



Learning Materials and Demotivation in Japan: An Analysis of English Textbooks According to SLA Principles

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Abstract

Research into demotivation in English language education in Japan has identified several pedagogical and social factors that contribute towards a dislike of English, one of which being the experience of failure. This study addresses the roots of such failure by analyzing Japanese English language textbooks in light of second language acquisition theory to determine whether they facilitate successful acquisition of English. While similarly analyzing French textbooks used in the United States for comparison, Japanese textbooks were found to be lacking in two areas. First, grammar presented in the books did not match the natural order with which grammar is acquired. Second, the books did not provide a large quantity and variety of input. While there are many successful English speakers who started

their English education within the Japanese school system, this study indicates that textbooks used in Japan may be one cause of the large number of students developing an aversion to English at the end of the first year of secondary schooling.

Introduction

Within the field of motivation, demotivation has been receiving increasing attention. Many second language (L2) demotivation studies focus on Japan, where although English is seen regularly in popular culture and is a requirement for academic success, motivation to learn English has been observed to decrease suddenly at the beginning of formal study in junior high school, and continues to decrease after that (Sampson, 2016). Questionnaire-based studies are starting to identify several aspects of pedagogy and

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society as factors in this decline.

Demotivation in L2 Learning

Dornyei and Ushioda (2013) define demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p. 139), or, simply put, "negative influences that cancel out existing motivation" (p. 138). While motivation in L2 language learning is being researched widely, they found L2 demotivation to be under-researched, with empirical studies focusing explicitly on demotivation to be "scarce" (p. 149). However, they maintain that failure in language learning is salient, and "the study of its causes is often directly related to demotivation" (p. 142). In 1998, Dornyei found main demotivating factors to be teachers, school facilities, reduced self-confidence, a negative attitude towards the L2, the compulsory nature of L2 study, interference of another foreign language being studied, a negative attitude towards the L2 community, the attitudes of group members, and the coursebook (Dornyei & Ushioda, 2013).

Sakai and Kikuchi (2009) found demotivators in L2 English learning in Japan to be teacher attitude or competence, course content and pace, having had an experience of failure in a language class, the class environment and attitudes of classmates, unsuitable class materials, and student attitude towards the target language and culture. Synthesizing recent demotivation research in Japan, Kikuchi (2015) found that teacher behavior is less clearly a demotivator than the materials or

learning activities, and that there is a gap between student reported motivation and that perceived by the teacher. Matsuno (2018) found that major turning points in learners' attitude against English is during the first and second years of junior high school, and the first half of the first year of high school. She found that the major factor in demotivation is finding English difficult to learn. These studies on demotivation in Japan are mainly qualitative, using questionnaires, interviews, essays, and journals, and questions asked students the degree to which they attributed certain factors to a loss of motivation to learn English.

Aim of the Present Study

This study examines learning materials as one possible cause of the demotivators identified in the above. The focus on materials and activities in Kikuchi (2015) and difficulty in learning the language in Matsuno (2018) point to the curriculum as one possible cause for changes in attitude towards English. Both Kikuchi and Matsuno describe learner responses from those who attribute their aversion to English to particular experiences of failure. In order to determine whether learning materials are contributing to such student failures, the present study analyzed Japanese ministry-approved textbooks in light of second language acquisition (SLA) theory. In order to identify aspects of the materials that may be unique to Japan, L2 French textbooks from the United States were analyzed similarly and compared.

Method

Procedure

Introductory (first-year) English textbooks utilized in Japanese secondary public schools and French L2 textbooks used in the United States with students at a comparable age and stage in second language learning were analyzed under two frameworks. First, the textbooks were examined in relation to developmental patterns found through SLA research to determine whether the textbooks were introducing aspects of language that are attainable at the students' current level. Second, the content of lesson three of each textbook was analyzed for amount and variety of language to determine the degree to which they provide sufficient comprehensible input necessary for language acquisition from an SLA standpoint.

Textbooks Used

In order to facilitate a comparison of beginning textbooks at the junior high school level, two of the six ministry-approved textbooks published in 2012 were used. These are the final editions published before students who had experienced English classes in elementary school started to enter junior high school English programs. Textbooks after that point assume a certain amount of English to have been experienced previously. Therefore, the 2012 editions would correspond with U. S. French textbooks, which start the study of the French language in seventh grade. Textbooks analyzed were *New Horizon English Course 1* (Tokyo Shoseki, 2012) and

Sunshine English Course 1 (Kairyudo, 2012).

