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Pedagogical Analysis of English Expression I Textbooks: Focus on Fostering Communicative Competence*

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1. Introduction

As the world has become smaller due to the development of transportation systems and information and communication technologies, English now has a role as a tool for communication among people whose mother tongues are different from each other (Kubota, 2018). In such a situation, the newly revised *The Course of Study for Junior High Schools, Foreign Languages* (2018) and *The Course of Study for High Schools, Foreign Languages, English* (2019), the guidelines for English education in Japan compiled by the Ministry of Education, Culture, Sports, Science, and Technology (hereinafter, MEXT), have emphasized the importance of communicative competence of Japanese EFL (English as a foreign language) learners. Thus, communication-oriented instruction has been expected to be conducted in Japan. In addition, along with the change in *The Course of Study*, textbooks also needed to be changed into ones that could foster students' English communicative competence.

Textbooks have a significant influence on students' English proficiency

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because, as Kubota (2018) pointed out, they are the main materials in foreign language education in Japan. Moreover, instructional activities in the classroom are usually conducted on the basis of textbooks. Furthermore, textbooks are major sources for the majority of input, which is necessary for language acquisition. Thus, for fostering students' communicative competence, a carefully constructed textbook needs to be used.

2. The Course of Study

The Course of Study was first established in 1947 for the purpose of standardization of educational content. It has been revised about every 10 years according to the changes in social needs and development of pedagogical theories (Asaoka, 2018). Although it is not regulated by law, the revision of *The Course of Study* affects classroom instruction because the textbooks are changed accordingly (Nakabachi, 2013). Therefore, it is a sound step for textbook analysis to see a chronological transition in *The Course of Study*.¹

Since the first establishment of *The Course of Study*, a variety of subjects have appeared. The most conspicuous change in subjects, however, happened in 1989, namely, the first appearance of oral communication. The introduction of oral communication represented the shift from grammar-focused instruction to communication-oriented instruction. According to Nakabachi (2013), in addition to a decrease in the number of vocabulary items, grammar-specialized textbooks disappeared after 1978. These changes indicated a movement away from the grammar translation method. In short, attention to communicative competence grew between 1978 and 1989.

Furthermore, Oral Communication I, II, and Writing were replaced by English Expression I and II in 2009. As Yoshida (2009) mentioned, English Expression I and II emphasized “the self-expression skills of presentation, discussion, debate, and writing” (p. 394). Thus, students were required to improve their ability to express themselves through speaking and writing activities. This change suggested that fostering communication skills was a key factor in *The Course of Study* administered in 2009.

3. Literature Review

There have been various studies conducted to analyze textbooks all over the world. Although many textbook analyses have been done both in EFL and ESL (English as a second language) circumstances, this paper will give an overview of studies conducted in EFL context because differences between EFL and ESL learning contexts may affect the results of the studies. One of the most influential differences, for example, is the amount of input that learners are exposed to. In the EFL context, only a limited amount of input is provided, and the main sources of input are textbooks. Therefore, textbooks, specifically used in the EFL context, need to be “high prestige sources of input” (Bardovi-Harlig, 1996, p. 24).

However, even in the EFL context, each country has its own learning background. Because of this, it is necessary to differentiate studies conducted in Japan from those conducted in other EFL countries. Therefore, the studies attempted in Japan and in other EFL countries will be discussed separately in this chapter.

3.1. Textbook Analyses in the EFL Context

There are many EFL textbook analyses that have been conducted from the perspective of fostering communicative abilities. Ellif and Maarof (2011) investigated how Saudi teachers perceived oral communicative activities provided in EFL textbooks. The study showed that those teachers perceived textbooks as not effective enough to improve students’ communicative abilities due to a lack of communicative activities. Thus, they indicated an urgent need for modification of the textbooks or supplementary communicative materials.

Additionally, Ebadi and Hasan (2016) investigated the tasks shown in *Sunrise 12*, which is a series of EFL textbooks addressed to advanced learners in the Kurdistan region of Iraq. By classifying those tasks into various types, it was found that there was an imbalance among the types of tasks treated in the textbooks. Ebadi and Hasan indicated that, due in part to an excessive emphasis on linguistic tasks, those textbooks “would not be able to equip the Kurdish

language learners of English to function appropriately in real communication domains” (p. 19).

