**Content.** The textbook covers a variety of topics as shown in the Appendix. As the title of each unit shows, topics are aligned from concrete to abstract over the lessons and fairly closely related to students' lives. The first deals with students' future plans, whereas the last one is about things in the past. In the second and third unit, issues related to their current lives (such as communication, vacation, and health) are addressed. The writers of the textbook seem to make topics interesting to students by using different discourse styles and providing engaging activities. Also, the textbook tries to promote critical thinking through the topics. For example, Lesson 6 introduces different values of males and females found in names in order to raise awareness of gender prejudice. Another example is Lesson 11, which discusses cloning with a story about a boy who wants to clone his sick dog.

On these controversial issues, the texts provide opinions and arguments by people with different perspectives. Lesson 4 *Communication across generations*, for instance, presents the gap between parents and students by using a newspaper article about six girls who got injured at a pop star's concert along with various comments on the accident. Another lesson also touches on real issues junior-high school students are struggling with, such as a discrepancy between students' wants and expectations from parents.

**Linguistic skills.** Key words and expressions for each lesson are introduced in the listening activities prior to reading and then presented again in the reading text. In each lesson, sections called *Mini Dictionary*, *Vocabulary*, and *Word Power* are included so that



students can review the words and expressions as after-reading exercises. As for grammar, there is a section on grammatical features in the reading text. However, as mentioned earlier, no grammatical terms or explanations are given in order to enhance students' understanding of language use rather than their knowledge of technical grammar terms. The four skills are well integrated in each lesson. Many of the listening activities are placed before the reading texts while writing activities come after. Speaking activities tend to come along with listening ones. As for writing activities, most of them are of the fill-in-the-blank type following example sentences rather than the open-ended writing type.

**Task/activity.** The textbook includes a variety of activities. For listening and speaking activities, students practice dialogs with a partner or collect information using a model dialog to fill in a chart. For reading comprehension, multiple-choice questions, fill-in-the-blank questions, and short writing are commonly used. Those tasks are arranged step by step in terms of participant structure: from individual work (mostly listening), pair work (dialog) to group work (interview, information gap). The textbook includes pre-, during-, and post-tasks. In particular, it offers a number of schematizing activities. For example, the *Warm Up* familiarizes students with the main topic, and *Before you read* gives them an opportunity to reflect on themselves related to the topic. As a post-task, *Project work*, which introduces an authentic material made by junior high students, is designed to promote students' participation in the project work. Most of the activities are clearly explained and straightforward, so students can perform the task with ease. With regard to critical thinking, the tasks and activities in the textbook do not seem very concerned with it.

### ***1st-year Japanese High School English Textbook***

*Crown English I*, published in 2003, is designed for intermediate to high proficiency level first-year students taking a general English course in high school. This textbook follows the Course of Study compiled by MEXT, and the objective of this general course is to foster four well-balanced skills in English (MEXT, 2003).

**Material in general.** The textbook (163 pages) consists of eight main lessons (from 11 to 12 pages/lesson), five communication-focused lessons (three pages per lesson), two

reading lessons (nine pages per lesson), four pronunciation sections (one page each), and appendices. The syllabus implied in this textbook is a combination of structural and thematic material. Each main lesson, having one theme, encompasses particular target structural features or grammar points, and these target linguistic features are sequenced according to perceived difficulty.

The main lesson is divided roughly into three parts: a reading text, exercise section, and dialogue section. The length of the reading texts gradually increases from the first lesson (513 words) to the last lesson (793 words) and so does the level of reading difficulty and complexity of the text (Flesch-Kincaid Grade Level range from 5.4 to 6.8). The exercise section entails comprehension checks, words and expression exercises, grammar explanation followed by grammar exercises, a self-expression activity which asks for students' thoughts and opinions about the topic or the theme of the lesson. A one-page dialogue section at the end of the main lesson called "Chat Room" presents a sample dialogue for students to practice conversation.

The communication-focused lesson called *Activity Workshop* provides a task for the use of English for communication purposes. It starts with introducing students to the language-use situations through a meaning-focused listening activity. Subsequently, students engage in form-focused activities and finally dive into a task which simulates real world situations.

**Content.** The reading texts are not authentic, being linguistically controlled. One of the reasons for this is the limit in number of new words for the textbook set by the Course of Study: approximately 400 new words (MEXT, 2003). The topics for the reading texts are taken from various fields: science, history, language, culture, and personal story. Overall, the content of the reading texts is concrete but not directly related to students' daily lives. The style or language use situations of the reading texts vary as well: speech, presentation, TV report, interview, oral announcement, and a newspaper article. However, this variation is not necessarily effective in terms of teaching the use of language in different styles or situations. We could assume that this unnatural way of presenting reading texts derives from the textbook writers' intention of meeting the requirements of the Course of Study. The Course of Study has a list of language-use situations and requires their inclusion in classroom teaching (MEXT, 2003). The aim of this requirement is to promote

students' form-meaning-use mapping by providing chances to use the language in various contexts. Unfortunately, this no longer seems to be the aim at the practice level.

Although there are several lessons which deal with some cultural issues, cultural awareness is not a central focus of this textbook. Meanwhile, the textbook is trying to avoid excessive emphasis on the cultures of English-speaking countries in the West, which used to be a major trend in English textbooks. The textbook continuously varies the countries and ethnicities of the people covered in reading texts or sample dialogues.

**Linguistic skills.** The main emphasis of the textbook is promoting reading comprehension, and grammar and vocabulary knowledge: the main reading lessons (eight lessons of 11-12 pages each) vs. the communication-focused lessons (five lessons of three pages each). Grammar and vocabulary are treated as discrete linguistic features to be mastered step by step. Grammar is explicitly taught with explanations and example sentences followed by traditional grammar exercises. One notable phenomenon observed here is the avoidance of using grammatical terms. This is a new phenomenon that has emerged after the implementation of the current course of study.

**Task/activity.** The types of responses required in exercises and activities in the main lessons are mostly written responses. Grammar exercises require students to display the linguistic knowledge that they learned from the lesson. At the end of the main lesson, students are asked to write and present their opinions or thoughts about the topic or the theme of the lesson to the whole class or in pairs. Although the communication-focused lessons require oral responses, the proportion of these lessons in the textbook is far less than the main lessons. In this sense, this textbook relies heavily on a synthetic approach to language learning. In this textbook, language learning is a synonym for mastering and memorizing discrete grammatical and lexical items. Learners are viewed as an empty vessel and expected to synthesize the pieces of linguistic knowledge provided to build the whole language system on their own. It is also assumed in this book that the process of learning is accelerated by practicing each linguistic feature in context-free display exercises repeatedly rather than experiencing the use of the language in a context.