For textbooks used in the United States, French was chosen as a language that is not spoken in daily life within the country, and for which beginning textbooks at the secondary school level were published. Current French textbooks in the United States rely heavily on links to online materials, so a comparison with the mainly paper-based Japanese textbooks would be difficult. Two textbooks were therefore chosen from years when instruction was still mainly paper-based: *Bon Voyage* (Schmitt & Lutz, 2008) and *Discovering French* (Valette & Valette, 2007).

Results and Discussion

Sequence of Grammatical Points

Analysis of the grammar points presented in each lesson of the textbooks (Appendix A) reveals a difference in approach to grammar instruction between Japan and the United States. French language textbooks used in the United States start with grammar points below the sentence level. *Bon Voyage* starts with explanations of gender and articles, forms of the verb *be*, negation, plural forms, and how adjectives are attached to nouns. Such points continue until lesson 10 out of 14, where the first full-sentence grammar point, the construction of questions, appears. *Discovering French* introduces full sentences earlier, with questions being introduced in Lesson 6 out of 28, but among introductions of the different forms of questions are numerous below-sentence-level points similar to those in *Bon Voyage*.

On the other hand, both Japanese

textbooks introduce full sentences as the grammatical patterns to learn in each of 12 lessons. Examples are present tense sentences using *be* in the first and second person, sentences in the third person, and past tense sentences. Each of these grammar topics includes the question format, full-sentence answering style, and negative construction corresponding with the target sentence pattern. For example, the first lesson of *New Horizon* introduces the following sentences as the lesson's grammar point:

I am Sakura.

You are Becky.

Are you Becky? – Yes, I am.

Are you from Canada? – No, I am not.

I am not from Canada. (p. 14-18)

All English language content in the lesson mostly follows only the sentence patterns introduced here. Further lessons contain only the sentence patterns already covered up to that point. In Lesson 1 of *New Horizon*, the only additional forms of sentences presented are “Hi,” and “Nice to meet you” (p. 14).

From an SLA perspective, the Japanese textbooks are not in accordance with developmental patterns and the sequence of grammatical items acquired by L2 learners. Ellis (2008) characterizes the idea that an L2 is acquired in a regular, systematic fashion to be “one of the most powerful ideas to have emerged from descriptive research of learner language” (p. 67). L2 acquisition is characterized first by a silent period, then by a stage of using formulaic expressions. Concerning grammar, a wide range of research has shown that L2

learners pass through similar stages as they acquire different aspects of grammar (Lightbown & Spada, 2006). As for questions, Pienemann, Johnston, and Brindley (1988) developed a framework for the stages through which learners progress based on data from L2 learners. After learning to use subject-verb-object (SVO) sentences, they start asking questions by giving rising intonation to SVO sentences. As the stages progress, learners start using do-fronting (questions that start with do) and inversion (questions constructed by inverting the subject and verb of a statement), but overuse these and use them inappropriately for several stages. Consistently target-appropriate interrogatives that have not been memorized as formulaic expressions are not seen until the learner has become quite familiar with communicating in English. While variability between learners does not allow this framework to be used without reservation, Ellis (2008) concludes that at least within a certain L2, there is strong evidence that developmental patterns do exist, and that acquisition of certain features (including interrogatives) shows “surprising uniformity” (p. 112).

If correctly formulated questions come so late in acquisition, one questions the presentation of question format as a grammatical pattern to be learned from the very first lesson of the Japanese textbooks. While the American French language textbooks do not refrain from using questions within activities and as set expressions to be learned, they do not present questions as a grammar point for

students to start constructing on their own until later, when the learners have become more familiar with communicating in the language.

The usage of questions in the French textbooks before they have been explained as grammar points is another aspect that matches the developmental patterns of language acquisition, and which is not present in the Japanese textbooks. In the French textbooks, questions appear as vocabulary items to be learned for conversation, and as questions to be answered within practice exercises. Then, when students have started to become able to produce affirmative and negative sentences on their own, they have already seen a large number of questions being used in the language, and have even memorized many for conversational purposes. At the point that question structure is introduced, learners can attempt to start forming their own questions. The Japanese English language textbooks, on the other hand, mainly utilize only sentences whose grammar has been presented as grammar points, giving students few formulaic expressions with which to become familiar with the language. Introducing questions at the very beginning of learning, and concurrently with new affirmative and negative sentences, makes grammar a list of formulas for sentences to be memorized, rather than an explanation of patterns that students have already started to become accustomed to.

