

Teaching English as a Foreign Language: A review of materials

外国語としての英語教育に関する教材レビュー

SCHALKOFF Robert J.

シャルコフ ロバート

Abstract

Professionals who teach English as a Foreign Language (EFL) often use a variety of materials in tandem. This is a review of three types of such materials that can be used separately or together in Japanese public education at the secondary level. They include: an officially approved textbook for use in Japanese public schools; supplementary EFL reading materials; and a website for TEFL professionals. The review was originally prepared in three separate parts to meet the requirements of an online doctoral level course in teaching literacy taken in fall, 2012. As such, each part can be read individually or together.

Part One

Text Evaluated

Shimozaki, M., Ida, R., Kuroiwa, Y., Sasaki, H., Kanno, A., Tsujimoto, C., Matsubara, K., ... Yamada, M. (2009). English series [I]. Tokyo Japan: Sanseido.

Introduction

The Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) requires high schools to provide students with three years of foreign language education. Nearly all high schools in Japan limit foreign language offerings to English. The English curriculum put forth by MEXT consists of six courses: English I, English II, Reading, Writing, Grammar, and Oral Communication (MEXT, 2010).

According to MEXT (2010), 99.6% of all high schools in Japan offered English I as part of their English program in the 2009-2010 school year.

English I is a comprehensive, reading-based course for freshmen. English Series [I], a textbook used in English I courses, is evaluated in this paper. English Series [I] was developed to meet the requirements of the current guidelines for foreign language instruction; the text has been approved by MEXT for use in high schools until 2013 when the guidelines will undergo extensive revision.

Methodology

The tool used for evaluating English Series [I] was an adaptation of a rubric found in the Illinois ESL Content Standards (Foster, DeHesus, & Obrzut, 2007) (see Appendix 1 for the rubric used). The rubric was selected for two reasons. First, it is recommended by the Illinois Community College Board for evaluating ESL core texts; second, the questions used for evaluating each criterion are clear, concise, and consistent with my understanding of current research in the field of teaching English as a foreign language.

A total of 10 criteria were used to evaluate the appropriateness of English Series [I] for its use with Japanese high school freshmen. Nine criteria were from the original rubric. The remaining criterion, "adult content," was changed to "high school student content" to fit the context of this evaluation. All 10 criteria were scored on a scale of one to five with one representing criteria that were met consistently throughout the text and five those that were not met at all. Questions listed in the rubric were used to guide the analysis of English Series [I] on each criterion.

Analysis and Evaluation

Natural Language

The reading passages used in English Series [I] are a combination of original essays and adaptations of already existing texts. Although texts are free of grammatical errors and composed of native-like English sentences and paragraphs, language has been simplified to suit the level of high school freshmen. Moreover, texts have been adapted to teach vocabulary and structures commensurate with MEXT's guidelines for study at this level. Score: 3

High School Student Content

Japanese high school freshmen are between 15 and 16 years old. English Series [I] features texts extolling the importance of studying abroad and developing intercultural competence, the duty of the younger generation to preserve tradition and the environment, the horror of war, the importance of studying and working hard, and so on.

Auerbach and Burgess (1985) question how accurately ESL texts reflect learners' realities. Moreover, they argue that the content of texts shapes these realities. Krashen and Terrell (as cited in Taylor, 1992) argue that readings must be at an appropriate level for learners as well as interesting to them. It appears that the content of English Series [I] is geared more toward messages that MEXT and/or the textbook's authors feel are important than topics that reflect the reality of life for teenagers in Japan or are interesting to them. Score: 4

Receptive before Productive Activities

English Series [I] follows a consistent pattern throughout its major lessons. Reading always precedes writing activities; listening precedes speaking activities. A similar rule seems to apply for vocabulary and reading.