### ***1st-year Korean High School English Textbook***

*High School English* is aimed at first-year high school students taking a general English course in Korean. The textbook was published in 2001 following to the Seventh National Curriculum. This high school textbook closely reflects the concepts in the new curricula, as explained in the following sections.

**Material in general.** The textbook has 270 pages, including 12 lessons and appendices. All lessons are organized around language functions and themes, and the activities in each lesson are structured in the following order: (a) *Listen & do*, (b) *Let's talk*, (c) *Let's work together*, (d) *Before you read*, (e) *Reading texts*, (f) *After you read*, (g) *Let's write*, (h) *Study points*, (i) *On your own*, (j) *I can do more*, and (k) *Fun park*. As in the Korean middle school textbook, students receive adequate amounts of input containing the target functions, structures, and topic at the beginning of each lesson. The target functions and structures are utilized repeatedly in activities so that students will have a plenty of opportunities to listen to and repeat the target language. It is only after they have received the target forms and functions sufficiently that students start to produce language by following model dialogues. Reading activities consist of schematization, the main reading text, vocabulary exercises, and comprehension questions. The latter sections review the functional/grammatical features using all four skills. The activities and materials appear to be designed to help the students internalize the target linguistic features by repetitive input.

As for the length of the reading texts, the first lesson reading (588 words) is longer than the last one (546 words). Nevertheless, the reading texts in the latter lessons are more difficult and complex, as indicated by Flesch-Kincaid grade level (6.7 in Lesson 1 and 8.6 in Lesson 12). Even though the lessons are primarily organized around language functions and themes, there are also target grammatical structures which are embedded in the sentences of communicative functions in each lesson. However, since the syllabus is function-based, the target structures are not ordered according to their complexity or difficulty. Another interesting feature regarding grammar is that no terminology or explanations of structures can be found in lessons.

**Content.** The textbook contains various topics such as future, family, friends, science, and culture. The first three lessons seem to be particularly relevant to high school

students, since they raise issues that adolescents are likely to face, such as trouble with siblings, jobs, future plans, or friendship. Topics in the other lessons do not directly relate to students' lives, yet the reading texts were taken and adapted from authentic materials. Each lesson also includes different discourse styles including interviews, diaries, letters, and narratives, which help students to learn appropriate language use in certain contexts. In each lesson, there is also a little section entitled *Culture Note*, which is supposed to develop students' cultural awareness. Lesson 1, for instance, deals with word change in accordance with gender issues, such as "police officer" as opposed to "policeman". Some cultural tips, like the one in Lesson 1, are about the language itself rather than introduction of foreign cultures, yet they provide the students with opportunities to learn about foreign customs as well as social systems and to reflect on their own culture in comparison with foreign cultures.

On the other hand, among those attempts to raise cultural awareness, little consideration is given to the issues of race or world Englishes. "Native speakers" are described as "typical white Americans" in most of the illustrations and pictures. English in the textbook is also written in American spelling. This may indicate the powerful political and economical influence of the U.S. over Korea, and the Korean ideology of ideal English speakers being whites from the U.S.

**Linguistic skills.** The textbook handles vocabulary by introducing new words and expressions in the listening activities prior to reading, listing them along with the reading texts, and having students review them in the after-reading exercises. The Seventh Curriculum specifies 450 words to be learned in the first year of high school. As for grammar, no explicit explanations or terminology are provided, as mentioned above. Language work only contains some example sentences with bolded key words/structures, followed by fill-in-the-blank exercises. How the grammar points should be introduced to the students, therefore, largely depends on classroom teachers. Each lesson integrates listening, speaking, reading, and writing activities well. Many listening and some speaking activities are placed before reading, and language review, listening, writing, and speaking come after reading. The only shortcoming is that some speaking and writing activities with model dialogs seem to be too mechanical to facilitate creative language production by the students.

**Task/activity.** Many listening and reading activities are multiple-choice, fill-in-the-blank, or short writing. In oral activities, students simply practice dialogs with a partner or fill in a chart using a model dialog. Tasks/activities are ordered from individual work to pair work to group work. Most of the tasks are straightforward, concrete, and do not require any critical thinking. The reading pre-task is placed under the *Before you read* section, where students associate pictures and words or listen to a short story to answer questions for schematization. The textbook appears to be based on a synthetic syllabus: It carries an assumption that language learning occurs in an incremental way by learning functions as well as structures one by one.

## COMPARISON BETWEEN ENGLISH TEXTBOOKS FOR JAPAN AND KOREA

### *3<sup>rd</sup> Grade Junior High School English Textbooks*

Both countries emphasize communicative ability. MEXT (2003) states, “For children living in the 21st century, it is essential for them to acquire communication abilities in English as a common international language.” Given this objective, the textbooks avoid grammatical explanations. They both introduce common expressions by stating how to say X in English rather than analyzing the structure of the expressions. The Korean textbook is organized by functions while the Japanese textbook is structure-based.

**The text volume and difficulty.** The difference in the amount of material covered is striking. The number of pages in the Korean textbook is twice as many as in the Japanese textbook. Moreover, the reading passages in the Korean textbook are three times longer than those in the Japanese textbook. In the Korean textbook, there are a number of activities introduced, while the Japanese textbook introduces activities in a separate activity book, which is up to the teacher to use or not.

The lexico-semantic and syntactic difficulty between the two textbooks is distinct. The Flesch-Kincaid Grade Level for the last lesson in the Korean textbook was 7.1, while the Japanese textbook only reached 4.1. In the last lesson of the Korean middle school textbook, some of the vocabulary (ex. *therefore* and *predict*) and syntactic structures (ex. reduced adverbial clauses and passive progressives) are covered in the first year of high school in Japan.

The differences in the amount and the complexity of input may be due to differences in the onset of English education. In Korea, English education starts from the 3<sup>rd</sup> grade in elementary school. While in Japan, English education is required starting in junior high school, but may be introduced upon the teacher's discretion in elementary school. The new Courses of Study allows foreign language conversation to be performed in elementary schools as part of Japanese education for international understanding during the "Period for Integrated Study," but the focus will be on cultural understanding and not on language instruction (MEXT, 2003).

**Content.** Both countries acknowledge the importance of nurturing their own culture. MOE (2000) states that one of their goals for middle school education is to "foster an attitude to take pride in and develop tradition and culture." MEXT (2003 b) also states that the role of English is as a medium to link the country with the rest of the world and to develop the nation. Thus, both textbooks try to cultivate ethnic identity by introducing how their people play an active part in the global community and how one's culture can be explained in English. For example, both textbooks have a section where students compare their lifestyles to those of students from other countries, identifying points of similarity and difference. In terms of organization, the Korean textbook is tightly organized by theme and functions. The same theme is observed from different perspectives, which makes it easier for students to conceptualize and deepen their understanding of the content. In contrast, the Japanese textbook introduces various topics that are not tightly knit.