In addition, Gómez-Rodríguez (2010) analyzed EFL communicative textbooks in Colombia. The purpose of the study was to reveal whether or not EFL textbooks included an adequate number of realistic language activities to improve Colombian EFL students’ communicative competence. In analyzing the textbooks, activities were classified into three types, including mechanical practice, meaningful practice, and communicative practice, based on the degree of communicativeness of activities. The result of the analysis showed that the textbooks failed to provide a sufficient amount of communicative activities. Therefore, it was made clear that the EFL textbooks investigated might not be useful “to effectively enhance communicative language competence” (p. 338).

As overviewed in this section, there have been various textbook analyses conducted to examine the degree to which each textbook attempted to foster students’ communicative competence. However, each study is possibly affected by its own teaching/learning background, such as learning circumstances. Therefore, what is more important for Japanese EFL teachers is to examine studies conducted in Japan. Therefore, Japanese EFL textbook analyses will be discussed in the next section.

3.1.1. Textbook Analyses in Japan

In addition to those studies conducted in EFL circumstances, there are also many textbook analyses conducted from the perspective of developing communicative abilities in Japan. McGroarty and Taguchi (2005) analyzed the communicativeness of Japanese EFL textbooks used in oral communication classes. The results showed a lack of communicative exercises in the textbooks. Additionally, the communicative situations covered in the textbooks were limited to a small range, such as dialogues with friends in school settings. It was clear that “the textbooks’ limited range of situations and exercise types constrains the possible development of students’ abilities to communicate outside of the classroom” (p. 222).

Ito, Takatsu, Nagayasu, Hirochi, and Fukushima (1994) analyzed four

junior high school English textbooks. They attempted to determine if the model dialogues in the textbooks were presented in realistic situations. The results showed that the situations of dialogues presented in the textbooks were not sufficiently specified. Even if they were specified, the majority of them were unrealistic. These results indicated that those dialogues did not function as authentic but as artificial models designed to introduce the target grammatical structures.

Moreover, Gorsuch (1999) investigated whether the activities presented in English I and English II textbooks were potentially an aid or a hindrance to foster students' basic ability to understand a speaker's or a writer's intentions, to express their ideas, and to develop a positive attitude towards communicating in English, which is stated as the objective in *The Course of Study for High Schools, Foreign Languages, English* (1989). The study revealed that those activities were a hindrance rather than an aid to accomplish the objective. Gorsuch commented that with the use of those textbooks, it was clearly difficult to expect students' development of communicative abilities and promotion of positive attitudes towards English communication.

Furthermore, Kobayakawa (2011) conducted analysis of writing activities in Japanese high school writing textbooks. One of the purposes of the analysis was to specify the ratio of activity types presented in writing textbooks. Thus, writing activities were classified into five groups: controlled writing, guided writing, translation, free writing, and others. Another purpose of this study was to clarify whether the objective of *The Course of Study*, which was to develop practical communicative abilities, was reflected in those textbooks. The results showed that the textbooks were mainly composed of less-communicative activities (i.e., translation and controlled writing). Conversely, communicative activities (i.e., guided writing and free writing) tended to be presented to a lesser extent in the textbooks. Kobayakawa indicated that the number of communicative activities needed to be increased because step-by-step activities, from less-communicative to communicative, were indispensable for developing students' practical communicative abilities.

The studies discussed in this section investigated Japanese EFL textbooks to observe how much attention each textbook paid to developing communicative

abilities. The textbooks analyzed in those studies, however, are not currently used because of the revision of *The Course of Study*. Therefore, it is necessary to give an overview of the analyses of the textbooks that are currently used.

3.1.2. Textbook Analyses for English Expression I

Nakai (2016) conducted a textbook analysis for English Expression I through a questionnaire collected from 48 high school teachers. The questionnaire consisted of two questions, such as (1) “choose the opinions you have of the textbooks used in the English Expression I classes,” and (2) “what do you expect of the textbooks used in the English Expression I classes?” The results showed that most of the teachers chose “the textbook used in a class is organized on the basis of the grammatical syllabus” for the first question. In contrast, “to implement self-expression activities (speaking and writing),” and “to interest students in learning the features of English expressions” were the two most chosen answers for the second question. In sum, a gap was seen between what teachers expected of the textbooks and the impressions they actually had of the textbooks.