According to the instructor's manual that accompanies the text, vocabulary should be introduced prior to reading. This is accomplished through direct instruction. The focus of vocabulary is on breadth rather than depth: There are no opportunities to explore meanings other than

the ones required in the text. Moreover, despite the fact that phonetic symbols accompany each of the vocabulary words presented, instructors are encouraged to treat new vocabulary as sight words. This may inadvertently strengthen the tendency noted in learners who are literate in logographic languages like Japanese to try to read English by memorizing whole words (Burt, Peyton, & Adams, 2003). Score: 1

Controlled to Free Activities

With the exception of the so-called Feedback activities that follow comprehension-based exercises related to the main text, most writing and speaking activities adhere to a drill-like structure. The Exercise sections following the Grammar sections are controlled in nature and there are no opportunities for students to experiment freely with the structures they are learning. In a similar way, free conversation does not evolve from the Chat Room sections of the textbook. Spoken dialogs whose content is relevant to the readings are introduced, but no expansion type activities follow them. Score: 4

Opportunities to Manipulate Items to Make Them One's Own

The Feedback sections and the six so-called Activity Workshops are the only parts of the textbook where learners have opportunities to express themselves freely. However, learners must respond to set questions in these sections. Thus, there are no opportunities for learners to manipulate items. In fact, the only way such activities might be introduced is through adaptation of the materials by teachers. Score: 4

Real-life Applications

There is little evidence of activities being tied to real-life; nor is there a strong emphasis on using the target language outside of the classroom. Opportunities for real-life applications of the language in the text would need to be provided by classroom teachers. Japanese is the official language of Japan, and foreign residents make up only 1.63 % of the population (Ministry of Justice, 2012). Thus, there may be very few opportunities

for high school students to use English or other foreign languages outside of the classroom. Score: 4

Multiple Exposure for Items Learned

Adequate practice is provided for grammar introduced in the reading passages. There are some activities for practicing vocabulary as well. Although review activities for specific chapters are found in the Activity Workshops, each lesson is essentially encapsulated. There is no evidence of material being systematically recycled in following lessons. Score: 3

Balanced and Realistic Skill Integration

Reading is the primary skill addressed by the text. McShane (2005) suggests that the components of reading instruction can be grouped into two categories: print skills and meaning skills. Both are addressed in English Series [I]. Research indicates there must be a balance between the two types of skills (Burt et al., 2003). However, the emphasis on vocabulary and structure in the textbook seems commensurate with conventional wisdom about reading: It is all about “getting the words” (Altwerger, Edelsky, & Flores, 1987, p. 146).

The so-called Activity Workshops, which follow some of the major lessons, integrate the four skills. Small pictorial symbols indicate which skills are being practiced and there is evidence of skill integration in activities found in the Activity Workshops. Although the skills used seem appropriate for the situations given in the activities, there are no opportunities for more “natural” use of the skills. Score: 3

Clear/Uncluttered Layout

In addition to reading texts and various activities, nearly every page includes a footer where new vocabulary and structures are introduced. Furthermore, all of the directions given are in Japanese, creating a rather disjointed overall image. Generally speaking, text-based materials in Japan are often more “busy” than their English counterparts. This may be the reason why the pages in English Series [I] appear

somewhat crowded. Score: 3

Clear Directions

All directions are given in Japanese. They are clear, concise, and consistent throughout the text. Score: 1

Conclusions

According to Foster et al. (2007), a good ESL text will elicit consistently positive responses for all ten of the criterion found in the rubric used for this evaluation. English Series [I] received only two positively consistent answers: receptive before productive activities; clear directions. It received average or negative ratings on all other criteria.

The text could be improved by including the following: 1) material relevant to high school students; 2) opportunities for students to manipulate the materials; and 3) more opportunities for learners to freely express themselves regarding the readings. Moreover, using English instead of Japanese for directions might bring visual continuity to the text as well provide Japanese high school students with more exposure to English.

According to Burt et al. (2003), schema activating contributes as much to the reading process as do vocabulary and semantic processing. Although there is ample evidence of the latter in English Series [I], there is little evidence of the former. This is another area for possible improvement.

Limitations

This rubric may be limited by its use in the context described in this paper. The rubric was originally developed for evaluating core texts for adult learners of ESL; however, it was used here to evaluate a textbook for high school students learning English as a foreign language (EFL). There is also the possibility that the rubric is incompatible with the guidelines for foreign language education in Japan. More analysis of the rubric regarding these points is necessary.