Spada and Lightbown (2002) explain that while instruction can help learners to speed up their progression through the

stages, the stages themselves cannot be skipped over. The goal of the Pienemann et al. framework was to aid teachers in gearing instruction towards what learners are capable of producing. Pienemann's Teachability Hypothesis states that the course of L2 development cannot be altered by factors external to the learner (Pienemann et al., 1988). In other words, a learner will not be able to produce grammatical items without having progressed through the necessary stages in the development of his own interlanguage. By ignoring the needs of learners to progress through these stages, Japanese English language textbooks are simply introducing the foreign language to learners, not giving them the opportunity to acquire it.

Amount and Variety of L2 Input

When physically handling the textbooks compared, the most obvious difference between those used in the United States and in Japan is the size of the textbooks. While the textbooks of both countries are used over the course of one secondary school year with approximately four class meetings per week, the American textbooks have three to four times the number of pages than those of Japan (Table 1).

The number of lessons in *Bon Voyage* is comparable to the Japanese textbooks regardless of the difference in book length, meaning that many more pages make up each lesson, and more are covered during each class hour. *Discovering French* has twice the number of lessons as *Bon Voyage* with over 100 pages less in total volume, so

Table 1

The Number of Lessons and Pages in Foreign Language Textbooks

Textbook	Published	Number of Lessons	Number of Pages
<i>New Horizon 1</i>	Japan	11	118
<i>Sunshine 1</i>	Japan	11	128
<i>Bon Voyage</i>	U.S.A.	14	539
<i>Discovering French</i>	U.S.A.	28	417

Note: The number of pages does not include supplementary materials after the final lesson.

Table 2

The Number of L2 Words in Lesson 3 of Foreign Language Textbooks

Textbook	Published	Pages in Lesson 3	L2 Words in Lesson 3
<i>New Horizon 1</i>	Japan	8	390
<i>Sunshine 1</i>	Japan	8	476
<i>Bon Voyage</i>	U.S.A.	30	2963
<i>Discovering French*</i>	U.S.A.	20	2102

Note: The number of L2 words is represented as tokens, and includes proper nouns.

* To adjust for amount of material covered and stage in the year-long course, lessons 5 and 6 were used in the textbook *Discovering French*.

the material is covered in smaller parcels over the course of the year. The number of pages per lesson, though, is still higher than the Japanese textbooks.

In addition, there is more printed text on each page of the American textbooks, which use a standard font size. The Japanese textbooks use an enlarged font size. Large photographs and illustrations can be found in all four textbooks, as well as text written in the L1 (English for the American textbooks, and Japanese for the Japanese textbooks).

In order to compare the amount of L2 input students are receiving from these

textbooks, the third lesson was compared between the four textbooks. The third lesson was chosen as one at the beginning stages of learning the language yet not the very beginning, as the first lesson is sometimes different from the norm for the book. Table 2 shows the number of pages and L2 words that appear in the third lesson of each textbook.

Appendix 2 contains a complete list of the contents of each page of the third lesson and the number of L2 words in each part for *New Horizon* and *Bon Voyage*. Unit 3 of *New Horizon* has the same format for three two-page spreads, where a featured conversation

is shown in large speech bubbles superimposed on an illustration. A target sentence illustrating the grammar point of the page follows, along with one practice exercise, a listening exercise, and an exercise where the learner personalizes the target sentence with his or her own information. The seventh page has an overview of the grammar in this lesson in chart form, with explanatory remarks and arrows. Two exercises follow. The final page is a listening exercise, where successive activities use the same listening material to gain depth of understanding through repetition and focus.

Lesson 3 of *Bon Voyage* starts with the introduction of new vocabulary, which includes sentences as well as single words. On two pages, items and actions are introduced by showing the words with pictures, without L1 definitions. Two pages of exercises using these words follow, then there is a second set of vocabulary and exercises. This is followed by six pages of grammar lessons. Three grammar points are introduced and explained in English, each followed by exercises to practice the grammar. The third section is “Conversation”, which is a dialog followed by comprehension questions. There are other speaking-focused exercises, and a column on pronunciation. The fourth section is a reading passage with comprehension questions, followed by two similar supplementary readings. After that is a topical page on technology, which introduces words in French related to computers. There is a passage on technology with comprehension questions. A further two

pages have activities that synthesize all of the points learned in the lesson, and are followed by two pages with practice test questions on each of the points of the lesson. The final two pages list the vocabulary introduced in the lesson, and provide an exercise where students can try to use as many of the new words as they can.