Additionally, Kai (2020) examined the textbooks in terms of types of pictures shown with grammar questions. In this study, the pictures were divided into two groups based on the functions, “use” and “decoration.” “Use” was considered a picture that was necessary to be used in answering the questions. In contrast, “decoration” was a picture that was not required to be referred to in answering the questions. The research clarified that there was a large number of pictures presented as “decoration” in the textbooks for English Expression I. According to the criterion defined by Hill (2003), at least 50% of the pictures need to be included as “use” in a practical textbook. Thus, Kai stated that many more pictures should have been shown as “use” to be considered practical.

Although these two studies revealed pedagogically important aspects, there is still a lack of studies on the textbooks for English Expression I. Specifically, it is necessary to clarify whether the textbooks of English Expression I are designed to achieve the objective of English Expression I, which is to “develop students’ abilities to evaluate facts, opinions, etc. from multiple perspectives

and communicate through reasoning and a range of expression, while fostering a positive attitude toward communication through the English language” (MEXT, 2010a, p. 3).

4. Research Questions

The research questions of the present study are two-fold:

1. Do English Expression I textbooks provide realistic activities where communicative components are specified?
2. Do English Expression I textbooks provide various types of activities to foster Japanese EFL students’ communicative competence?

To answer these questions, two perspectives on textbook analyses—the components of communication and types of activities—were adopted. These will be explained in detail in the following chapter.

5. Pedagogically Critical Perspectives on Textbook Analyses

5.1. Perspectives from Components of Communication

Communication occurs within a specific context. Okabe (1993) specified that oral communication is composed of such components as (1) a speaker, (2) an idea, as well as organization and language to express the idea, (3) a purpose, (4) an audience, and (5) a situation. Hyland (2014) also mentioned that from the perspective of writing, “communication always has a purpose, a context, and an intended audience” (p. 88). Thus, whenever speaking and/or writing activities are conducted in the classroom, those components need to be considered.

As previously mentioned, a textbook has a significant effect on a student’s English proficiency because it is the main teaching material used in classroom instruction in Japan. Also, as MEXT (2010a) states, activities need to be “designed for specific language-use situations in order to encourage students to apply their abilities to understand and convey information, ideas, etc.” (p. 3).

Therefore, all activities provided in a textbook need to specify those components of communication to improve students' communicative competence.

5.2. Perspectives from the Type of Activities

The second critical perspective on textbook analysis is the type of activities. This perspective is, as Kobayakawa (2011) indicated, useful to determine what types of activities are designed for the purpose of developing practical communication skills. While there are various ways to define the type of activities, both the degree of freedom in the content and level of output allowed to students' use of English were utilized as the central norms to distinguish the type of activities in the present study.

As Takashima (2013) mentioned, gradual steps from basic to advanced activities are the most desirable in an EFL environment, such as Japan. Additionally, the extent of difficulty fluctuates along with the type of activities. Therefore, the type of activities is critical perspective for textbook analyses. Moreover, Uehara (2018, 2019) revealed that sequential instruction designed from less-communicative to communicative activities enabled students to use the target grammatical items appropriately. Thus, textbooks that include various types of activities need to be used in classroom instruction to foster the communicative competence of Japanese students.

6. Procedures

6.1. Selecting the Textbooks

In the present study, the top 10 textbooks used in English Expression I classes were chosen. Table 1 shows the name and occupancy rate of each textbook.

Table 1

The Top 10 Textbooks Used in English Expression I Classes (Based on Watanabe, 2019).

Rank	Name	Occupancy Rate (%)
1	<i>Revised Vision Quest English Expression I Standard</i>	16.4
2	<i>Revised Vision Quest English Expression I Advanced</i>	13.3
3	<i>DUALSCOPE English Expression I</i>	8.8
4	<i>NEW FAVORITE English Expression I</i>	6.8
5	<i>Revised Vision Quest English Expression I Core</i>	5.4
6	<i>be English Expression I Standard</i>	5.0
7	<i>Revised BIG DIPPER English Expression I</i>	5.0
8	<i>be English Expression I Advanced</i>	4.5
9	<i>Vivid English Expression I NEW EDITION</i>	4.5
10	<i>CROWN English Expression I New Edition</i>	4.1
	Total	73.8

As shown in Table 1, as of 2018, over 70% of Japanese high schools used at least one of these textbooks. This indicates that the majority of Japanese students have studied English through these textbooks. Thus, these textbooks must have a major impact on the communicative competence of Japanese students.²

6.2. Target Components of Communication

As previously mentioned, communication occurs within a specific context. In other words, in deciding what to communicate and/or how to communicate, the components of communication (see 5.1) need to be considered. In the present study, three components, including the communicative purpose, situation, and audience (reader or listener), were chosen as the target components to specify a realistic context. For example, all the three components of communication are clearly specified in the activity where students are required to reply to a letter from Mr. Davis, a former ALT (Assistant Language Teacher): namely, (1) the purpose is “to reply,” (2) the audience is “Mr. Davis,” and (3) the situ-

ational information is receiving a letter from a former ALT (Mr. Davis) (see Appendix).³ In this manner, analysis was conducted to examine which component of communication was included in each activity in the target textbooks.