**Task/activity.** The tasks in the Korean textbooks include a pre-task, a during-task, and a post-task. In contrast, the process of tasks is not well handled in the Japanese textbook. As mentioned earlier, teachers have to fill in those gaps between tasks. Most of the tasks used in both textbooks are display questions (fill-in-the blanks/chart, true or false questions, and matching statements). Since one of the educational goals for both countries is to be able to express one's thoughts and feelings effectively, both Korean and Japanese textbooks incorporate one task that will give students a chance to express their opinions about a topic. However, from the students' sample work in the Korean textbook, the expected outcome of the task is so open that the linguistic outcome of the task would seem to vary considerably.

### *1<sup>st</sup> year High School English Textbooks*

By comparing the summary charts of the Korean and the Japanese high school textbooks, some major differences with respect to volume/difficulty, task types, and content became apparent.

***Text volume and difficulty.*** One of the main differences between Korean and Japanese high school textbooks lies in their syllabus types. While the Korean textbook is function- and grammar-based, the Japanese textbook is primarily structured around themes and grammatical features. Therefore, detailed explanations and terminology of the target grammar can be found in the Japanese textbook, but not in the Korean textbook. As for the amount of material, the Korean textbook is almost twice as thick as the Japanese one, as a result the Korean textbook contains more activities, language input, and illustrations.

***Task/activities.*** Another distinction is the amount of input and output integrated into the language activities. The Korean textbook dedicates five pages before a reading section in order to have the students listen to and produce the target functions and structures. Therefore, in each lesson we can see a structured sequence from comprehension to production in the Korean textbook. The Japanese textbook, on the other hand, has separate lessons for reading and for communicative activities. Though there is oral introduction as schematization prior to reading activities, no input-output sequence concerning the target structures can be found.

Of more interest is the quality of activities. The Korean textbook is more rigid and mechanical in the language used. For example, key sentences that include the target functions and grammatical structures appear in all the listening activities, while model dialogs are provided in order to guide students' interaction in most of the speaking tasks. There is little room for students to express thoughts in their own words. In contrast, the Japanese textbook allows a wider variety of structures in both input and output, even though the number of activities is considerably smaller than the Korean textbook. In other words, even though both Korean and Japanese textbooks take a synthetic approach to English teaching, the Korean textbook has more control over the language use, whereas the Japanese one is less rigid in the sense that it is organized around structures but still allows various language constructions in comprehension and production activities.



The reading section is also different in that Japanese textbook simply asks vocabulary, structure, and comprehension questions after each reading, while the Korean textbook posits questions concerning not only reading comprehension and new language but also text style or author's intentions. It seems that the Japanese textbook tends to facilitate students' understanding of the reading texts and to help them memorize new vocabulary and structures, in contrast to the Korean textbook which tries to improve students' comprehension, language skills, and reading strategies.

Regarding the length of reading texts, the initial lesson of the Korean textbook (588 words) is longer than the first lesson in the Japanese textbook (513 words). However, the volume of reading texts in the Japanese textbook increases toward the last lesson (Lesson 8 has 793 words), whereas in the Korean textbook, the last lesson (546 words) is shorter than the first one. Although the Korean reading texts are shorter in length, they are more difficult to read than the Japanese texts as indicated by the Flesch Kincaid Grade Level (8.6 in the Korean textbook, 6.8 in the Japanese textbook).

**Content.** The Japanese textbook integrates different races, ethnicities, cultures, and people's names. This implies the idea of English being a world language. In contrast, illustrations and pictures in the Korean textbook show that people primarily perceive native speakers as "Whites Americans". However, regardless of the distinction in their perceptions of race or ethnicities, the language in both textbooks is dominated by American English. The use of American English in both Korea and Japanese textbooks probably results from the tendency to consider American English, which is economically and politically predominant in today's world, as "model language", in spite of the increasing recognition of various types of English, cultures, and races around the world.

## **THE CONTINUITY BETWEEN JUNIOR HIGH AND SENIOR HIGH SCHOOL LEVEL TEXTBOOKS**

### ***Junior and Senior High School Textbooks in Japan***

The comparison of the junior and senior high school textbooks has revealed a sudden shift in the approach to language learning and a major gap in the volume of reading texts between the two textbooks.

**Text volume and difficulty.** The focus of skill areas changes drastically from the junior high school textbook to the senior high school textbook. Four skills are equally emphasized in junior high school textbooks, whereas reading and grammar are two major focuses in high school textbooks. On the flip side of this is the fact that the senior high school textbook has much longer reading texts and more explicit grammar explanations and exercises. In fact, there is a huge gap in the text length between the two textbooks: a 185-word text in the last lesson of the junior high school textbook vs. a 513-word text in first lesson of the senior high school textbook. This huge gap may confuse first-year senior high school students and even lower their motivation to study English.

**Task/activity.** Both textbooks have self-expression tasks/activities, which encourage students to express their own ideas, thoughts, and opinions. A major difference lies in the ways they guide students to self-expression. The junior high school textbook provides ample activities in which students can practice the use of language through different modes. These activities are assumed to play a scaffolding role, gradually getting students ready for self-expression tasks. In contrast, the senior high school textbook seems to lack these scaffolding activities considerably.

As discussed above, the major difference between the two books is in the skill areas they focus on. This difference in focus has produced another fundamental distinction between the two books. The junior high school textbook does not have any explicit grammar explanations or grammar exercises in the main lessons while the senior high school textbook does have them in the main lesson. In other words, the junior high school textbook gets students to use target grammatical features in communication first and then lets them analyze the use of these linguistic features. In contrast, the high school textbook provides target rules and structures first and gets students to practice synthesizing them. The views on language learning in the junior high school and the senior high school textbook seem to contradict to each other. The view of the junior high school textbook is close to an analytic approach whereas the view of the high school textbook is more like a synthetic one.

**Content.** Both textbooks cover a variety of topics without favoring any particular English-speaking western cultures. One difference is that the junior high school textbook deals with more topics related to students' daily lives than the high school textbook does.

Another difference is concerning the degree of emphasis on cultural awareness. The junior high school textbook tries to raise cultural awareness explicitly by contrasting different cultures or different perspectives on one culture. The junior high school textbook not only provides information through reading texts but also makes students think about it through various activities. In contrast, although the senior high school textbook introduces different cultures throughout the book, cultural issues are treated briefly only in the reading texts and not in the activities.