The importance of input in SLA has been understood since Krashen introduced the Input Hypothesis in 1977. Research since that time has supported the idea that the only way language is acquired is through comprehensible input (Krashen, 2003). The dearth of L2 language is striking in the Japanese textbooks. Van Patten (2015) emphasizes that not only is comprehensible input necessary for acquisition, but much of acquisition happens incidentally. While grammar explanation assists comprehension of what learners see in the language and aids in drawing their attention to forms, it is the interaction with the L2 that drives acquisition.

Not only are there more words in the American textbooks, but there is more variety of language. Figure 1 shows one of ten exercises in *Bon Voyage* for practicing the different forms verbs take for different subjects, this exercise focusing on the third person plural. Figure 2 shows the exercise matched with introduction of the sentence pattern “I like soccer,” in *New Horizon*.

<p>14. Historiette: Les élèves ou les profs? Suivez le modèle. (Follow the model.)</p> <p>-- Qui arrive à l'école le matin? -- Les élèves et les profs arrivent à l'école.</p> <ol style="list-style-type: none"> 1. Qui parle en classe? 2. Qui écoute quand le prof parle? 3. Qui écoute des CD? 4. Qui passe des examens? 5. Qui étudie beaucoup? 6. Qui lève la main? 7. Qui pose des questions? 8. Qui rigole dans la cour? 	<p>Author translation:</p> <p>Short story: The students or the teachers? Follow the model.</p> <p>-- Who arrives at school in the morning? -- The students and the teachers arrive at school.</p> <ol style="list-style-type: none"> 1. Who speaks in class? 2. Who listens when the teacher speaks? 3. Who listens to the CD? 4. Who takes tests? 5. Who studies a lot? 6. Who raises their hands? 7. Who asks questions? 8. Who laughs in the schoolyard?
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Figure 1 One exercise to practice grammar from *Bon Voyage* (Schmitt & Lutz, 2008: p. 91).

<p>基本練習 [例]にならって言いましょう。 ・ ● ・ ・ ・ ●</p> <p>[例] I like soccer. I play soccer every Sunday.</p> <p>[ILLUSTRATIONS OF EACH SPORT]</p> <p>[例] soccer 1. tennis 2. basketball</p>	<p>Author translation:</p> <p>Basic Practice: Read out the sentence as in the model.</p> <p>[model]</p> <p>[model]</p>
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Figure 2. One exercise to practice grammar from *New Horizon* (Tokyo Shoseki, 2012: p. 28).

Both exercises require no more from students than following a pattern. Although the French exercise does ask students to adjust the verb to match the plural subject, whereas the English exercise asks students only to substitute in a noun without any changes, the L2 French students do not need to make a judgement as to whether the verb needs adjustment – all eight questions can be answered with the plural

form. However, of particular note is that the French textbook utilizes a wide variety of verbs and nouns in drilling the new verb form. On the other hand, the English textbook only asks for two noun substitutions into a set sentence. In this way, the French textbooks provide rich variation of language all throughout the books. This aids in increasing learner interaction with the language, facilitating

acquisition.

Conclusion

This study highlighted two aspects of Japanese textbooks that may be hindering acquisition of English by learners, the sequence of grammatical points and the amount and variety of L2 input. Comparison with U. S. French textbooks illustrates how those aspects can be incorporated into learning materials at the same stage of learning a foreign language. Drawing on several recent studies, Sampson (2016) shows that motivation and demotivation in the Japanese context is strongly linked to learners' perceptions of competence, among several other factors. Doing badly on a test or being scolded by a teacher for a mistake can contribute towards this, but realizing that one cannot actually communicate in the language trumps any positive classroom feedback.

Krashen (2003) links the discord between grammar topics introduced and the order with which they are acquired to motivation: "A teacher can drill the third person singular for weeks, but it will not be acquired until the acquirer is ready for it. This explains a great deal of the frustration language students have" (p. 2). Multiple factors have been found to act as demotivators in L2 education, but learning materials in Japan are one aspect that deserves serious attention.

Limitations

This study did not take into account the way in which learning materials are utilized within the class, or what supplementary

materials or activities are provided by teachers. Especially concerning interactive input, SLA theory focuses more on spoken interactions than printed language. Classroom observation of teaching practices in each country is recommended for further study in this area.

