English Coursebook Adoption Processes for Junior High Schools in Japan

David A. Hammett
Hokkaido University of Education

Reference Data:

In Japan, each municipal or prefectoral board of education (BOE) is responsible for selecting its own coursebook series to be used in English lessons for nation-wide, compulsory education courses (elementary through junior high school) and in high school. This paper is a report on the investigation of the official governmental websites of five municipal or prefectoral BOEs to find what kinds of methods they currently use for the selection process of English coursebooks for junior high school (JHS). The processes employed by the BOEs were examined. It appears that the criteria BOEs use for selection differ and may not be firmly grounded in research on SLA and materials evaluation. Another consequence of the strategies used by BOEs is that they may be less inclined to adopt different coursebook series than those used in previous years.1

Evaluation “involves the making of judgments” and in the case of coursebooks would be judgments regarding their quality or suitability (McGrath, 2016, p. 28) or as Littlejohn (2011) considers it, a coursebook’s “worth for specified purposes or contexts” (p. 181). Evaluation is concerned with whether a coursebook’s contents meet contextual requirements, and if so, making a judgement about its quality or suitability (McGrath, 2016). Those persons evaluating coursebooks need to be careful because when they look selectively at a coursebook, if they do not have a comprehensive checklist of what is important for their specific context, they can potentially “miss the unusual and reject the innovative” (McGrath, 2016, p. 29). Further, adhering to BOE checklists may encourage publishers and authors to reproduce the status quo at the cost of innovation. Creativity could potentially be overlooked in the process of evaluation and as a result be seen as not worth the effort of including.1

According to Tomlinson and Masuhara (2017), materials evaluation in general and coursebook evaluation in particular should involve attempts to predict or measure the macro and micro value of the presented materials to language learning. “Macro effects [can include] the understanding and production of language, the acquisition of language, the development of language skills and the development of communicative competence” (p. 52). “Micro effects [refer to] engagement, motivation, self-reflection, self-esteem, autonomy and attitudes toward the target language and the learning of it” (ibid.).
Contemporary English Education in Japan

English education in Japan seems to have become an object of necessary reform for the Ministry of Education (MEXT) in recent years, leading up to the Tokyo Olympics (Hino, 2018). In 2014, MEXT wrote a report addressing English proficiency as “crucial for Japan’s future” amid “rapid globalization” (MEXT, 2014, para. 1-3). English knowledge encompassed by the four skills (reading, writing, listening, and speaking) is still a focus, but the “abilities to reason, make decisions or express oneself” also appear to have come into the spotlight (para. 3). Further, top-down administrative proposals for how reform should take place have become solidified into the timeline of implementation. MEXT’s nation-wide English education reform goals are directed towards different facets of the education system in order for a comprehensive, timely, cost-efficient, and ultimately successful reformation to take place (MEXT, 2017).

MEXT Guidelines for English Education and Reform

In April 2011, new guidelines for elementary schools were fully implemented in which English became a compulsory subject for all fifth and sixth grade students. In April 2018, the required number of hours for fifth and sixth grade elementary English lessons were increased from 45 to 90 hours each school year. These changes reflect a popular SLA belief that second languages are easier to acquire through early exposure. This also reflects MEXT’s claim that early exposure fosters “a positive attitude toward communication” (MEXT, 2008: cited in Tahira, 2012, p. 4). Homeroom teachers are to be responsible for such classes (Fennelly & Luxton, 2011). The reason for this could be because they are the teachers most familiar with the students and are therefore the ones who could best help students deal with language learning anxiety and encourage willingness to communicate (MEXT, 2008; Tahira, 2012).

Besides increasing the number of hours for English lessons, methods of teaching have also been identified as an area in need of revision. As such, updated guidelines and procedures for teaching English lessons have been mandated for elementary school English courses. These guidelines follow methods that use English for communicative purposes, such as the British Council’s Can-Do English program (Sanseido Publications, 2017). The aim of directions taken in elementary school is to gradually move away from repetitive exercises and rote memory techniques toward more communicative activities, such as those that develop students’ capacity to express their likes and dislikes, make inferences, give opinions, and complete information gap activities. It follows that the coursebooks used for teaching these revised guidelines should reflect this new outlook on what English proficiency should ultimately become. The aim of such changes means that the focus of learning is not limited to academic learning, but rather that language acquisition is a means of expressing oneself and relating to others.