In summary, there are significant differences and gaps between the two textbooks in Japan which may force first-year high school students to change their learning styles drastically. This discrepancy needs to be ameliorated immediately. Otherwise, it may just keep causing nothing but a confusion and demotivation among first-year students in high school.

### ***Junior and Senior High School Textbooks in Korea***

As for the Korean textbooks, no drastic change from the junior high school to the senior high school is found. The two textbooks foster continuity rather than change in the following aspects.

***Text volume and difficulty.*** The number of pages and size of the junior high school textbook are fairly similar to those of the senior high school one. The lengths of the reading texts in each lesson are also compatible between the two textbooks. A 568-word text is the last lesson of the junior high school textbook, and a 588-word text is the first lesson of the senior high school textbook. Both of the textbooks consist of four units with three lessons in each unit, following a similar format in the lessons. Moreover, the two textbooks share similarities in the various discourse types that are introduced and certain of the topic areas covered. A distinct difference between the two is the lexical-semantic and syntactic difficulty. The Flesch-Kincaid grade level of the junior high school textbook ranges from 5.0 to 7.1, whereas that of the senior high school textbook ranges from 6.7 to 8.6

***Task/activity.*** The two textbooks have similar activities in substance. However, such activities as *I can do more* and *Fun Park* are added, but *Project Work* is eliminated in the high school textbook. For both of the textbooks, the activities are well-sequenced in

terms of the skills and content, and they are arranged in an orderly manner from comprehension to production and from individual work to group work.

A distinct difference in the two textbooks is found in the writing activities. Writing activities become more prevalent and open-ended in the high school textbook. In the junior high school textbook, writing activities are controlled in the sense that students are presented with example sentences and asked to fill in the blanks using the sentence. In contrast, the high school textbook provides more opportunities for students to produce writing with no examples given.

**Content.** The textbooks introduce a variety of topics. Some of the themes such as culture, science, and health are presented in both of the textbooks. In particular, the two textbooks deal with students' dreams and wishes in the first lesson as an attempt to relate students to the topic. Even though the topic themes covered in the two textbooks are similar, the aspects and depth of the content are different. For instance, the junior high school textbook introduces *Mysteries of Pyramids* while the senior high school textbook deals with *Mysteries of the Universe*. In addition, both of the textbooks have a section about culture in each lesson, in which different aspects of culture are covered.

## CONCLUSION

The detailed analyses of these four textbooks have highlighted the overall characteristics of the textbooks of each country, which also reveals differences in the philosophy of education the textbook writers might be depending upon. The Korean textbooks focus on balancing the four skills by constantly providing tasks throughout the books that are consistent and connected to the target function under one theme. In this way, students can experience language use in various modes and contexts. For the content selection, the Korean textbooks include controversial issues so that students will acquire critical thinking skills. Examining these factors, one could argue that the underlying philosophy of education for Korean textbooks follows an inquiry paradigm<sup>2</sup>, which emphasizes knowledge development through learners' acts of inquiry and experience.

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<sup>2</sup> The inquiry paradigm originates from Dewey's (1933) idea that knowledge is understood in situation. The process of exploring the world by asking questions and making discoveries creates new understandings. Here, education is thought of as an inquiry process that makes students rely on their experiences.

In contrast, the emphasis in the Japanese textbooks is on providing students with knowledge (especially grammar knowledge) piece by piece. As for the content, the Japanese textbooks provide a variety of topics with culturally neutral content and pictures that help broaden students' perspectives. The goal is to raise learners' consciousness about the multi-culture and multi-perspective nature of the world. However, since the main focus is providing grammar knowledge, the content provided through the textbooks is not expanded to invoke students' critical thinking. Based on these factors, we could argue that the philosophy of education for the Japanese textbooks is based on a transmission paradigm<sup>3</sup>, which regards learners as an empty vessel and the role of education as filling up the vessel with knowledge.

Although both countries posit similar goals for their English education: improving English ability (especially communication ability) for each nation's further development, the way those goals are implemented in the textbooks are distinct from each other.

Two major differences in terms of physical features is the volume of the textbooks and the level of difficulty of the reading texts in these textbooks. The Korean textbooks contain more difficult and complex reading texts and more communication tasks than the Japanese textbooks. As to content, the Korean textbooks tend to provide controversial issues that are not frequently covered in the Japanese textbooks. The Japanese textbooks emphasize multicultural perspectives providing a variety of topics with people from different cultural backgrounds, whereas the Korean textbooks seem to be inclined to assume that native speakers are white Americans.

For linguistic skills, one major difference is the syllabus that the textbooks follow: The Korean textbooks are functionally oriented, while the Japanese textbooks are structurally oriented, thus resulting in differences in the treatment of grammar, with more explicit grammar explanation and mechanical exercises in the Japanese textbooks. The textbooks of each country also use different approaches to dealing with the four skills. The Korean textbooks balance the four skills throughout both levels (the textbook for middle school 3<sup>rd</sup> year and for senior high school 1<sup>st</sup> year). In this sense, the transition from the junior high school textbook to the senior high school textbook is quite smooth.

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<sup>3</sup> In the transmission paradigm, the knowledge is finite and outside the individual. The goal of this type of education is to have each student achieve the transmitted knowledge levels.

In contrast, the Japanese textbooks shift the skill focus from four balanced skills in the Junior high school textbook to a reading focus in the senior high school textbook. This shift creates a gap between the two books, especially in the level of difficulty of the reading texts. The tasks in the Korean textbooks are consistent and are connected around the target functions under one theme making the task sequence seamless, whereas the tasks in the Japanese textbook (junior high school) are not integrated under one theme. The listening and speaking tasks in the Japanese senior high school textbooks are scarce in number due to the skill-focus shift.

The comparison of the textbooks revealed some problems with the current textbooks. Concerning these problems, our suggestions for improvement are summarized as follows:

1. Providing more open-ended questions will facilitate more language production. Open-ended questions allow some freedom for students to choose the topic and the language, which may enhance the development of their interlanguage.
2. Introducing tasks and topics that are related to students' needs may raise their motivation and improve their practical communicative ability.
3. The four skills should be integrated under one lesson rather than isolating them in separate lessons.
4. The transition from junior to senior high school should be carefully considered in terms of text length, difficulty, and task types.
5. Cultural awareness should be more prominent in the textbooks, since both countries raise the importance of this issue.