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Appendix A: Grammar Topics Introduced by Lesson in Four Textbooks

Lesson	<i>New Horizon</i>	<i>Sunshine</i>	<i>Bon Voyage</i>	<i>Discovering French</i>
1	Sentences with <i>be</i> , yes/no questions & answering. (<i>I & you</i>)		Gender and articles Adjective agreement The verb <i>be</i> Negation	1-2: Masculine and feminine forms of words when talking about males or females masculine and feminine forms of <i>my</i> and <i>your</i>
2	Sentences in the third person.	Sentences with <i>be</i> , yes/no questions, answering. (<i>I & you</i>)	Plural nouns & adjectives Plural verbs Formal & informal speech	3-4: Masculine and feminine designation of nouns expressing dates
3	Sentences & questions with other verbs	Sentences with other verbs, questions, answering (<i>I & you</i>)	Regular verb forms with different subjects Article usage in the negative	5-6: The verb <i>be</i> Singular and plural of <i>you</i> Feminine and mixed <i>them</i> Yes/no questions Negation
4	Wh- questions and answers <i>be</i> sentences with adjectives	Wh- questions and answering (<i>I & you</i>)	Usages of the verb <i>have</i> including <i>there is...</i> possessive adjectives Adding adjectives to nouns	7-8: -er ending verbs: plural form, negative Present + infinitive Questions asking for information Wh- questions Irregular verb <i>do/make</i> Inverted questions
5	Plural nouns Questions asking amount Imperatives	Third person with <i>be</i> : sentences, questions, answers, negative	Using the irregular verb <i>go</i> <i>Go</i> + infinitive to show the near future Prepositions expressing direction & possession Usage of the verb <i>take</i>	9-10: Irregular verb <i>have/own</i> masculine and feminine nouns and articles Plurals Indefinite article in negatives Indefinite article usage
6	Third person: verb forms Questions with <i>do</i> (+ answers, negatives)	Third person with other verbs: sentences, questions & answers	Irregular verb <i>do</i> More articles Negative with <i>du</i> Verbs <i>can do</i> and <i>want</i>	11-12: masculine & feminine adjectives Plural adjectives Adjective placement Word form of colors Adjectives and article placement/form Two ways to say <i>he is/she is...</i> <i>It...</i> sentences,
7	Wh- questions and answers	Questions: who, when. Pronouns.	The verb <i>put</i> Comparative adjectives Verbs <i>see</i> and <i>believe</i>	13-14: irregular verb <i>go</i> , Preposition <i>a</i> Preposition <i>chez</i> <i>Aller</i> + infinitive

8	Questions: where, whose. Direct object pronouns	Can sentences & questions How questions	Verbs whose infinitive form has -ir Adjectives <i>which</i> and <i>the whole</i> Four -ir verbs	15-16: irregular verb <i>come</i> Preposition <i>de</i> + definite article Stress pronouns, Nouns modifying nouns Possession Possessive adjectives Ordinal numbers
9	Present progressive tense sentences + questions & negatives Negative commands	Present progressive sentences & questions, answers	Verbs with -re infinitives Demonstrative adjectives Three more -re verbs	17-18: verbs <i>buy</i> & <i>prefer</i> Demonstrative adjective <i>ce</i> Questions with <i>what/which</i> Irregular verb <i>put</i>
10	Can sentences + negatives, questions, answers	Past tense: sentences, questions, answers. Why questions & answers.	Past tense Question construction Three irregular verbs	19-20: verbs with -ir form Irregular verbs <i>beautiful, new, and old</i> comparative adjectives pronoun <i>on</i> -re form verbs Imperatives
11	Past tense sentences + questions and answers	Past tense with other verbs.	Past tense with irregular verbs Negative statements Past tense with <i>be</i>	21-22: sentences with <i>avoir (be)</i> Past tense & negative & questions
12			Sentences with reflexive pronouns + past tense & negative	23-24: irregular verb <i>see</i> , Past tense of -ir and -re verbs Verbs with irregular past participles Past tense with <i>be</i> <i>Never</i> negatives Something/someone/ nobody/ nothing
13			Two verbs that mean <i>know</i> Pronouns and others' actions Direct object pronouns	25-26: irregular verb <i>want, take</i> Articles that show quantity Articles in negatives Irregular verb <i>drink</i>
14			Indirect object pronouns Two verbs Imperatives Pronoun for things already mentioned	27-28: object pronouns & with the imperative Irregular verbs <i>can do</i> and <i>must</i> Irregular verb <i>know</i> Direct and indirect object pronouns Irregular verbs <i>say</i> and <i>write</i>

Note: Discovering French has twice the number of lessons over the same period of instruction, so grammar points for two lessons are combined for every lesson of the other textbooks.