Part Two

Text Evaluated

Craven, M. (2009). *Reading Keys*. Tokyo Japan:

Macmillan Languagehouse LTD.

Introduction

As I reported in the previous evaluation, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) requires high schools to provide students with three years of foreign language education. For most high schools in Japan, the foreign language of choice is English. The English curriculum approved by MEXT consists of six courses: English I, English II, Reading, Writing, Grammar, and Oral Communication (MEXT, 2010).

Although the primary texts used in these courses must be approved by MEXT, English teachers are free to supplement these texts with other, non-approved materials as they see fit. In my experience, there are two types of high schools where supplementary materials are frequently used. The first are so-called Shin Gakko, or high schools where a majority of graduates enter four year universities; the second are high schools that have special English language programs. The text reviewed in this evaluation is used by teachers at K High School, a public high school in Yamaguchi Prefecture that has a special English program. This text, Reading Keys, is used as supplementary material in the English I and English II courses.

Methodology

The tool used for evaluating Reading Keys is the same one used in the evaluation of English Series [I], the text I reviewed in October. The tool is an adaptation of a rubric found in the Illinois ESL Content Standards (Foster, DeHesus, & Obrzut, 2007) (see Appendix Two for the rubric used). Although possible limitations were noted in the evaluation of English Series [I], I selected the rubric again for two reasons. First, I felt it was important to maintain consistency: Reading Keys was evaluated for use in the same context as English Series [I], English as a foreign language (EFL) in Japan. Second, the questions used for evaluating each criterion were clear and concise. Moreover, they are consistent with current research in the field of teaching EFL.

A total of 10 criteria were used to evaluate the appropriateness of Reading Keys for use with Japanese high school freshmen and sophomores. Similar to the evaluation of English Series [I], nine criteria from the original rubric were used. Only one criterion was changed to fit the context of evaluation: “adult content” was changed to “high school student content.” All 10 criteria were scored on a scale of one to five with one representing criteria that were met consistently and five those that were not met at all.

Analysis and Evaluation

Natural Language

Reading passages found in Reading Keys are a combination of original texts composed by the author and adaptations of already existing texts. Texts are completely free of grammatical errors and are native-like in nature. Language, however, has been simplified to suit what the publisher identifies as the target learners of this text: adult and young adult English language learners at the high beginner level. Simple, rather than complex sentences are the norm. Moreover, most of the passages have been formatted to fit onto one page. Exceptions to this rule are the excerpts from writings by Edgar Allan Poe and Oscar Wilde found in the Extensive Reading section. However, similar to other passages, these texts have also been simplified to fit readers at this level. Score: 3
High School Student Content

Japanese high school freshmen and sophomores are between 15 and 17 years old. Reading Keys features a wide variety of texts that would appear to appeal to young adults. Work, success, growing up, and social issues such as crime and punishment, in addition to cultural topics, are covered in the text. The layout is appealing and texts, as well as pictures, depict young adults from seemingly different cultures and walks of life.

The publisher asserts that learners need the following to become successful readers: interesting texts on topics that relate to them; guidance to make understanding easy. This first point, in particular, seems to resonate with what Krashen

and Terrell (as cited in Taylor, 1992) argue, namely that readings must be interesting to learners. Score: 3

Receptive before Productive Activities

Reading Keys is divided into Themes, each of which consists of two units or lessons. Two consistent patterns are noted in each Theme and unit. First, reading always precedes writing activities. Second, a number of devices are employed to get learners actively thinking about content before they begin reading; most of these schema-building activities are concentrated in the beginning sections of each unit.