Although we have analyzed and compared the textbooks and made some suggestions, how the textbook is utilized in the classroom depends on other factors, such as the number of instructional hours, teachers' beliefs, institutional needs, students' learning styles, classroom sizes, and social constraints (e.g., high school and university entrance exams). In addition, the textbooks we chose to analyze do not represent all the published English textbooks in both countries. So, our suggestions based on the textbook analysis should be interpreted with the above factors in mind.

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APPENDIX

	Korean junior	Japanese junior
<b>Audience (learner)</b>		
Age / Level	<b>Age:</b> 14-15, English as a general education <b>Level:</b> Third-grade level	<b>Age:</b> 14-15, English as a general education <b>Level:</b> Third-grade level
<b>Material in general</b>		
Publication	Current: Published in 2003 based on the new curriculum (7th curriculum)	Current: Revised in 2004 based on the new curriculum
Format / Structure of a book and a lesson	<p><b>Textbook:</b> 4 major units, each unit consists of 3 lessons</p> <p><b>Lesson Format</b> Each lesson has a format as below:</p> <ol style="list-style-type: none"> <li>1. <i>Warm Up</i> (2 pages) <ul style="list-style-type: none"> <li>→ to help students get familiar with the topic <ol style="list-style-type: none"> <li>1) Listen and Match activity</li> </ol> </li> </ul> </li> <li>2. <i>Let's Go</i> (1page) <ul style="list-style-type: none"> <li>→ to learn new words or expressions of the lesson <ol style="list-style-type: none"> <li>1) Listen and Match</li> <li>2) Listen and Check</li> <li>3) Listen and Write activity</li> </ol> </li> </ul> </li> <li>3. <i>Listen and Talk</i> (1page) <ul style="list-style-type: none"> <li>→ to improve listening and speaking skill <ol style="list-style-type: none"> <li>1) Listen and Answer</li> <li>2) Look and Say</li> <li>3) Work in Pairs/Groups,</li> </ol> </li> </ul> </li> <li>4. <i>Read and Think:</i> (5-6 pages) <ol style="list-style-type: none"> <li>1) Before You Read→ to help them have interest in the topic</li> <li>2) Reading text</li> <li>3) After You Read→ to review what they learn</li> </ol> </li> <li>5. <i>Study Points</i> (2 pages) <ol style="list-style-type: none"> <li>1) Structures</li> <li>2) Useful Expressions</li> <li>3) Vocabulary</li> <li>4) Sounds</li> </ol> </li> <li>6. <i>Let's Write</i>(1page) <ul style="list-style-type: none"> <li>→ to review and to use it in writing</li> </ul> </li> <li>7. <i>Project Work</i> (1-2 pages) <ul style="list-style-type: none"> <li>→ to use what they learn by doing the group project work</li> </ul> </li> <li>8. <i>On your own</i> (2pages) <ul style="list-style-type: none"> <li>→ to look at their learning in 4 skills</li> </ul> </li> </ol>	<p><b>Textbook:</b> 8 main lessons with texts, Lesson 1-5 in conversation style and lesson 6-8 in reading style. (2-4 pages per 1 lesson)</p> <ul style="list-style-type: none"> <li>- 5 conversation-focused lessons (2 pages per lesson)</li> <li>- 4 listening-focused lessons (1 page per lesson)</li> <li>- 3 writing-focused lessons (2 pages per lesson)</li> </ul> <p><b>Lesson format</b></p> <p>I. Main Lesson</p> <ol style="list-style-type: none"> <li>1. The passage (conversation style and/or reading style), At the bottom of the page, there are column for comprehension questions, grammar points, and new vocabulary words.</li> <li>2. <i>Let's communicate</i> <ol style="list-style-type: none"> <li>1) Communication activity (1/2 page)</li> <li>2) Listening activity (1/2 page)</li> </ol> </li> <li>3. <i>Let's think</i> (1/2 page) <ul style="list-style-type: none"> <li>→ writing activity</li> </ul> </li> </ol> <p>4. <i>Sounds</i> <ul style="list-style-type: none"> <li>→ Pronunciation activity</li> </ul> </p> <p>II. Conversation – focused lesson</p> <ol style="list-style-type: none"> <li>1. Dialogues</li> <li>2. <i>Talking point</i> → Introducing conversation expressions.</li> <li>3. Practice→ Expression drills</li> <li>4. Practice Plus→ Practicing the patterns with different context</li> </ol> <p>III. Listening-focused lesson</p> <ol style="list-style-type: none"> <li>1. Multiple choice questions and charts</li> <li>2. Listening Plus→ writing or discussing about the topic</li> </ol> <p>IV. Writing-focused lesson</p> <ol style="list-style-type: none"> <li>1. Brainstorming → Introducing the topic, a sample model writing and pictures that describes the content of the writing.</li> <li>2. Words and expressions</li> <li>3. Paraphrasing the underlined phrases/sentences</li> </ol>



		in the model writing into students' context. 4. Writing Plus → Add 1-2 sentences in order to answer the writing prompt.
Text 1. The volume of input 2. The level of the input	<b>Lesson 1: 592 words</b> - Flesch Reading Ease 81.1 - Flesch-Kincaid Grade Level 5 - 6 sentence / paragraph, 12.3 words / sentence  <b>Lesson 12: 568 words</b> - Flesch Reading Ease 71.9 - Flesch-Kincaid Grade Level 7.1 - 5.1 sentence / paragraph, 15.7 words / sentence	<b>Lesson 1:</b> 88 words - Flesch Reading Ease 82.6 - Flesch-Kincaid Grade Level 2.9 - 4.5 sentence / paragraph, 4.8 words / sentence  <b>Lesson8:</b> 185 words - Flesch Reading Ease 78.2 - Flesch-Kincaid Grade Level 4.1 - 2.1 sentence / paragraph, 7.0 words / sentence
Additional aids / Appendix	<b>Additional Aids</b> - For students → students' workbook, CD-ROM - For teachers → teachers manual, additional information, sample lesson plans, CD-ROM <b>Appendices</b> - Lesson Upgrade (different kinds of information related to each lesson topic) - New words (glossary) - Practice test - Scripts for the listening	<b>Additional Aids:</b> - For students → students' workbook, CD-ROM - For teachers → teachers manual, additional information, sample lesson plans, CD-ROM <b>Appendices</b> - Grammar summary from each unit - Irregular verb list - Useful conversation expressions (function based: starting/ending a conversation, agree/disagree) - Glossary (Eng-Jap; marginal glosses are also provided under the text in the unit).
Organization	Thematic + structural	Thematic + structural
Functional organization	<b>Font:</b> 14pt <b>Pages:</b> 274 excluding appendices A number of pictures and photographs are put along the text and activities, and the source of those photos is also provided. The first page of each lesson mostly consists of pictures or photos rather than words.	<b>Font:</b> 16pt <b>Pages:</b> 113 pages Aids: Many pictures and photographs to aid the text.
Learning sequence	There are unit review and check-up section after each unit.	The sequence of grammatical structure is step by step. Some of the activities try to build up on the previous activities students have produced/received.
<b>Content (Topics)</b>		
Topics	<b>Unit 1: Planning our lives</b> Lesson 1: <i>The Different Walks of Life</i> Lesson 2: <i>Preparing for the Future</i> Lesson 3: <i>Mother Teresa, Angel of the Poor</i> <b>Unit 2: Understanding each other</b> Lesson 4: <i>Communication across Generations</i> Lesson 5: <i>Different People, Different Foods</i> Lesson 6: <i>Men and Women in the English Language</i> <b>Unit 3: Enjoying our lives</b> Lesson 7: <i>A Two-Year Vacation</i> Lesson 8: <i>Staying Healthy</i> Lesson 9: <i>Behind the Pictures</i> <b>Unit 4: Past, Present, and Future.</b> Lesson 10: <i>Mysteries of the Pyramids</i> Lesson 11: <i>Cloning Max</i> Lesson 12: <i>Now and Then</i>  - Topics are fairly related to students' life. This helps to make the topics appealing to the students.	<b>Topics of the main lessons:</b> - Interesting tidbits ( <i>Tom's tricks</i> ) - Interviewing foreigners ( <i>Interview with Mr. Clark</i> ) - War ( <i>Hiroshima and Nagasaki</i> ) - Environment ( <i>Save the earth</i> ) - Cultural games ( <i>Show and tell</i> ) - Racial discrimination ( <i>I have a dream</i> ) - World hunger ( <i>A vulture and a child</i> ) - Social welfare ( <i>Without barriers</i> ) <b>Reading topics:</b> - Japanese tale, migration of geese, ( <i>Fly away home</i> ) - Ethnic identity and language <b>Writing topics:</b> - School trip - Japanese cultural items - Memoir of junior high school