6.3. Criteria for the Type of Activities

In addition to the components of communication, the present study focused on the type of activities. With reference to Gorman (1979), they were classified into four activities: controlled activity, directed activity, guided activity, and independent activity. Table 2 indicates the criteria for distinguishing each activity.

Table 2
Criteria for the Type of Activity

Type of Activity	Degree of Freedom	Level of Output	
	Content	Sentence	Discourse
Controlled	×	×	×
Directed	○	○	×
Guided	○	○	○
Independent	◎	◎	◎

As shown in Table 2, the degree of freedom and level of output were the key criteria for distinguishing the type of activity (See 7.2.2 for examples of each activity type). If the content of an activity was decided beforehand, the activity was categorized as a controlled activity because there was no freedom allowed in the content for students. Thus, such activities as translation and/or paraphrasing were included in controlled activities. Also, even though the content was not restricted, an activity was classified as a controlled activity when the expressed answers, as output, did not reach the sentence level. Therefore, activity such as fill-in-the-blank was classified as a controlled activity even if students' own opinion was expressed. If the content was not pre-decided and the students were required to produce sentence-level output, the activity was categorized as a directed activity. This is why the activity that required the students to answer the question with a whole sentence was included in directed activities. Furthermore, both the freedom of content and discourse-level output

were the criterion required to be classified as a guided activity. Even when there was no restriction on the content and output level, an activity, such as role playing and/or a presentation, was considered as a guided activity if some sort of guide, such as an example of the speech, was provided. Finally, an activity in which free communication was required was classified as an independent activity. In short, the two criteria (i.e., degree of freedom and level of output) were the decisive factors for the classification of activity types.

7. Results and Discussion

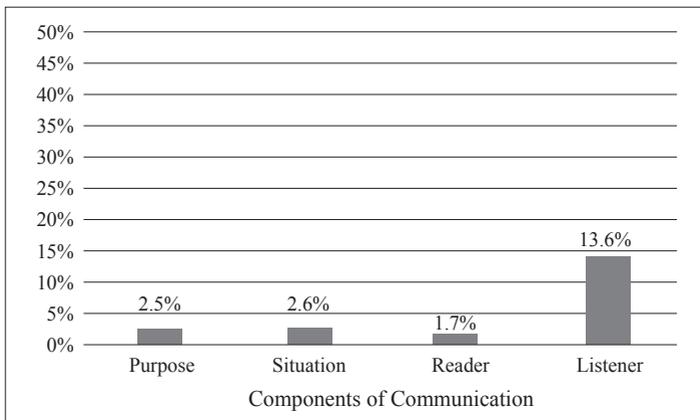
In this chapter, the results of both the quantitative and the qualitative analyses will be shown. The total number of activities investigated in the present study was 2,154.

7.1. Quantitative Analysis

7.1.1. Results on the Components of Communication

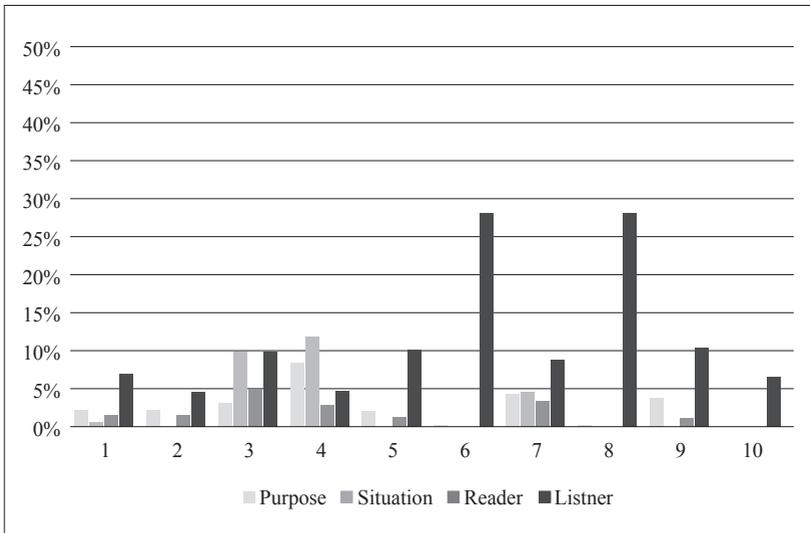
Figure 1 shows the ratio of components of communication in activities investigated in the present study.