Appendix B: Contents of Lesson 3 and Number of L2 Words Printed

New Horizon

Section: Page(s), Type	Section Parts and Explanation	L2 Words
p. 28-29: Target Conversation & Target Sentence	Titles (in Japanese)	2
	Target dialog in speaking bubbles over a large illustration of the scene. One Japanese sentence explains the situation.	32
	Box: new words listed, no Japanese meanings	12
	Target sentence in a box	3
	Note: Explained that like and play are verbs, their meanings given in Japanese	2
	Practice the target sentence: Two sentences based on the target. SS say them using two other sports, given with illustrations and written in English.	11
	Listening activity: SS listen to two students introduce themselves, and fill in information in Japanese in a chart (Japanese).	0
	Speaking activity: Using the same sentences as the practice exercise, SS tell about the sport that they personally like.	8
	Word resource box: Seven words are given that SS might want to use, with Japanese meanings	10
	Bottom of page: stress of choice words (one)	2
p. 30-31: Target Conversation & Target Sentence	Titles (in Japanese)	1
	Target dialog in speaking bubbles over a large illustration of the scene. Japanese situation setting explanation first. Situation continued from previous pages.	36
	Box: new words listed, no Japanese meanings	18
	Second target sentence in a box, including question form and answer form. Bolded words indicate grammatical points.	16
	Note: explains that <i>do</i> is used for questions without <i>am</i> , <i>are</i> , and <i>is</i> , and that <i>do</i> or <i>do not</i> should be used to answer. / Explanation that <i>the</i> should be used before an instrument when used with <i>play</i> .	9
	Practice the target sentence: Question and answer based on the target. SS say them using two other instruments, given with illustrations and written in English. Whether to say yes or no is indicated in the illustration as well as with words in English.	14
	Listening activity: SS listen to a student tell about herself. They choose from two options the correct information about her (all written in Japanese)	0
	Speaking activity: Using a <i>like</i> statement, question, and yes/no answer, SS talk with a partner about things they like.	14
	Bottom of page: pronunciation points. Two pairs of words with the same vowel sounds.	4

p. 32-33: Target Conversation & Target Sentence	Titles (in Japanese)	1
	Target dialog in dialog format, then speaking bubbles over a large illustration of the scene. Japanese situation setting explanation first. Situation continued from previous pages.	38
	Box: new words listed, no Japanese meanings	11
	Third target sentence in a box, including the sentence written in the negative. Bolded words indicate grammatical points.	10
	Note: explains that <i>do not</i> or <i>don't</i> comes before the verb in a negative sentence.	3
	Practice the target sentence: One sentence based on the target. SS say it using two other items each, given with illustrations and written in English. Whether to use the affirmative or negative is indicated in the illustration as well as with words in English.	21
	Listening activity: SS listen to an interview with a teacher. They choose from three options the correct information (all written in Japanese)	3
	Speaking activity: The listening script is written out with blanks, and SS fill them in by listening again. Then SS read out the script as if they were that teacher.	21
	Bottom of page: pronunciation points. Four pairs of words with the same vowel sounds.	8
p. 34: Grammar Review	Titles (in Japanese)	0
	Introduction to the section: In Japanese, it invites SS to pay attention to the word order of sentences using verbs “such as” <i>like</i> , <i>play</i> , and <i>have</i> .	3
	Grammar chart: Affirmative, negative, question and answer sentences with non- <i>be</i> verbs are illustrated with the sentence <i>I play soccer</i> . Small Japanese notations explain the functions of the words and location, and arrows indicate where words move from and to.	25
	A cartoon dog with a speech bubble mentions that <i>don't</i> is usually used for <i>do not</i> .	3
	Grammar Practice 1: Four sentences with the words blanked are given along with Japanese translations. SS complete the sentences with the correct words in the correct form.	12
	Grammar Practice 2: Three sentences are given. SS change the sentences to the form (negative, question) indicated in parentheses afterwards.	9
	Box: SS are warned not to use <i>be</i> along with other verbs in the present tense. An incorrect sentence and corrected sentence are given.	8
p. 35: Listening	Titles (mixed languages)	2
	Step 1: SS listen to a commercial for what it is advertising, and choose the correct illustration. Name of items are given in Japanese.	2
	Step 2: Concerning the previous commercial, SS choose one from three statements (in Japanese).	1
	Step 3: SS listen to the commercial again, and then to two questions aurally. They then complete 2 English sentences to answer the questions. A space for them to take notes is given.	9
	In Japanese, a cartoon dog advises SS to take notes as they listen.	0

	Sound Box: Accents in English words are explained with two examples. SS practice with two more examples.	6
	Total	390

Note: Words are counted as tokens, including proper nouns.