	<ul style="list-style-type: none"> <li>- In Unit 1, the students are given an opportunity to think about their future whereas their past and future in Unit 4. In Unit 2 and Unit 3, issues related to their current life are addressed.</li> <li>- In Unit 2, a little bit broader topics are discussed to raise students' awareness of understanding other people (man and woman in the English language).</li> <li>- In <i>Project Work</i>, students' drawings are used to elicit their participation in the work (very authentic resources) Also, educational issues are included such as art (painting) and science (cloning).</li> </ul>	<p><b>Listening topics:</b></p> <ul style="list-style-type: none"> <li>- Traveling abroad</li> <li>- The Swallow and the Statue of the Prince</li> <li>- Foreigners' view of Japan</li> <li>- Why study English?</li> </ul> <p>- Topics are related to students' daily life, cultural issues from insiders' and outsiders' perspective, controversial social issues (human rights, war and peace, world hunger, social welfare), and environmental issues.</p>
Cultural awareness	Each lesson has a "Culture Corner" section for cultural issues explained. One of the units is about "understanding each other." In the unit, cultural awareness topics are addressed such as different people and different foods (Lesson 5), and men and women in the English language (Lesson 6). In Lesson 10, it also addresses different cultures with focus on historic sites.	The textbook introduces insiders' and outsiders' perspective of Japanese culture. Also topics such as racial discrimination and discussions about cultural differences will raise awareness of the diversity of the values.
Conceptual level	Topics are lined up from concrete to abstract. In Unit 1 and Unit 2, reading texts are mostly about people, while more informative content is dealt with such as art, science, and history in Unit 3 and Unit 4.	Topics are aligned from concrete (familiar) to abstract.
Text	Text is either adapted or created for EFL purpose. The text seems to be longer and more difficult than Japanese one. Students do not have a choice over the material/topic.	Text is either adapted or created for EFL purpose. The text is very short and very simplified compared to the authentic material. Students do not have a choice over the material/topic.
<b>Linguistic skills</b>		
Vocabulary	<ol style="list-style-type: none"> <li>1. For each page, a list of new words is put at the bottom of the page without any meaning explanation. A glossary for those words is in the appendix at the end of the textbook.</li> <li>2. For each lesson, <i>Mini Dictionary</i>, <i>Vocabulary</i>, and <i>Word Power (study)</i> sections are included for vocabulary development.             <ol style="list-style-type: none"> <li>1) <i>Mini Dictionary</i> → idioms and their meanings</li> <li>2) <i>Vocabulary</i> → grammatical functions of words such as plural forms, compound words, suffixes, and tenses.</li> <li>3) <i>Word power (study)</i> → different types of activities games (puzzle and word maze), sentence completion, finding antonym</li> </ol> </li> </ol>	<p>New vocabulary words are organized at the bottom of the page.</p> <p>Japanese translation is given if the word is out of the list from the curriculum guideline. Also IPA is provided.</p>
Grammar	<ul style="list-style-type: none"> <li>- <i>Structures</i>: grammatical points. Example sentences are the ones used in the main text.</li> <li>- <i>Useful Expressions</i>, idiomatic expressions are explained. Below is the vocabulary section addressing grammatical functions of words.</li> </ul>	There are no separate grammar sections. All the grammatical points are explained at the bottom of the page.
Four skills	-The four skills are well balanced. Lots of listening activities before reading. Speaking and writing are placed before and after reading. Grammar, function, vocabulary reviews follow reading. Some reading	The textbook tries to balance among 4 skills, but it is not well integrated. The textbook tends to separate the skills by mini-lessons. Many of the mini-lessons