Figure 1
Ratio of Components of Communication



As can be seen in Figure 1, the ratio of components of communication clarified within the activities was limited to a small extent. The “listener” was specified in only about 13% of the activities in the textbooks. Also, the ratios of the “purpose” (2.5%), “situation” (2.6%), and “reader” (1.7%) were all negligible, failing to reach even 3%. This indicated that only a small percentage of authentic activities was provided in the investigated textbooks. Additionally, quantitative analysis on each textbook was conducted as shown in Figure 2.

Figure 2
Ratio of Components of Communication in Each Textbook



Note. Each number below the graph indicates the rank number shown in Table 1.

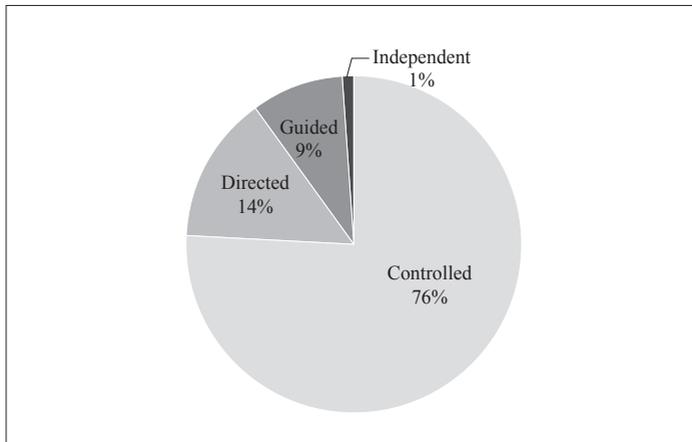
What is noticeable in Figure 2 is the ratio of the “listener” specified in textbooks 6 and 8. In these textbooks, there are many exercises which require students to talk with a partner or in a group. In such exercises, the listener can be recognized as the partner or the group member, respectively. Therefore, the ratio of the listener in textbooks 6 and 8 is higher than that in the other textbooks. However, neither ratio reached 30%, which means over 70% of activities provided in these textbooks failed to specify the listeners. Also, none of the

other textbooks clearly specified the components of communication; in fact, the ratios did not even reach 15%. Therefore, there was a clear tendency among all the textbooks not to provide enough activities where authentic communication was fully considered.

7.1.2. Results on the Type of Activity

Figure 3 shows the ratio of activity types included in investigated textbooks in the present study.

Figure 3
Ratio of Activity Types

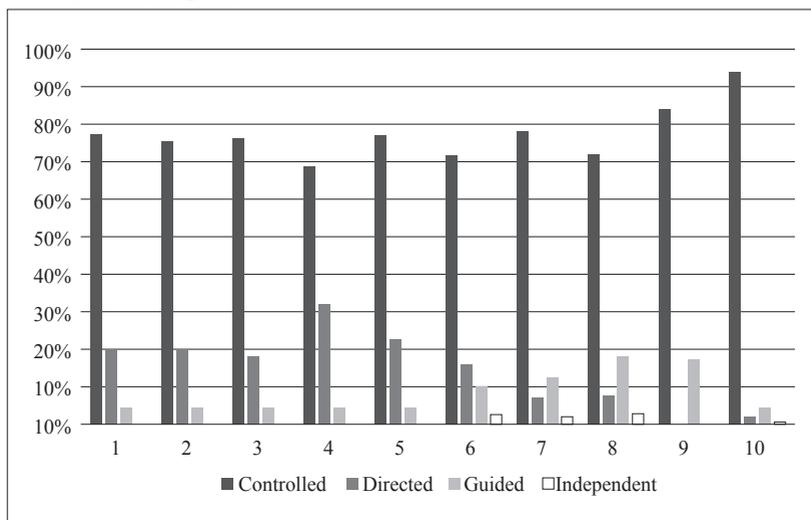


As indicated in Figure 3, the majority of activities were classified as controlled activities. Fewer than one quarter of the total activities were categorized as activities where students were required to produce output longer than sentence-level. Furthermore, only one percent of activities were classified as independent activities, in which free communication was conducted. In short, the results indicated that there was an obvious lack of opportunities for students to communicate in English.