Bon Voyage

Section: Page(s), Type	Section Parts and Explanation	L2 Words
p. 80-81: Title Page	Large photos (people in France, Renoir painting)	2
	Chapter title (in French)	6
	Objectives (in English)	1
p. 82-83: Vocabulary Introduction	Titles (in French)	6
	Eleven words introduced by printing them near their meaning on photographs and illustrations. No English equivalents.	17
	Ten sentences under photos describing the photos and using the new words, including one thought bubble where a boy is thinking.	131
	Note: false cognates explained with one example from the page.	6
	Note: one word's meaning is explained, with a common conversational expression introduced using it.	3
p. 84-85: Vocabulary Practice	Titles (in French)	4
	Activity 1: Five questions ask about a person in a photo. SS make up a story about the person (free answer). (vocal, in pairs)	35
	Activity 2: In two sections, a sentence is given and then questions are asked about that sentence. (total of 7 questions) (vocal, in groups)	57
	Activity 3: A short story is written with blanks. SS complete the story adding one word to each blank.	45
	Activity 4: Six sentences are given. SS have a conversation as in a model, where one person asks for repetition using the verb used in the sentence. (vocal, in pairs)	40
	Activity 5: SS answer 6 questions that combine to make a story. (vocal, in pairs)	37
	Activity 6: SS say as much as they can about an illustration (vocal, in pairs)	2
p. 86-87: Vocabulary Introduction	Titles (in French)	5
	Fifteen words introduced with and on photographs (no English definitions)	
	Twelve sentences using these words below photographs describe the people in the photographs. An additional speech bubble of a person introducing himself, using some of the words. A couple words from previous vocab page are used.	33
	Seventeen sentences printed with photos using the introduced words, including one speech bubble of a conversation making a purchase at a shop.	85
	Box: how to say numbers above 100 to 1000	34

p. 88-89: Vocabulary Practice	Titles (in French)	5
	Activity 7: SS make a list of school supplies (vocal, in pairs)	9
	Activity 8: Eight questions are given with answer cues in parentheses. SS answer according to the cues.	52
	Activity 9: Nine questions are given about a photograph. SS make up a story by answering the questions (free answer).	59
	Activity 10: Seven sentences have one verb missing, and SS choose from three verbs to complete the sentences.	69
	Activity 11: Items with price tags are shown in an illustration. SS take turns being the customer and salesperson and have conversations about buying the items. (vocal, in pairs)	5
	Activity 12: SS play guess-the-school supply by handing an item to the other with their eyes closed. (vocal, in pairs)	3
p. 90: Grammar Introduction	Titles (in French)	9
	In English, (1) the infinitive form and regular verbs are explained, with three verbs given as examples (<i>speak, listen to, like</i>); (2) Forming the stem of a verb is explained, with a chart of the three example verbs; (3) endings of verbs depending on the subject are introduced, with a chart; (4) the pronoun <i>on</i> is introduced.	54
	In a note, elision and liaison in the introduced words is explained.	24
p. 91-93: Grammar Practice	Titles (in French)	2
	Activity 13: Six questions are given, and SS make up a story about the situation in a photograph (free answer) (vocal, in groups).	43
	Activity 14: Eight questions are given, and students are told to follow the model of asking the question and answering with "the students and the teachers". (vocal, in pairs)	57
	Activity 15: Eight questions are given, and SS pretend to be a French student asking about life in the United States according to a model. (vocal, in pairs)	67
	Activity 16: A seven-line conversation is printed. SS act out the conversation. (vocal, in pairs)	47
	Activity 17: Ten questions are given, and SS answer about themselves.	66
	Activity 18: Six statements are given, and SS make one-turn conversations based on a model where the statement is made, and the other S asks for repetition using the verb of the original statement. (vocal, in pairs)	38
	Activity 19: SS answer 6 questions about themselves and their classmates using <i>we</i> . (vocal, in groups)	50
	Activity 20: In a short paragraph, SS fill in 10 blanks by writing the correct form of verbs in parentheses after each blank.	64
	Activity 21: SS tell each other about their typical school days to find which activities they have in common. (vocal, in pairs)	3
	Activity 22: SS talk in groups to find out who works after school, and details about their jobs. (vocal, in groups)	14