The Value of Coursebooks

In a 1953 article “Is a Textbook Really Necessary?” West argued, “A textbook is necessary, the pupil keenly feels the need of one... even with a lesson every day, much of today’s teaching has faded by tomorrow” (cited in McGrath, 2016, p. 14). Numerous arguments in favor of using coursebooks in language programs were summarized by McGrath (2016) based on findings from other researchers such as Grant (1987), O’Neill (1993), Richards (2001), and Ur (1996) as follows:

Teachers and learners need coursebooks because they
1. Are maps, which show where one is going and where one has been;
2. Provide language samples; and
3. Offer a variety of target language, activities, and topics.

Learners need coursebooks because they
4. Define what is to be learned and what will be tested; and
5. Reinforce what the teacher has done, make revision and preparation possible, and thus offer support for learning outside class.

Teachers need coursebooks because they
6. Provide structure for teaching;
7. Save time since requiring teachers to make materials anew for every lesson would be unreasonable;
8. Offer linguistic, cultural and methodological support; and
9. Make it easy to keep track of what the teacher has done, so that others can be consulted with (e.g., colleagues, principal, parents). (McGrath, 2016, pp. 14-15)

The importance of coursebooks should not be overlooked as teachers are expected to teach from them. According to anecdotal evidence from experienced JHS teachers in Sapporo, coursebooks contain not just target grammar, but also the vocabulary that
students will need to know in order to successfully take the English battery for high school entrance examinations in Japan (Hirota, Kasuga, & Matsumoto, 2020, personal interview). Similar circumstances in other teaching contexts likely lead Yuen to compare teacher dependence on coursebooks as a virtual marriage in which coursebooks are an “inevitable teaching partner” that one “cannot […] ask for a divorce” (Yuen, 1997, p. 5). Coursebooks can serve as teachers’ career companions in their lessons and, as such, direct a reasonable degree of what is taught and how it is taught. It follows that a coursebook, when created with a learner-centered methodology in mind, can serve as a support for the teacher who is using it. Conversely, coursebooks could become stumbling blocks to teachers when they are not created with the target curriculum and methodology as the focus of the learning process (Glasgow & Paller, 2013).

MEXT-Approved Coursebooks

In Japan, the Ministry of Education requires that all coursebooks used in compulsory educational programs be subject to an approval process by appointed evaluators (Tomlinson & Masuhara, 2017). Evaluators are required to look at each coursebook and decide if it matches current national curricula and guidelines. However, municipal and prefectural BOEs make the final decisions as to which coursebooks will be used in schools within their jurisdiction (Tomlinson & Masuhara, 2017). Coursebooks of any discipline published for use in public schools in Japan must go through a selection process, which includes governmental examination before subsequent adoption. Publishers must first produce a coursebook series for a given subject, within the appropriate guidelines, as well as adapt materials to meet the changing demands of the market, such as course design, layout, and graphic design or strategic choices that differentiate their coursebook series from those of their competitors. After their coursebooks are finished, publishers need to reapply for government examination. After a coursebook series is accepted for examination by MEXT, a panel of appointed coursebook experts examine the coursebooks to determine its suitability for inclusion in school curricula (MEXT, 2014). Coursebooks must then undergo a second inspection by the Textbook Approval and Research Council.

Once approved, coursebooks are allowed to be used within schools across Japan, including public, private, and national schools. In turn, each BOE for public schools, principals, and committees of private and national schools must then decide which coursebook series to adopt for use. MEXT has stated that each prefectural BOE should establish coursebook selection committees of their own and appoint members for the purpose of examining coursebooks and then give recommendations via selection statements, called sentei riyuu-sho (選定理由書) (MEXT, 2019). After considering the advice given in the selection statements, BOEs choose a coursebook series for adoption and compile a report for each course of study (including math, English, Japanese, and science) (MEXT, 2019). Based on the reports submitted by BOEs, the Minister of Education then issues instructions to each publisher that designate how many copies of each are to be published. The Japanese government covers the costs of all coursebooks produced for compulsory-level programs, which are those from elementary school through JHS (MEXT, 2014).