New vocabulary is introduced at different stages of reading. However, vocabulary practice is usually found after major reading sections. The focus of practice is two-fold: breadth and depth focused activities are present. For example, activities introducing new vocabulary are juxtaposed with activities that encourage students to find antonyms for vocabulary found in the main body of the texts. Extra vocabulary activities can be found online at websites provided in the book. However, it was somewhat difficult to access these materials. There is no evidence of phonetic or pronunciation work in the book. Score: 1

Controlled to Free Activities

In nearly every unit, one or two free questions follow comprehension-based exercises related to the main text. In some cases, students are asked for opinions or to write about their experiences as they relate to the topics found in the reading passages. In other cases, students are asked to construct questions to ask their classmates about the readings. Comparatively speaking, however, most of the activities found in Reading Keys are controlled in nature; there are very few free activities. Score: 3

Opportunities to Manipulate Items to Make Them One's Own

Although the free or open-ended questions discussed in the previous section allow learners to use English to describe or share their thoughts and experiences, there are very few other

opportunities for learners to manipulate items to make them their own. Activities where students are asked to create comprehension questions for their classmates might be considered chances for learners to manipulate items. However, the extensive structured work that precedes these activities makes it almost impossible to create questions through which learners (those asking and those being asked) address completely new material. Score: 4

Real-life Applications

Free questions provide opportunities for real-life applications of the language and content in the text. For example, Unit 3 introduces the ideas of gap years and working abroad. Questions in the Spotlight on Grammar section in Unit 3 ask students about whether they think it is good idea to take a gap year, what they think it would be like to work abroad, and whether they think it would be easy to get a job in another country. Although there is no specific emphasis placed on using English outside of the classroom, passages give the impression that using English provides learners with a new window into the world. Score: 2

Multiple Exposure for Items Learned

As mentioned above, each Theme consists of two units. Content and language are recycled throughout each Theme. Moreover, key skills reappear across Themes. For example, skimming and predicting the meaning of new vocabulary from context are found in both Themes 4 and 5; understanding the main idea is a skill dealt with in Themes 1, 3, and 6. Vocabulary or grammar, however, does not seem to be recycled across Themes. Score: 2

Balanced and Realistic Skill Integration

Reading Keys is designed to promote reading skills. Of the two main categories McShane (2005) suggests are the main components of reading instruction, meaning skills receive much more attention than print skills. Nearly all of the exercises found in Reading Keys are comprehension-based. As for other skills, writing

and then speaking receive the second and third most emphasis. However, other than the opportunities learners have to listen to classmates speak English or ask them questions, there are no listening activities in the book. The skills used seem appropriate and realistic for the contexts and content covered. Score: 2

Clear/Uncluttered Layout

Pages are packed with texts, activities, and supplementary content. In fact, it seems as if an effort was made to include as much as possible per page. Top and bottom margins, in particular, are quite small and text continues almost to the very bottom of the page. In some cases, open-ended questions are squeezed into the bottom of the page, leaving no room for learners to jot down ideas or write down answers to the questions. The type used throughout the text, however, is comparatively large and, hence, quite easy to read. Score: 3

Clear Directions

All directions are given in English. They are clear, concise, and consistent throughout the text. Moreover, they are written in bold type, making it quite easy to tell the difference between directions and texts for reading. Score: 1

Conclusions

Foster et al. (2007) argue that a good ESL text will elicit consistently positive responses for all ten of the criteria found in the rubric used for this evaluation. Reading Keys received five positive or relatively positive answers: receptive before productive activities; clear directions; real-life applications; multiple exposure for items learned; and balanced and realistic skill integration. In contrast, Reading Keys received only one negative rating: opportunities to manipulate items to make them one's own.

The text could be improved by including the following: 1) more opportunities for students to manipulate the materials; 2) more listening activities as they pertain to the readings; and 3) slightly less material on each page. As it is being used as supplementary text, the emphasis on

meaning or comprehension skills is appropriate. However, research points to the importance of a balance between instruction on meaning and print skills (Burt, Peyton, & Adams, 2003). If the text were being used as a core text instead of a supplementary text, the inclusion of more activities devoted to print skills would take on importance.

On a final note, there is very little in the text, other than vocabulary work, that connects it to information and communications technology. Research (Mikulecky, Massengill Shaw, & Disney, 2011) has shown that teachers tend to underestimate learners' desire to use technology. Websites related to the content covered, if provided, might present opportunities for self-learning outside of the classroom. An online, interactive version of the entire text might also be appealing and helpful to learners.