	comprehension questions ask about discourse in the text as well.	are not well connected with the main lessons in terms of content. The lessons are independent to each other and not well connected. The fragments of mini-lessons seem to make learners view the skills separately rather than language skills as a whole.
<b>Task / activity</b>		
Type of responses	<p><b>Main lesson:</b> The comprehension questions placed at the end of reading passage are a kind of display questions. Students just need to scan the text and find the answer.</p> <p><b>Conversation and listening focused activities:</b> For those activities, most are oral responses. There are some fill-in-the-chart questions or multiple choice questions.</p> <p><b>Writing focused activities:</b> For some of the writing activities, students are asked to talk about it with a partner or to the class.</p> <p><b>Project work:</b> Students do the group project to use what they learned in the lesson. To do that, students need to talk to each other, write down, and interact with each other.</p>	<p><b>Main lesson:</b> The comprehension questions in each page are more of a display questions (Specific answers are stated in the text. Students just have to scan the text and find the answer). The response can be in oral or written form. An open-ended question based on students' critical thinking is asked after each lesson under "Let's Think" section. In this section, students are asked to write their response.</p> <p><b>Conversation and listening focused lessons:</b> Mostly oral response. Some questions are fill-in-the-chart questions or multiple choice questions.</p> <p><b>Writing focused lessons:</b> After students write the response to the problem, they are asked to present it in the class (oral response).</p>
Critical thinking	Critical thinking is promoted to some extent. For example, Lesson 6 talks about values of men and women found in names. The project work of the lesson is to find gender prejudice and think about the issue. In Lesson 11, a story about a boy who wants to clone his sick dog is used to elicit students' thinking on the cloning issue.	The open-ended question in each lesson promotes students to think about the topic. It can be a start for critical thinking.
Task/activity types	Various kinds of activities	Activities are all seem to be in fragment.
Expected participation style	<ul style="list-style-type: none"> <li>- Individual → most of the activities like reading and listening</li> <li>- Pair: → <i>Working in Pairs</i></li> <li>- Group work → <i>Project Work</i></li> </ul>	Individual participation is the common style, but there are some pair works and group discussion activity.
Pre-task	Two activities are presented to help schematization. <ol style="list-style-type: none"> <li>1. <i>Warm up</i> → to help students familiar with the topic</li> <li>2. <i>Before you read</i> → Before reading the main text, students are given an opportunity to think about themselves related to the topic. This can help them to become interested in the topic</li> </ol>	There is a schematizing statement in Japanese when a new topic is introduced in the main lesson. There are no pre-task that students do before going into the text.
Assumption about language learning	Synthetic and Communicative approach	Between synthetic and analytic. The content of the syllabus is moving towards functions rather than grammatical points.
Syllabus	Thematic and functional syllabus	A combination of structural, functional, and thematic syllabus

	Korean high	Japanese high
<b>Audience (learner)</b>		
Age / Level	<b>Age:</b> 15-16 <b>Level:</b> First-year high school	<b>Age:</b> 15-16 <b>Level:</b> First-year high school
<b>Material in general</b>		
Publication	Published in 2001 based on the Seventh National Curricula (MOE)	Published in 2003. Following the Course of Study by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).
Format	<p><b>Textbook</b> 12 main lessons integrating four skills</p> <p><b>Lesson format</b></p> <ol style="list-style-type: none"> <li><i>Listen &amp; do</i> (2 pages) → listen &amp; order pictures or answer some questions about content as well as text type. Introduction of the topic to get students familiarized with it. Listening tips are also included.</li> <li><i>Let's talk</i> (2 pages) → listen to a dialog &amp; fill in blanks, answer questions and practice the dialog. There is also pair work in which students ask questions using model dialogs. Introduction to the topic &amp; input of the target function</li> <li><i>Let's work together</i> (1 page) <ul style="list-style-type: none"> <li>Group work → ask for plans or dreams using a model dialog, and fill in a chart. To practice new expressions or the target functions.</li> </ul> </li> <li><i>Before you read</i> (1 page) → picture-word matching and questions on the pictures (Schematization)</li> <li><i>Reading text</i> (4 pages) → texts are divided into several sections. Two comprehension questions follow each sections</li> <li><i>After you read</i> (2 pages) <ul style="list-style-type: none"> <li>Vocabulary exercise, comprehension questions, T or F, or summary chart. There is also a little section on culture. → Vocabulary review, comprehension check, cultural awareness</li> </ul> </li> <li><i>Let's write</i> (2 pages) <ul style="list-style-type: none"> <li>Complete dialogs or sentences using imagination, write about themselves. → to practice output of the target functions or new expressions</li> </ul> </li> <li><i>Study points</i> (2 pages) <ul style="list-style-type: none"> <li>Divided into word power, idiomatic expressions, structures and functions. Each section (except functions) includes examples and some fill-in-blank exercises → to review new words, idioms, target sentences and functions,</li> </ul> </li> <li><i>On your own</i> (2 pages) <ul style="list-style-type: none"> <li>Listening, pair dialog, fill-in-blank using new expressions and a short summary of the reading text &amp; comprehension questions → to practice 4 skills with the target grammar, functions and expressions.</li> </ul> </li> <li><i>I can do more</i> (2 pages) <ul style="list-style-type: none"> <li>Fill-in-blank questions, a short paragraph &amp; comprehension questions, exchanging opinions referring given data. → to do more exercises with target forms and functions (for students' "acquisition"?)</li> </ul> </li> <li><i>Fun park</i> (1 page) <ul style="list-style-type: none"> <li>Do some tasks related to the topic (interview, information search on the Web)</li> </ul> </li> </ol>	<p><b>Textbook</b> -8 main lessons with reading texts (11-12 pages/lesson) -5 communication-focused lessons (3 pages/lesson) -2 reading lessons (9 pages / lesson) -4 pronunciation section (1 page each)</p> <p><b>Lesson format</b> <i>Main Lesson</i></p> <ol style="list-style-type: none"> <li>Reading text (6-8 pages) → reading texts in different styles (speech presentation, interview etc.). At the bottom of each page, a gloss of new words, phrases, and comprehension questions</li> <li>Comprehension (1/2 page) → listening activity (true of false questions), summarizing the reading texts by filling in blanks or charts</li> <li>Words and expressions (1/2 page) → choose English definition of the underlined words and phrases in given sentences.</li> <li>Grammar (1 page) → Brief explanation of target grammatical structures in Japanese followed by example sentences.</li> <li>Exercises (1 1/2 page) → Traditional grammar exercises (filling in the blanks, ordering shuffled words, partial translation from Japanese to English etc.)</li> <li><i>What do you think?</i> (1/2 page) → asking students to express their own thoughts, ideas or opinions concerning lesson topics in writing or speaking.</li> <li><i>Chat room</i> (dialog) (1 page) <ul style="list-style-type: none"> <li>A dialogue related to the lesson topic. → Students practicing the dialogue by substituting some parts of the dialogue with given expression.</li> </ul> </li> </ol> <p><b>Communication-focused lesson</b> <i>Activity Workshop</i></p> <ol style="list-style-type: none"> <li>Listening (1 page) <ul style="list-style-type: none"> <li>Schematization / meaning-focused activity → Listen to a dialogue and answer true or false question about the content of the dialogue</li> </ul> </li> <li>Pre-communication (1 page) <ul style="list-style-type: none"> <li>Dictation of key expressions in the dialogue → Practice key expressions by answering referential questions. The main focus is function and use of the language</li> </ul> </li> <li>Real Communication (1 page) <ul style="list-style-type: none"> <li>Students engage in communication tasks which simulates real-world situation</li> <li>Listening → Listen to a dialogue related to the lesson topic and comprehend a main point</li> </ul> </li> </ol>
Text 1. The volume of input 2. The level of the input	<b>Lesson 1</b> 588 words / Readability 67.7/ Grade 6.7 <b>Lesson 12</b>	<b>Lesson 1</b> 513 words / readability 71.7 / Grade 5.4 <b>Lesson 8</b>