JHS in Japan spans 3 years, and one coursebook is used for each grade level. To simplify this process, a BOE can select a coursebook series that is designed to be used sequentially across each grade. The English language coursebooks used in JHSs across Japan can vary from city to city, since each municipal BOE has the discretion to select from MEXT-approved series. There are, at this time, six MEXT-approved coursebook series for use in JHS English language programs. Generally, the selected coursebook series will be used for the next 4 school years, as coursebook publishers are encouraged by MEXT to make revisions to their coursebook series only every 4 years (MEXT, 2019).

Research Questions

This study was aimed at uncovering what methods are used and what factors are considered when BOEs decide which coursebooks to adopt for use for compulsory English study in Japanese JHSs. In particular, in this paper I seek to address the following research questions:

- **RQ1.** What processes are employed in coursebook selection?
- **RQ2.** What criteria are considered by BOEs when deciding which English coursebook series to adopt?

Method

The data for this study were primarily collected from the governmental websites of five municipal or prefectural BOEs. Each municipal and prefectural BOE has its own official website, where information regarding the English coursebook used can be found. The data included in this study covered (a) the coursebook series selected by each school or BOE and (b) documentation relevant to the justification for selection of a particular coursebook series.

If the above information was not available on the respective websites, the BOE was contacted directly via email with an enquiry requesting the data for public research. The
evaluation information related to the coursebook selection process from each BOE was translated into English and then summarized.

**JHS Coursebook Adoption in Japan**

Figure 1 is a map of Japan. The areas noted on the map were chosen as representative BOEs for each of the five major islands of Japan, because the chosen BOEs (with the exception of Chiba) have some of the largest student populations for their respective island.

![Figure 1. Location of BOEs examined.](image)

Some BOEs, such as Sapporo and Chiba, publicly provide the reasons they use for adopting particular texts (see Appendix, Documents 2, 4, and 5.) The Chiba prefectural BOE includes a detailed evaluation checklist. In contrast, the Fukuoka municipal BOE does not provide this information publicly, but when requested provided the document outlining their reasons for selection (see Appendix, Document 6.) The BOEs of Matsuyama and Naha did not provide any information regarding the selection process for coursebook adoption. As such, the selection processes of these two BOEs could not be examined. Unfortunately, Matsuyama BOE requires a visit to their office to make any sort of response related to enquiries relating to coursebook choices. Similarly, Naha declined to answer any enquiry, and their website states they have the right not to do so if the enquiry does not come from a governmental entity. Only Chiba’s BOE publicly releases information to show that they consider more than one publisher’s coursebook series. The data gathered from each BOE for school years starting from 2016 are outlined in Table 1.

<table>
<thead>
<tr>
<th>Data point</th>
<th>Sapporo</th>
<th>Chiba</th>
<th>Matsuyama</th>
<th>Fukuoka</th>
<th>Naha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted coursebook series</td>
<td>Sunshine</td>
<td>New Crown</td>
<td>Total English</td>
<td>Sunshine</td>
<td>Sunshine</td>
</tr>
<tr>
<td>Information publicly provided?</td>
<td>○</td>
<td>○</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Reasons for adoption documented</td>
<td>○</td>
<td>○</td>
<td>N/A</td>
<td>○</td>
<td>N/A</td>
</tr>
<tr>
<td>Other publishers’ series considered</td>
<td>○*</td>
<td>○</td>
<td>N/A</td>
<td>○*</td>
<td>N/A</td>
</tr>
<tr>
<td>New publishers’ series adopted</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>○</td>
</tr>
<tr>
<td>Evaluation checklist used</td>
<td>○*</td>
<td>○</td>
<td>N/A</td>
<td>×*</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Note. N/A = Information not available.
* information received via direct correspondence

Table 2 is a list compiled by Watanabe (2015) that shows the Japanese JHS market share that each publisher had with their respective JHS English coursebook series.
Table 2. JHS English Coursebook Series by Market Share²