p. 94: Grammar Introduction and Practice	Titles (in French)	7
	An explanation of how articles change in negative sentences, with a chart of three sentences as examples, articles highlighted.	37
	Note box: attention drawn to elision of articles.	8
	Activity 23: SS answer in the negative to five questions.	26
	Activity 24: SS answer 6 questions according to the cues, which are yes or no in parentheses after each question. (vocal, in pairs)	42
	Activity 25: SS take turns telling what they buy and do not buy. (vocal, in pairs)	5
p. 95: Grammar Introduction and Practice	Titles (in French)	11
	Explanation of form of verb coming after like or dislike, and how the negative is constructed. Four example sentences with grammar highlighted are given.	19
	Activity 26: Five questions are given. SS ask their partners about their likes and dislikes, and partners answer in the affirmative or negative. (vocal, in pairs)	51
	Activity 27: SS say some things they like and don't like to do. (vocal, in pairs)	6
p. 96: Dialog	Titles (in French)	1
	A dialog is given in French with a photograph of two people talking.	82
	Five comprehension questions are given in French.	43
p. 97: Speaking	Titles (in French)	5
	Activity A: Five illustrations are given. SS compare their own daily school habits with those of the students in the illustrations. (vocal, in pairs)	1
	Activity B: Number game. SS give a pattern of numbers with one missing, and the partner guesses the missing number. One example is given.	10
	Pronunciation Box: The differences in two vowel sounds are explained (in English). Nine words and two sentences are given for practice.	45
p. 98-99: Reading	Titles (in French)	5
	Box: The reading strategy of looking at pictures and other visuals beforehand is explained.	0
	Passage: A story about a French student is accompanied by photographs, and four words and phrases are glossed with English meanings below.	161
	Comprehension questions A: Eight questions about the passage.	47
	Comprehension questions B: Four names of places and schools mentioned in the passage are listed, and SS find those names in the passage.	36
	Surrounding background illustration	22
p. 100: Supplementary Reading 1	Titles (in French)	2
	Passage: A piece on students working after school in Canada, the U.S., and France. Photos accompany it, and three words and phrases are glossed into English.	154
	Illustration of restaurant menu cover	32
	Comprehension activity: Six statements concerning the passage content are written, and SS express them in another way.	44

p. 101: Supplementary Reading 2	Titles (in French)	2
	Passage: A piece on a music group. Photos accompany, and five words are glossed with English meanings.	171
	Comprehension activity: Four sentences based on the passage are used in a true or false activity.	42
p. 102-103: Column	Titles (in French)	6
	Introduction in English presents the topic of computers in our lives, and that we should learn the basic terms for computers in French.	1
	Photographs of computers and media, with seven French words introduced on them.	14
	Passage: Paragraphs on hardware and software, and on the internet, with five words glossed into English.	185
	Comprehension Activity 1: Ten English words related to computers are listed, and SS find the French for these in the passage.	12
	Comprehension Activity 2: SS access the publisher's web page and find a French article on technology. They tell the class about the title or topic of the article.	3
p. 104-105: Synthesis	Titles (in French)	3
	Activity 1: SS play the parts of salesperson and student buying school supplies. A few exchanges with item and price blanked are given as examples. Large photograph of stationery store exchange. (vocal, in pairs)	26
	Activity 2: One student plays the part of French student and one American, sitting in a cefe in Provins. The French student asks about life in American schools, and the American student answers.	3
	Activity 3: SS add details about a typical school day in America to an email written in a previous lesson.	4
	Activity 4: SS interview an exchange student and write a school newspaper article about him. SS prepare the questions in advance. Another student plays the part of the exchange student.	13
	Box: Advice is given in English on what kinds of questions are good to use in an interview.	0
p. 106-107: Assessment	Titles (in French)	4
	Part 1 (Vocabulary): Five sentences are given and SS choose the best of three words to complete blanks in them.	45
	Part 2 (Vocabulary): Five illustrations of school supplies are shown and SS give the French words for them.	1
	Part 3 (Grammar): SS complete 6 sentences by putting the verb in parentheses at the end into the correct form.	39
	Part 4 (Grammar): SS put 4 sentences into the negative.	26
	Part 5 (Grammar): SS complete 2 sentences by choosing the correct form of the verb, from a choice of 3.	13
	Part 6 (Culture): SS answer 3 true or false statements about cultural aspects of France presented throughout the lesson.	36
	Notes: Post-it style notes by each part indicate which pages to review if the S is not familiar with the content being tested.	2

p. 108-109: Vocabulary Review	Titles (in French)	5
	SS tell all they can about four large illustrations of daily life.	0
	New vocabulary (60 words) is listed by category. Categories are written in English. No English equivalents are given for the words.	116
	Blurb about vocabulary: SS encouraged to put words into lists of when the items or actions are used, and use the lists to write about their daily life with as many of the words as they can.	0
Total		2963

Note: Words are counted as tokens, including proper nouns.