Limitations

The rubric used in this evaluation was originally developed for evaluating English as a Second Language (ESL) texts for adult learners. Similar to the way the rubric might have been limited in the evaluation of English Series [I], its use in evaluating Reading Keys might be limited by the context described in this paper, EFL for high school learners. However, Reading Keys is designed for use with young adult as well as adult learners. Thus, limitations may only be related to the rubric's use in an EFL rather than an ESL context.

Part Three

Website Evaluated

<http://www.eltnews.com/>

Introduction

Teachers of English as a foreign language (EFL) in Japan work in many contexts. Teachers who work in the private sector teach at English conversation schools, corporate universities, culture schools, and so on; teachers who work in the public sector teach at all levels of the formal education system, including higher education. ELT News is designed to serve teachers of EFL

working in all contexts in Japan (ELT News, 2012).

ELT News is divided into eight major sections: Home, Columns, Features, Japan Guide, Interviews, Jobs, Book Store, and Japan Store. The Columns section consists of articles and essays contributed by 16 columnists on topics such as classroom activities, extensive reading, professional development, and so on. The Features section is divided into 10 smaller parts. These include English language teaching book reviews, information and advice about teaching EFL in Japan, ideas for classroom activities, teaching young children, and so on. The Japan Guide section provides advice for those living and teaching in Japan. The Interviews section features interviews with EFL practitioners and scholars. The Jobs section offers services for those searching for teaching jobs in Japan as well as those hiring teachers. The Book Store and Japan Store sell EFL textbooks, teacher resource books, electronic dictionaries, guides to international schools in Japan, and so on.

Methodology

The tool used for evaluating ELT News was a checklist developed by University of Maryland Libraries (2012). According to its authors, the checklist was designed by experts in information services to evaluate the accuracy and quality of information found on websites on the World Wide Web. After comparing this checklist to other similar guidelines for evaluating websites, I decided to use the University of Maryland Libraries' checklist for two reasons. First, the checklist consists of a total of 14 questions for evaluating four major areas: (a) authority and accuracy, (b) purpose and content, (c) currency, and (d) design, organization, and ease of use. The answers to these questions provided data for analysis of ELT News. Second, the checklist was easy to use. Answers could be typed directly into the checklist and saved in digital format.

Analysis and Evaluation

Authority and Accuracy

ELT News is edited by Russell Willis, an

entrepreneur who appears to be the owner of the site. There are more than 20 authors who contribute to the site on a regular basis. Generally speaking, authors are practitioners not scholars. Some teach in the private sector and others teach in the public sector. It appears that very few have graduate or terminal degrees in the field of applied linguistics or EFL. ELT News advertises itself to be "the" website for teaching ELF in Japan. It does not claim to be a scholarly or research oriented site.

Purpose and Content

The site appears to have multiple purposes. Generally speaking, it is a clearinghouse for ideas and opinions of EFL practitioners living and working in Japan. In addition, ELT News provides a forum for educational and public service information. Some scholarly articles are interspersed with practice-based information. The Interviews section features conversations with well-known EFL scholars, for example, David Nunan and Rod Ellis, in addition to EFL pioneers like Alan Malley and Mario Rinvolucri.

Although there is some evidence of objective, fact-based information on the site, content is mostly subjective in nature. There are very few scholarly articles; most of the practice-based information is descriptive. There are many examples of activities for use in individual classrooms. Quite a large number of scholarly and practice-based publications are reviewed in the Features section. However, all publications are reviewed by one person whose credentials are unclear. Contact addresses are provided for all contributors to the site.

The subjectivity of content may be related to the site's commercial origins. ELT News is run by ELT Services Japan, Limited, a private firm servicing the EFL field in Japan. Advertisements are prominently displayed and links to two stores are found in the menu at the top of the Home page. These stores are affiliates of ELT Services Japan, Limited. They specialize in EFL textbooks and resource books for teachers. They also carry

items of interest to expatriates in Japan. Other links include a Japanese language site for Japanese EFL teachers and a for-profit website for Japanese learners of English. Both of these sites are also affiliated with ELT Services Japan, Limited.