<table>
<thead>
<tr>
<th>Rank</th>
<th>Coursebook series</th>
<th>Publisher</th>
<th>Sales</th>
<th>Market share</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New Horizon</td>
<td>Tokyo-Shoseki</td>
<td>1,139,929</td>
<td>32.3%</td>
</tr>
<tr>
<td>2</td>
<td>Sunshine</td>
<td>Kairyudo</td>
<td>907,511</td>
<td>25.7%</td>
</tr>
<tr>
<td>3</td>
<td>New Crown</td>
<td>Sanseido</td>
<td>864,068</td>
<td>24.5%</td>
</tr>
<tr>
<td>4</td>
<td>Total English</td>
<td>Gakko Tosho</td>
<td>419,989</td>
<td>11.9%</td>
</tr>
<tr>
<td>5</td>
<td>Columbus 21</td>
<td>Mitsumura</td>
<td>100,679</td>
<td>2.9%</td>
</tr>
<tr>
<td>6</td>
<td>One World</td>
<td>Kyoiku Shuppan</td>
<td>98,136</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

Note. Information taken from Watanabe, 2015.

The first example of coursebook adoption documentation comes from Sapporo municipal BOE from 2015 (see Appendix Documents 1, 2, and 3 for original Japanese documentation). Sapporo BOE’s website regarding the 2016 JHS English coursebook selection and its contents only mention the coursebook series that was adopted for each discipline (see Appendix, Document 1.) This documentation suggests that other coursebook series may not have been considered. For this reason, the Sapporo BOE was contacted to determine if this was the case or not. The Sapporo BOE then provided a research report on books for JHS subjects used from 2016 (see Appendix, Document 3.) This document is available for public reference at the Sapporo city office (Sapporo Board of Education, 2020). The criteria considered for the selection of coursebook series centers on two main points. First, criteria are used to assess the inclusion and quality of material in the coursebooks related to environmental awareness and preservation. Second, subject-specific criteria (in this case English language) are used to make judgments on the coursebooks’ handling of materials in relation to (a) motivation, (b) elementary school to JHS progression, (c) balance of the four skills, (d) appreciation of Japanese culture, and (e) respect and understanding of other cultures.

In contrast, the Chiba prefectural BOE provides on their website information that includes selection statements that implement an evaluation rubric. Selection committees in Chiba prefecture are responsible for these selection statements. Two of such documents can be found on Chiba’s official website, however, both include similar comments and recommend the same three coursebook series (see Appendix Documents 4 and 5). This rubric and its respective criteria are used to evaluate coursebooks of all subjects, including English, math, science, and Japanese. To this end, each selection committee in Chiba evaluates the MEXT-approved coursebook series using their criteria and indicates their preferences.

Chiba used their rubric to evaluate six coursebooks that were under consideration for adoption for the 2016 academic year. They used six different categories for evaluating the extent and quality of the content of the coursebooks:

1. the variety, progression, and depth of activities in the coursebooks;
2. its connection to moral education;
3. reference to health, nature, and disaster prevention;
4. the promotion of social and occupational independence;
5. focus on Japanese culture, foreign culture, and interdependence among nations; and
6. the potential to implement the curriculum based on educational goals of the schools concerned (Chiba Prefectural Board of Education, 2015a, 2015b).

The approaches to culture taken by Sapporo and Chiba prefecture follow research that suggests that students’ recall improves if the content relates to their native cultures (Nelson, 1987). Furthermore, the use of native culture readings has been shown to result in improved reading skills (Nelson & Schmidt, 1989). Sapporo and Chiba also include criteria that evaluate the coursebooks regarding how they reference environmental concerns, including nature preservation and disaster prevention. However, it is unclear whether the addition of these topics was done so with regard to any specific benefits to language acquisition.