Also, as Figure 4 shows, all of the textbooks, except one, included controlled activities whose ratio reached more than 70%. Only four textbooks

provided at least one independent activity (i.e., textbooks 6, 7, 8, and 10). Furthermore, the ratios of directed, guided, and independent activities were found to be negligible throughout the textbooks. These results indicated that great emphasis was placed on controlled activities and very few opportunities were provided for producing more than sentence-level and content-free output.

Figure 4
Ratio of Activity Types by Textbook



Note. Each number below the graph indicates the rank number shown in Table 1.

7.2. Qualitative Analysis

7.2.1. An Example of Realistic Activity

In the present study, a total of 2,154 activities were investigated. Conversely, there were only seven activities where all the components of communication (i.e., the communicative purpose, situation, and audience) were clearly manifested. One of these activities is shown below, which was taken from *New Favorite English Expression I* by Nakamura et al. (2019, p. 16).

Step 2

クラスにやってくるフィンランドからの留学生に、歓迎の気持ちを込めてプレゼントをあげることになりました。プロフィールを参考に、1. ペアで、おおまかな予算を決めましょう。2. 自分で、プレゼントにふさわしいものを考えましょう。

Profile

Name: Oliver

Interests: music / dancing / cooking / reading / basketball

Other: wants to learn Japanese

Step 3

Step 2をもとに、ペアで話し合ってみましょう。

A: I think I will buy [get / give] 人 _____ もの _____. What about you?

B: I think I will buy [get / give] 人 _____ もの _____.

A: How much will it cost?

B: It will cost me about _____ yen. What about your present?

A: It will cost me about _____ yen.

In this activity, students are required to talk with a partner about what to give to a foreign student, Oliver, to welcome his visit. Therefore, the communicative purpose was “to decide what to give to Oliver to welcome his visit.” Furthermore, the situational context was clearly given: “One student was going to come to Japan from Finland. He was interested in music, dancing, cooking, reading, and basketball. In addition, he wanted to learn Japanese.” Moreover, the audience of the activity is “a partner you would talk with.” Therefore, this activity is a realistic activity where all the components of communication are considered.

As mentioned above, only a small number of activities included all three components of communication. Therefore, the textbooks investigated in the present study rarely provided realistic activities where the communicative components were specified. A decontextualized activity, however, may not be possible to foster communicative competence that can be utilized in real communication. Thus, modification for the authenticity of activities is required for

Japanese EFL textbooks.

7.2.2. Typical Examples of Activity Type

In an EFL context, formal exercises such as the following tend to be provided at the beginning of each chapter.

1. Choose the correct answer.

Jack usually (goes / goes to) school by bicycle.

2. Complete the sentences with the words in brackets.

(sad / looked / Nancy / very) yesterday.

3. Express the following in English.

そのバスは7時半に出発した。

(Kotera et al., 2019, p. 9)

Although these controlled activities are clearly necessary for EFL students to master an English form, there is a risk of the dominance of these activities to restrict opportunities to accomplish communicative activities. If some of those formal activities were replaced by communication-oriented activities, much more time could be spent on fostering communicative competence.

In contrast to controlled activity, only a small number of directed, guided, and independent activities were provided. Examples of each activity are shown below.

Directed activity

Task: Get into pairs. Ask your partner about his or her plans.

Do you have any plans for this weekend?

(Kotera et al., 2019, p. 25)

Guided activity

Talk about what to do for the school festival in a group and report your decision to the class.

Example: We finally decided what to do at the school festival. We chose to play a comedy. We're going to ask Naoya to play one of the main characters.

(Hase et al., 2019, p. 49)

Independent activity

Write about someone whom you respect. (Minamide et al., 2019, p. 41)

As Uehara (2018) indicated, activities that become gradually communicative are necessary to develop Japanese EFL students' communicative competence. For example, rearranging sentences or fill-in-the-blanks can be used as less communicative activities (i.e., controlled activities). Especially in learning complex grammar items, it is necessary to spend more time on those form-focused activities. The next step that students need to take is to practice making sentences through directed activities. If the target grammar item is relative clauses, for instance, activities where students are required to write a few sentences to explain a person and/or an object can be used. After learning to make sentences, students also need to understand usage of, for example, relative clauses. Therefore, communication-oriented activities in which relative clauses are obligatory in negotiating meaning have to be conducted.