Currency

Most of the information on the site is up-to-date. Dates are provided for each post and contribution. Information about conferences, forums, and other events are generally current. The site is well maintained and there are no broken links.

Given the amount of scholarly work generated annually in the field of EFL, practitioners can benefit from access to current and reliable information. As mentioned above, however, ELT News features few scholarly works. Moreover, there is little evidence of outside sources in the articles and reports found on the site. This is one area where the site is particularly weak.

Design, Organization, and Ease of Use

ELT News is well designed and organized. It is easy to read and navigate. A Google custom search is available for locating information on the site. However, crossover between sections causes some confusion. For example, the Interviews and Features sections overlap. The same thing is true for the Japan Guide and Features sections. Finally, advertisements make it necessary to scroll down to articles and columns each time a new page is loaded. This is bothersome when accessing information on a regular basis.

Conclusions and Recommendations

General Conclusions

University of Maryland Libraries (2012) argues that the majority of websites on the World Wide Web are created by non-experts. Thus, users must take the time to evaluate material found on websites to determine its accuracy and reliability. Based on the results of the checklist used to evaluate ELT News, I would recommend the website for casual use by EFL practitioners in Japan. I would caution teachers about the reliability of information presented on the site. Many of the articles and columns are of

a subjective nature; outside sources are rarely used to support the arguments and opinions of contributors to the site.

However, ELT News provides links to scholarly resources and associations. These links are featured prominently on the left hand side menu board. The links are live and extremely quick; their scholarly content offsets the generally subjective nature of ELT News. Finally, the existence of a Japanese language site that mirrors the content of the English language site is a feature of ELT News that Japanese teachers of EFL will find helpful.

General Recommendations

The website could be improved by incorporating the following: (a) a clear mission statement that lets users know what the purpose of the website is; (b) more scholarly articles that utilize outside sources to buttress arguments; (c) a policy of using fewer or smaller advertisements for a clearer design; (d) a design that is free of confusing overlaps; and (e) a design that makes it easy to locate information as it pertains to individual skills.

Specific Recommendations

The four skills and reading. There is evidence of articles pertaining to all four skills in the Features section. However, the articles are located in different subsections. For example, there are five articles on reading spread out over three subsections. Three of these articles deal with extensive reading, one with reading for the TOEIC test, and one with teaching reading in general. In addition, one article on extensive reading using graded readers on the iPad can be found on the Home page; a number of entries related to extensive reading can also be found in the Columns section.

As extensive reading seems to be an area of interest, it would be helpful to have all articles related to it in one easy to find place. On the other hand, a more general section on reading with subsections on extensive reading and other categories might help teachers of reading or those interested in teaching reading to locate these

articles more easily. This type of organization might also help the webmaster realize that articles on extensive reading are overly represented. Thus, articles focusing on print and/or meaning skills could be sought and added, creating a more balanced menu of information on teaching reading.

Assessment. Although the site includes a tremendous amount of practice-based advice, it provides very little information about assessment. When assessment is addressed, it usually pertains to practitioners' concerns about the entrance exam system and the use of standardized tests in Japan. Alternative means of evaluation are often more meaningful to both learners and teachers (Parrish, 2004). Information on this type of assessment would be helpful and probably appreciated by readers of *ELT News*.

Technology. The use of technology in the classroom is another topic that receives little attention on *ELT News*. In an increasingly digital world, digital literacy in second language use has become a necessary skill (Murray, 2005). More information about the use of technology in language teaching is necessary. Another area for possible improvement is the inclusion of teaching materials that can be downloaded and used in the classroom.

Orem (2001) notes that English as a second language (ESL) teachers experience a feeling of isolation in the workplace. He argues that web-based discussions can help offset these feelings. Expatriates teaching EFL abroad may experience even greater feelings of isolation than ESL teachers. One possible remedy for this situation might be the incorporation of an interactive chat area or advice column for teachers into websites like *ELT News*.