Fukuoka municipal BOE provided documentation that included the selected coursebook series (Sunshine) along with its ranking (first). Fukuoka confirmed that all six coursebook series were considered and ranked. However, only the parts of this documentation with the adopted coursebook series were released by this BOE (Fukuoka City Board of Education, 2015). Fukuoka city’s evaluations are separated according to criteria related to all subjects as well as subject criteria, in this case foreign languages (including English). Fukuoka’s evaluation points seem to focus on the organization and execution of contents in three coursebooks. There were also points that mentioned particular coursebooks, for example that the first-grade book included visual cards, as well as taking into consideration previous language learning (elementary school education) or the organization of particular sections of the books, such as whether its activities are suitable for pair work. Consideration was also made of the extent to which
coursebooks addressed respect for other cultures and how this raised students’ interest in other languages and cultures. Note was also made of listening and dialogue practice activities present throughout the selected books, as these were not present in other publishers’ series.

Discussion
In this study, I have noted some important differences in the criteria considered by BOEs in coursebook selection. The Chiba prefectural BOE evaluates coursebook series (for any discipline) against six relatively broad criteria. Four of the six criteria focus on topical content and are more concerned with the medium in which the target language is presented. Coursebooks that meet these criteria are more likely to be selected over those that do not. In contrast, the Fukuoka municipal BOE appears to be more focused on the learning materials in regard to how they facilitate language learning particularly via the organization and execution of contents in the coursebooks. Fukuoka's evaluation points are largely concerned with the sections, activities, and learning tools in the three coursebooks. It is important to note that for this study, only the evaluation points concerning the coursebook series that was actually selected by Fukuoka municipal BOE could be examined. Finally, Sapporo's BOE considered six coursebook series using evaluation criteria that focus on topical and practical concerns. Topical concerns related to the medium in which the language materials are presented were similar to those of Chiba. These issues relate to concern for the environment and appreciation of Japanese and other cultures. Unlike the other BOEs, Sapporo also considered practical criteria relating to how well the coursebooks would transition students from elementary school English education and how balanced the execution of the four language skills was in the coursebooks. The evaluation methods of the three BOEs that were examined are summarized in Table 3.

Table 3. Coursebook Evaluation Methods Used by Sapporo, Chiba, and Fukuoka BOEs

<table>
<thead>
<tr>
<th>BOE</th>
<th>Evaluation method</th>
<th>Number of coursebook series considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sapporo</td>
<td>Checklist containing all subject and subject specific criteria with specified justification</td>
<td>6</td>
</tr>
<tr>
<td>Chiba</td>
<td>Six-criteria checklist (used for all subjects of study) with specified justification</td>
<td>6</td>
</tr>
<tr>
<td>Fukuoka</td>
<td>Two category analysis of individual points and repeated coursebook elements</td>
<td>6*</td>
</tr>
</tbody>
</table>

\* Evaluation regarding one coursebook series could be examined in this study.

The outcomes of this study indicate that coursebook series are being selected by different BOEs based on a variety of methods and criteria. Chiba bases decisions about all subjects (math, science, Japanese, etc.) on the same evaluation rubric, rather than how well particular coursebook contents cater to language teaching and learning. Instead, Chiba gives more attention to how these books encourage motivation and cultural understanding. Fukuoka’s report arguably went into the most depth in that much of its evaluation was concerned with how the contents facilitate language acquisition. While student motivation and interests were addressed in all three reports, none of the reports seemed to consider the needs of teachers. None of the evaluation criteria mention the usability of the coursebook, the teacher's manual, supplemental materials, or ease of use. However, selection committee members are generally teachers, former teachers, and parents. As such, there may have been indirect consideration of the needs of teachers' needs, based on the teaching experiences of committee members.

A particularly noteworthy finding was that all three of the BOEs evaluated coursebooks with respect to facilitating student transition from elementary to JHS and high school. One of the advantages of doing so is that it considers the familiarity of students with particular learning-related activities when students transition during their English education at school. This also potentially makes teachers’ jobs easier due to student and teacher task familiarity. This selection strategy also aids continuity for publishers, as it encourages them to make coursebooks that facilitate transition. However, the emphasis on continuity could make BOEs reluctant to adopt other coursebook series that may be better suited to the learning needs of students at
particular levels. Any changes in coursebook selection would likely impact coursebook adoption at other levels of study, and this could lead to BOEs forgoing other possible coursebooks and discourage teaching innovation (McGrath, 2016).