	546 words / Readability 56.5 / Grade 8.6	793 words / readability 70.2 / grade 6.8
Additional aids /appendix	<p><b>Additional aids</b> For students→ students' workbook, CD-ROM For teachers → teachers manual, additional information, sample lesson plans, CD-ROM</p> <p><b>Appendices</b> -Word list -Scripts of listening activities -Target sentence exercises</p>	<p><b>Additional aids</b> For students→ students' workbook, guidebook For teachers → teachers' book, teachers manual, TM for ALT, Evaluation booklet, additional information, sample lesson plans, CD-ROM</p> <p><b>Appendices</b> - a list of structure patterns dialogs for listening activities - word and phrase lists.</p>
Organization	Thematic, functional & structural	Thematic, structural syllabus
Functional organization	<p><b>Fonts:</b>14 <b>Page:</b> 270 -A list of new words and phrases without phonetic descriptions in reading texts (Only new phrases have Korean translation)</p>	<p><b>Fonts:</b>12 <b>Pages:</b>163 Lots of pictures and photos in colors in each lesson, New words list at the bottom of each page with phonetic description but without translation.</p>
Learning sequence	<p>-There seems to be no systematic sequence of the target structures (function-based sequence) -Simple/difficult structures are mixed. -Within a lesson, target functions and structures are used repeatedly</p>	<p>-Each main lesson has target grammatical structures or features -Sequencing grammatical features according to their perceived difficulty</p>
<b>Content (Topics)</b>		
Topics	<p><b>Main lesson topics</b> -Students' daily life: <i>Until your dreams come true, My Brother, Sister and Great Buddies, I Could Use Some Help</i> -Science and technology: <i>Home Remedies for Health Problems, Welcome to Our Net Caf Homepage, The Great Idea Finders</i> -Culture: <i>Festivals of the World, Insa-dong The Place You Don't Want Miss, Two Stories from Greek Myths</i> -Future: <i>Adventures into the Future, After Unification, Behind the Scenes, Mysteries of the Universe</i></p> <p>-Various text types (narratives, dialogs, interviews, etc.) are included. -Most of the materials are adapted from authentic materials. Some were written for this textbook.</p>	<p><b>Main lesson topics:</b> - Language: <i>Different languages, different word</i>) - Autobiography : <i>When I was sixteen</i> - History and society : <i>What is our greatest invention</i> - Language and culture : <i>Punana Leo</i> - Archeology: <i>Diving into Mystery</i> - Biology/animals: <i>Living with Chimpanzees</i> - Wars : <i>Not so long ago</i> - Cartoon/Humor/humans : <i>Good ol' Charlie Brown</i></p> <p><b>Communication-focused lessons</b> - Topics: Getting to know each other, describing a person, reading and writing classified ad, sightseeing / inviting someone to go somewhere, making decisions for surviving - Reading lessons: <i>Humor When thoughts froze in the air, Literature Harry Potter and the philosopher's stone</i> -No authentic materials -Topics in the main lessons are not directly related students' daily life -Genre: speech, TV report, presentation, interview, oral announcement, and a newspaper article.</p>
Cultural awareness	-There is a little section about culture in each section. But the section might not be about culture per se (as far as Lesson 1 is concerned) For example, Lesson 1 introduces word change regarding gender (policeman-police officer) This is about language shift rather than culture.	-No lessons that directly aims at cultural awareness. -many different cultures and ethnicity introduced
Conceptual level	Most of the lessons are concrete	Most of them are concrete
Text	-Some texts seem to be artificial whereas the others were adapted from authentic materials -Model conversations seem a little unnatural. -Students have no choice over the topics.	-Reading texts are all adapted and not authentic. -not authentic: simplified -Most of the topics are not directly related to students' daily life.
<b>Linguistic skills</b>		
Vocabulary	-A list of new expressions at the bottom of reading texts -Vocabulary exercise in After reading and Study points	-The maximum number of new words is set by the course of study. (approximately 400 new words for English I) -Gloss at the bottom of the texts, vocabulary exercise (words and expressions): choosing English definition of target expressions from given alternatives.
Grammar	-Grammar review and exercises in Study points. But terminology is never used.	-Grammar Explanation in Japanese followed by sample sentences -Traditional written exercises detached from the context (fill in the blanks, ordering shuffled words,

		partial translation from Japanese to English)
Four skills	-Well balanced. Lots of listening activities before reading. Speaking and writing are placed before and after reading. Grammar, function, vocabulary reviews follow reading. -Some reading comprehension questions ask about discourse in the text as well. (e.g. time order, text style, etc)	-Attempt to combine four skills, but still the major part of the textbook is dedicated for reading comprehension and grammar explanation and exercises.
<b>Task / activity</b>		
Type of responses	-Listening: Multiple choice & fill-in-blank questions -Oral: practice dialogs (Mechanical) and exchange opinions (Productive) -Writing: fill in blanks (Mechanical) and express opinions (Productive/ Creative)	- Grammar exercises: written responses / closed - Comprehension check: written response / closed - <i>What do you think?</i> : written-oral presentation / open-ended - <i>Activity workshop</i> : interaction, writing task, oral presentation / closed to open-ended
Critical thinking	-The culture section in Lesson 1 raises gender issues, but we don't know about the other lessons... -"Native speakers" are always represented by "Whites" in pictures or photos.	Not so much critical thinking is required
Task/activity types	-Most of the pair/ group activities are somewhat artificial because students are supposed to follow model dialogs to hold a conversation. However, those activities have purposes and are meaningful.	- <i>What do you think?</i> and <i>Activity workshop</i> make students use the language for communication. - <i>Activity workshop</i> provides students with opportunities to use language in a context simulating the real world situation.
Expected participation style	Individual (Listening) → pair work (Dialog)→ group work (work together)	- Main lessons: mainly individual work - Activity workshop: pair, group
Pre-task	-Before you read: Introduce key expressions in reading.	- Main lessons: not pre-tasks but a brief Japanese passage which schematizes a following reading text. - Activity workshop: pre-task which familiarizes students with vocabulary and expression so that they can utilize them in a following communication task.
Assumption about language learning	Synthetic (input/output rigidly controlled). Input precedes output.	More synthetic. Language learning is learning discrete grammar points and vocabulary in a synthetic way
Syllabus	Mixture of functional, structural and thematic	Structural and thematic