Limitations

The checklist used in this evaluation was originally developed as a tool for conducting a general evaluation of any type of website. It was not developed to evaluate websites related specifically to EFL. Based on the discussion and conclusions reported above, the checklist might be

improved by including questions related to the use of outside sources, the organization of information regarding the four skills, the interactive nature of the site, and the availability of teaching materials that can be downloaded. Moreover, it is unclear whether the University of Maryland Libraries' checklist takes into consideration the influence of culture on websites. It is possible that expatriate experiences and perspectives have influenced the construction, layout, or content of *ELT News*. These possible limitations must be considered before using the checklist to evaluate EFL-related and non-US based websites.

References

Part One

- Altwerger, B., Edelsky, C., & Flores, B.M. (1987). *Whole language: What's new? The Reading Teacher*, 41(2), 144-154.
- Auerbach, E.R., & Burgess, D. (1985). The hidden curriculum of survival ESL. *TESOL Quarterly*, 19(3), 475-495.
- Burt, M., Peyton, J.K., & Adams, R. (2003). *Reading and adult English language learners: A review of the research*. Washington, DC: Center for Applied Linguistics.
- Foster, J.K., DeHesus, P., & Obrzut, G.S. (2007). *Illinois ESL content standards* (rev.). Springfield, IL: Illinois Community College Board.
- McShane, S. (2005). *Applying research in reading instruction for adults: First Steps for teachers*. Washington, DC: National Institute for Literacy.
- Ministry of Education, Culture, Sports, Science, and Technology. (2010). *Heisei 22 nen do kouritsu koutou gakkou ni okeru kyouiku katei no hensei jisshi jyoukyou chousa A hyou no kekka ni tsuite* (Curricular data for public high schools for the year 2010). Tokyo: Japan Government Printing Office.
- Ministry of Justice. (2012). *Heisei 23 nen do matsu genzai ni okeru gaikokujin touroku sha suu ni tsuite kakutei chi* (Year end data regarding legal aliens residing in Japan for the year 2011). Tokyo: Japan Government Printing

Office.

- Taylor, M.L. (1992). The language experience approach. In J. Crandall & J.K. Peyton (Eds.), *Approaches to adult ESL literacy instruction* (pp. 47-58). Washington, DC: Center for Applied Linguistics.
- Part Two
- Burt, M., Peyton, J.K., & Adams, R. (2003). *Reading and adult English language learners: A review of the research*. Washington, DC: Center for Applied Linguistics.
- Craven, M. (2009). *Reading Keys*. Tokyo Japan: Macmillan Languagehouse LTD.
- Foster, J.K., DeHesus, P., & Obrzut, G.S. (2007). *Illinois ESL content standards* (rev.). Springfield, IL: Illinois Community College Board.
- Mikulecky, L., Shaw, D.M., & Disney, L. (2011). How adult literacy time and technology use should be focused: Views from learners and teachers. *Exploring Adult Literacy*. Retrieved from <http://literacy.kent.edu/cra/new.html>.
- McShane, S. (2005). *Applying research in reading instruction for adults: First Steps for teachers*. Washington, DC: National Institute for Literacy.
- Ministry of Education, Culture, Sports, Science, and Technology. (2010). *Heisei 22 nen do kouritsu koutou gakkou ni okeru kyouiku katei no hensei jisshi jyoukyou chousa A hyou no kekka ni suite* (Curricular data for public high schools for the year 2010). Tokyo: Japan Government Printing Office.
- Shimozaki, M., Ida, R., Kuroiwa, Y., Sasaki, H., Kanno, A., Tsujimoto, C., Matsubara, K., ... Yamada, M. (2009). *English series [I]*. Tokyo Japan: Sansendo.
- Taylor, M.L. (1992). The language experience approach. In J. Crandall & J.K. Peyton (Eds.), *Approaches to adult ESL literacy instruction* (pp. 47-58). Washington, DC: Center for Applied Linguistics.
- Part Three
- ELT Services Japan, Limited. *ELT news*. Retrieved from <http://www.eltnews.com/>
- Murray, D.E. (2005). Technologies for second language literacy. *Annual Review of Applied Linguistics*, 25, 188-201. doi: 10.1017/S0267190505000103
- Orem, R.A. (2001). Journal writing in adult ESL: Improving practice through reflective writing. In L.M. English, & M.A. Gillen (Eds.), *Promoting Journal Writing in Adult Education (New Directions for Adult and Continuing Education)*, 90, 69-77.
- Parrish, B. (2004). *Teaching Adult ESL*. New York: McGraw-Hill.
- University of Maryland Libraries. (2012). Evaluating web sites. Retrieved from <http://www.lib.umd.edu/>
- University of Maryland Libraries. (2012). Evaluating web sites: A checklist. Unpublished instrument. Retrieved from <http://www.lib.umd.edu/>