The diversity in coursebook adoption processes was an interesting discovery. All three of the BOEs explored in this study evaluated texts with regard to environmental and cultural contents. While there is evidence that contents that represent native culture can be a motivating aid to learning (Nelson, 1995), little is known about how a focus on environmental consciousness could improve language acquisition. However, the outcomes of this study also indicate that BOEs may need to consider the effects of prioritizing certain criteria when these may hamper the selection of coursebooks that better meet learning and teaching needs and aims. Further investigation of other BOEs would help to clarify the similarities and differences among BOEs in JHS English coursebook selection and how these relate to curricular aims and the aims of MEXT.

Conclusion

Tomlinson and Masuhara (2010) stated that coursebook selection is “a crucial matter for those who consider the coursebook an indispensable material for instruction and learning” (p. 336). In Japan, coursebook use is estimated to make up nearly three quarters of the time that JHS students are in the English classroom. Since the selection of coursebooks has ongoing implications for learning and teaching, it seems reasonable that significant attention should be given to the coursebook adoption processes used among BOEs. One solution to the challenges presented in coursebook selection by different municipalities and prefectures may be the universal adoption of a simpler, yet effective rubric by BOEs across Japan. This may better serve the users of the coursebooks, as well as promote necessary growth in coursebook design and approaches to teaching, such as a closer alignment with SLA research for coursebook publishers. An approach of considering English language education globally across Japan while acting individually at the level of each BOE may lead to more emphasis being placed on local context such as learner interests and teacher satisfaction.

Notes

1. Remarks are based on comments via direct consultation with Robert S. Murphy in 2018.
2. Information for those curious about the sales of MEXT-approved JHS English coursebook series.

Bio Data

David A. Hammett worked in junior high schools in Japan for 6 years. He now works at the university level in Hokkaido teaching English. <hda.sapporo@gmail.com>

References


Fukuoka City Board of Education. (2015). 答問 (質問) 中学校英語の教科書について [Answer (Question) about junior high school textbooks]. Fukuoka City Hall: Fukuoka City Board of Education.


Hammett: English Coursebook Adoption Processes for Junior High Schools in Japan


Sapporo Board of Education. (2015b). 平成28年度から使用する中学校、中等教育学校（前期課程）用教科用図書調査研究報告書 [Book research report (report) for junior high schools and secondary education schools (first semester) to be used from 2016, “Foreign language committee”]. Sapporo City: Sapporo City Board of Education.

Sapporo Board of Education. (2020, March 8). 【札幌市教育委員会】中学校の英語教科書について [Sapporo Board of Education - About English textbooks in junior high school].


Appendix 1

**Sapporo Municipal BOE’s Documentation for Selection of Coursebook Series**

小学校外国語活動との接続を丁寧に扱うとともに、本文で、国連におけるマララさんのスピーチを取り上げるなど、心を揺さぶる題材を掲載したり、身に付けるべき力をリスト形式で示したりすることで、学ぶ意欲を高めることができる内容となっている。また、ペア学習やグループ活動の中で、より良い表現について互いにアドバイスをする活動を取り入れるなど、適切な表現力を高めることが可能となる。 （Sapporo Board of Education, 2015a)
Appendix 2
Sapporo Municipal BOE’s Documentation of JHS English Coursebook Selection Criteria

Section 1

<table>
<thead>
<tr>
<th>序号</th>
<th>調査研究項目</th>
<th>具体項目</th>
<th>調査研究の具体的内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>札幌市のための調査研究項目</td>
<td>[項目名]</td>
<td>調査研究の具体的内容</td>
</tr>
</tbody>
</table>

Section 2

<table>
<thead>
<tr>
<th>自分の学習書を実用できる実践的活動</th>
</tr>
</thead>
<tbody>
<tr>
<td>[項目名]</td>
</tr>
</tbody>
</table>

Section 3

<table>
<thead>
<tr>
<th>国際環境教育の推進</th>
</tr>
</thead>
<tbody>
<tr>
<td>[項目名]</td>
</tr>
</tbody>
</table>

(Sapporo Board of Education, 2016b)

Appendix 3
Documentation Excerpts Regarding JHS English Coursebook Examination

<table>
<thead>
<tr>
<th>項目名</th>
<th>具体項目</th>
<th>調査研究の具体的内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>習慣</td>
<td>[項目名]</td>
<td>具体項目</td>
</tr>
</tbody>
</table>