According to MEXT (2010b), English Expression I should be taught in a communication-centered class through which students can improve their speaking and writing abilities. Designing step-by-step activities shown above, therefore, could be effective ways that enable students to progressively participate in the communication-centered class and improve their communicative competence.

More importantly, however, even the communicative activities (i.e., guided and independent activities) were not always equipped with the components of communication. Therefore, both the authenticity of the activities and balance of activity types provided in textbooks need to be reconsidered.

8. Conclusion

The purpose of the present study was to clarify whether or not the textbooks used for English Expression I were appropriately organized to foster communicative competence of Japanese EFL students. Therefore, two critical perspectives for textbook analyses, the components of communication and the

types of activities, were adopted. The research questions were as follows:

1. Do English Expression I textbooks provide realistic activities where communicative components are specified?
2. Do English Expression I textbooks provide various types of activities to foster Japanese EFL students' communicative competence?

The results showed that, for the first research question, most of the textbooks investigated failed to provide a sufficient number of realistic activities. As mentioned in 7.1.1, there was an obvious lack in the components of communication specified in activities. In other words, only a limited number of realistic activities were provided. For the second research question, an excessive focus on less-communicative activities, mostly formal exercises of the target grammatical items, was found throughout the textbooks. This indicated a limitation of opportunities to communicate in English. Although formal exercises are clearly necessary for EFL students, a well-balanced arrangement of activities where sequential instruction from less-communicative to more-communicative activities can be conducted is more important to foster communicative competence.

There are some limitations in the present study. First of all, the present study analyzed textbooks only used for English Expression I. However, there are some other textbooks that need to be analyzed, such as ones used for English Expression II and/or Communication English series. Secondly, although the analysis was conducted on the basis of two perspectives (i.e., components of communication and types of activities), other perspectives need to be adopted. For example, discourse analyses for sample dialogues may reveal the quality of input provided by the textbooks. Finally, the components of communication adopted in the present study included only three elements (i.e., communicative purpose, situation, and audience). It could be possible, however, to add additional components for textbook analyses. For instance, types of topics addressed in the textbooks and/or background information of the participants of discourse, such as sex, nationality, and age, among others, may provide more important

information. Considering those limitations, further study is required.

Notes

1. Because the present study was conducted in an attempt to investigate textbooks for English Expression I that have been used at the high school level, only *The Course of Study* for high schools is addressed in this chapter.
2. Since the present study was conducted to analyze the textbooks, other supplemental materials were not included for the analysis.
3. In order to protect the copyright, Appendix shows only the texts in the exercise.

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Appendix

An example of the activities (Nakamura et al., 2019, p. 20)

元ALTのデービス先生から手紙が届きました。近況報告を交えて返事の手紙を書きましょう。

<p><u>Step 1</u> デービス先生の手紙です。英語を聞いて、()内に適切な語を入れましょう。</p> <p>Dear Sakura High School students,</p> <p>I hope that everyone () () well. I miss you all at school, and I () Japan.</p> <p>In late April, I () part in a volunteer program. I went to India. People () () houses for the poor, and I helped them. I () a really great time there.</p> <p>I () to hear from you soon.</p> <p style="text-align: right;">All the best, Mike Davis</p>
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Step 2 デービス先生に返事を書きます。書き出しに続けて、手紙の構成を考えましょう。

書き出し	<p>Dear Mr. Davis,</p> <p>Thank you for your letter. It was great to hear from you. Everyone here misses you and your classes.</p>
近況報告	<p>いつ何をしたか： _____</p> <p>感想など： _____</p>
結び	<p style="text-align: right;">Sincerely,</p> <p>あなたの名前： _____</p>

Step 3 Step 2をもとに、返事の手紙を書きましょう。

例) Dear Mr. Davis,

Thank you for your letter. It was great to hear from you. Everyone here misses you and your classes.

Last week we went on a school trip. We went to Hakone and had a lot of fun. It was raining when we arrived there. But fortunately, the sun came out later.

I hope you will come back someday.

Sincerely,

Miki

(Graduate Student at Senshu University)

ueharagaku@gmail.com