Appendix One

English Series [I]	Yes, consistently				No, not at all
1. Natural Language <i>Would native speakers sound like this?</i>	1	2	3	4	5
2. High School Student Content <i>Do the topics/issues reflect the lives and language needs of high school learners?</i>	1	2	3	4	5
3. Receptive before Productive Activities <i>Do listening activities precede speaking activities? Reading before writing?</i>	1	2	3	4	5
4. Controlled to Free Activities <i>Are activities structured from controlled (only one correct answer possible) to free (many possible answers)?</i>	1	2	3	4	5
5. Opportunities to Manipulate Items to make Them One's Own <i>Do learners have the opportunity to use the language to write about themselves and their experiences?</i>	1	2	3	4	5
6. Real-life Applications <i>Are the materials tied to real-life whenever possible? Is there a strong emphasis on using the target language outside of the classroom?</i>	1	2	3	4	5
7. Multiple Exposure for Items Learned <i>Is there adequate practice provided? Is material recycled and/or reviewed?</i>	1	2	3	4	5
8. Balanced and Realistic Skill Integration <i>Are all four skills practiced in each lesson? Are the skills used in realistic ways?</i>	1	2	3	4	5
9. Clear/Uncluttered Layout <i>Are the pages easy to read, or are they crowded or too busy?</i>	1	2	3	4	5
10. Clear Directions <i>Is it clear from the written instructions what the teacher and learners are expected to do with the material on each page?</i>	1	2	3	4	5

Appendix Two

Reading Keys	Yes, consistently				No, not at all
1. Natural Language <i>Would native speakers sound like this?</i>	1	2	3	4	5
2. High School Student Content <i>Do the topics/issues reflect the lives and language needs of high school learners?</i>	1	2	3	4	5
3. Receptive before Productive Activities <i>Do listening activities precede speaking activities? Reading before writing?</i>	1	2	3	4	5
4. Controlled to Free Activities <i>Are activities structured from controlled (only one correct answer possible) to free (many possible answers)?</i>	1	2	3	4	5
5. Opportunities to Manipulate Items to make Them One's Own <i>Do learners have the opportunity to use the language to write about themselves and their experiences?</i>	1	2	3	4	5
6. Real-life Applications <i>Are the materials tied to real-life whenever possible? Is there a strong emphasis on using the target language outside of the classroom?</i>	1	2	3	4	5
7. Multiple Exposure for Items Learned <i>Is there adequate practice provided? Is material recycled and/or reviewed?</i>	1	2	3	4	5
8. Balanced and Realistic Skill Integration <i>Are all four skills practiced in each lesson? Are the skills used in realistic ways?</i>	1	2	3	4	5
9. Clear/Uncluttered Layout <i>Are the pages easy to read, or are they crowded or too busy?</i>	1	2	3	4	5
10. Clear Directions <i>Is it clear from the written instructions what the teacher and learners are expected to do with the material on each page?</i>	1	2	3	4	5

外国語としての英語教育に関する教材レビュー

シャルコフ ロバート

外国語としての英語教授法を専門とする教員は常に複数の教材を組み合わせることで授業や講義を展開させている。本研究はそういった3種類の教材をレビューするものである。それらは文部科学省の認定教科書、リーディングの補足資料、そして教員のためのウェブサイト进行分析したものである。なお、この教材を種類別に取り上げることが可能だし、組み合わせることも可能だ。