(Sapporo Board of Education, 2015b)
### Appendix 4

**Chiba Prefectural BOE’s Documentation for Selection of Coursebook Series (1)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hammett: English Coursebook Adoption Processes for Junior High Schools in Japan</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td><strong>JALT2019 Teacher Efficacy, Learner Agency</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Coursebook Adoption Processes for Junior High Schools in Japan</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Appendix 4</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Chiba Prefectural BOE's Documentation for Selection of Coursebook Series (1)</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Chiba Prefectural Board of Education, 2015a</strong></td>
</tr>
</tbody>
</table>
### Appendix 5

**Chiba Prefectural BOE’s Documentation for Selection of Coursebook Series (2)**

<table>
<thead>
<tr>
<th>Series</th>
<th>Publisher</th>
<th>Notes</th>
</tr>
</thead>
</table>
| NEW HORIZON | 教材「NEW HORIZON」 | ニューホライズン
| SUNSHINE | 教材「SUNSHINE」 | サンシャイン
| TOTAL | 教材「TOTAL」 | タータル

#### Hammett: English Coursebook Adoption Processes for Junior High Schools in Japan

### Appendix 6

**Fukuoka Municipal BOE’s Documentation for Selection of Coursebook Series (Regarding Chosen Coursebook Only)**

<table>
<thead>
<tr>
<th>位置</th>
<th>教科書選定</th>
<th>書名</th>
<th>使用学年</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>英語</td>
<td>SUNSHINE ENGLISH COURSE</td>
<td>1 - 3年</td>
</tr>
</tbody>
</table>

＜選定要因＞

1. 各教科書選定の概要
   - 3年生の最終の授業では、3つのExtensive Readingとして、物語・ドキュメンタリー・レピなどが用意されており、英文を読む楽しみが味わえるように工夫されている。
   - 「英語でできるようになったことリスト」を使って、自分の英語力を「聞く」「話す」「読む」「書く」の4つの領域にわたって、3年間を通して把握できるように工夫されている。
   - Basic Dialogでは、「英語のしくみ」との問題が述べられ、自分自身で文構成について理解できるように工夫されている。また、各教科書にその要領があり、参考できる。
   - My Projectでは、習得した単語や表現を活用して、教材と絵でスピーチ展開などが完成するように工夫され、コミュニケーション能力の育成を重視した課題が用意されている。
   - 各プログラムのWritingの箇所には、例があげられ、文を書くことが難しい生徒にも文構成ができるように工夫されている。
   - 1年生参考資料のアクションカードは切り取り用のミニ冊子が配布されるなど、丁寧な配慮がなされている。

2. 各教科書の観点
   - 小学校外国語活動の成果を、1年生習得のアクティビティーを通して、確認するページが設けてあり、円滑な理解は促されるように工夫されている。
   - 各単元の新語英語表現をBasic Dialogという形式で学び、コミュニケーションの自然な流れの中で学べる。また、Basic Dialogのすべてには、その言語材料について、リスニングによる理解、対話練習があることになっている。このような配慮が他の発行社には見られない。
   - 教科書3年間のQ&Aスペアワークを通して、簡単な会話が楽しみながら身に付くように工夫されている。
   - 書籍に1年に1回で学習用のBasic Dialogの一覧があり、ベーシックで練習を扱うことができる。
   - POWER UP!/Speaking参考では、Expression Boxを使って、自由に発表活動をすることもできるようになっている。
   - 注意すべき発音については、各ページ側面に記載され、その程度確認ができるように工夫されている。
   - 書籍で確認することが望ましい単語については、本文右側に記号をつけて、指導されるなど工夫されている。
   - 2年生ではSo Many Countries、So Many Customsを題して、お互いの文化を尊重することとは何か、また、難しい言語表現について扱っており、言語や文化について、関心を満たすことに役立つと考えられる。
   - 3年生のProgram9では、教育の大切さを語るマラドロットを題材に国際社会について考えさせる内容となっている。

(Fukuoka City Board of Education, 2015)