# Development of CEFR-J/OJ: Language Goals in a Content-Based Curriculum[1]

Tamara Swenson, Paul A. Lyddon, Brandon Kramer, Stuart McLean

## CEFR-OJ の開発：内容ベースのカリキュラムにおける言語目標[1]

スウェンソン　タマラ・リダン　ポールアラン
クレーマー　ブランドン・マクリーン　スチュアート

## Abstract

This paper provides an overview of the creation of an adaptation of the Common European Framework of Reference (CEFR; Council of Europe, 2001) to the language education goals at Osaka Jogakuin University/Osaka Jogakuin College (OJU/OJC). After recounting the history of OJU/OJC materials development, this paper describes the steps taken during the 2017 and 2018 academic years to determine appropriate linguistic goals for students at the end of each semester and incorporate them into an in-house version of the CEFR (CEFR-J/OJ). These goals, along with content guidelines, were then applied to the revision of first-year course eBooks.

## 抄　　録

　本稿では、大阪女学院大学・大阪女学院短期大学（OJU/OJC）の言語教育目標の参考として、欧州言語共通参照枠（CEFR; Council of Europe, 2001）版作成を概観する。まず、OJU/OJC の教材開発の歴史を述べる。2017 年、2018 年度、OJU/OJC 版 CEFR（CEFR-OJ）の各学期末の適切な言語的目標決定と、この情報を基に初年次の内容ベースの教材の電子書籍改訂措置について論じる。

# Development of CEFR-J/OJ: Language Goals in a Content-Based Curriculum

Curriculum developers widely advocate determining student needs prior to conducting curricular revisions (e.g., Basturkmen, 2012; Bocanegra-Valle, 2016; J. D. Brown, 1995; Lau, 2001), but such needs determinations can be difficult to effectuate when revisions take place on a perpetual cycle. Beginning in 1989, following the adoption and implementation of a content-based curriculum (see, e.g., Chihara et al., 2002), the first-year in-house textbooks at Osaka Jogakuin Junior College (OJJC, now Osaka Jogakuin University/Osaka Jogakuin College, OJU/OJC) were updated according to a two-year process of writing, trial, and revision and then used for the next two years in first-year reading, discussion, and writing courses. During this time, errors found in the texts were corrected before the materials were printed for the next group of incoming students. Thereafter, a new cycle would begin, with considerations for revising materials based on recent national and world events and content changes determined by the curriculum committee and integrated with findings from second language education research.

In short, these materials were generally used for four years before being updated, and their substance and form evolved accordingly. In the early 1990s, they comprised thin collections of paragraphs and essays, supplemented with published textbooks for reading, discussion, and writing courses, each involving six units of study (Swenson & Cornwell, 2007).

In 1998, following a major curriculum revision which led to the development of four units of study, the practice of supplementing in-house materials with commercially published texts was discontinued in favor of developing textbooks written by the faculty. Each unit had a student book of about 80 pages and a teacher's handbook with an additional 80 or so pages, which allowed for deeper integration of the first-year reading, discussion, and writing classes. Again, these materials were updated and revised as they were used. In 2002, in preparation for the 2004 expansion of OJJC to include a university, when the institution's name changed to OJC, the faculty began an in-depth revision (Swenson & Cornwell, 2007). This resulted in four new textbooks which included a wider range of learning activities. Following a specific revision of the OJC curriculum in 2010, the college and university courses of study diverged, but the difficulty of creating separate materials for the two different curriculums led the curriculum committee to return to the original model and have all students study the same materials in the first-year courses in both programs.

The introduction of iPads in 2012 (see, e.g., Komatsu & Kawasaki, 2013; McCarty et al., 2017) and the decision to replace the printed textbooks with eBooks (Swenson

et al., 2014) led the materials developers to create materials with texts, visuals, audio, and interactive activities, thus more than doubling the amount of material produced. By 2017, 11 eBooks were being used: an introductory volume for discussion and reading classes; a reading skills book; a guidebook for writing in English with Japanese explanations intended for all four years of study; and a set of eight content-integrated textbooks, each with 8-chapters, focusing on either reading or discussion, and consisting of 200 or more pages in length. As such, teachers had a wealth of material to choose from. However, it was far too much to cover, in fact to the point that it overwhelmed and demotivated students (Swenson & Visgatis, 2021) and led to a recognition for a need to refocus and slim down the textbooks.

## Roadmaps for English and Content

Thus, during the 2017 academic year, the OJU/OJC English education committee requested an inventory of the language skills students needed for success in classes later in their program and upon graduation so that it could be provided to the materials development committee for updating the 2017 materials.

### Backward Design and the Development of CEFR-J/OJ

The determination of this inventory began with a contemplation of how students' language skills would be expected to develop from the first through the fourth year of the curriculum. The working premise was that despite wide disparities in entry-level English skills, all students needed to have sufficient facility in the language to successfully complete classes in their two- or four-year program of study. After much initial discussion about what students should be able to do at the end of their first year of study, we turned our attention instead to what language skills two- and four-year students, respectively, were expected to have upon graduation. Thus, we adopted a backward design principle, which entailed looking at the English-language skills students were expected to have upon graduation from the OJU and OJC programs and building backward to determine the goal of English classes at each level of the curriculum for each year of study.

Early in the process, we examined the OJU and OJC curriculums in terms of what was needed for success so that developers of materials for the next revision of the first-year textbooks could create materials that would lead students forward on this path. We decided that the Common European Framework of Reference (CEFR; Council of Europe, 2001) and the Japanese version with finer distinctions at its lower levels (CEFR-J; see, e.g., Negishi, 2012; Tono, 2010) provided a framework for determining what students could be expected to do in English given their varying skills in the language upon entry.

CEFR (Council of Europe, 2001) is a rating scale designed to assess the linguistic abilities of L2 speakers of all the various European languages studied in classrooms across Europe. As such, CEFR levels focus on what abilities second-language (L2) learners have in the target language, expressed as "can-do" statements. Since its initial development, CEFR has been widely applied and studied in the European context (see, e.g., Alderson, 2007; Alderson, et al., 2006; Figueras, 2012; Jones & Saville, 2009; North, 2007, 2014; Westhoff, 2007). It should also be noted that the CEFR is a reference document for language education, thus making it useful for curriculum developers worldwide, including those concerned with Japanese language-learning goals (Association of Japanese Education in Europe [AJE], 2005). An adaptation known as CEFR-J has been introduced specifically for use in English as a second language (ESL) programs in Japan (see, e.g., Negishi, 2012; Negishi, et al., 2013; Tono, 2010, 2017). CEFR-J, developed with the support of JACET and government grants, provides finer distinctions than the original version for learners at the lower levels (A1 to B2) on the original CEFR scales. The AJE (2005) version of CEFR, published in Japanese by the Japan Foundation, served as a template for CEFR-J (see, e.g., Negishi, 2012; Negishi, et al., 2013), which is now available in English as well. Both CEFR and CEFR-J served as reference documents for the construction of a version to use at OJU/OJC (hereinafter CEFR-J/OJ). CEFR-J/OJ then served as the basis for the development of materials for the 2020 editions of the eight eBooks currently in use at OJU/OJC.

### *Graduation Expectations to Entry Ability: Backward Design in Practice*

The first step in developing the CEFR-J/OJ was to determine the English language skills necessary to complete fourth-year OJU graduation projects; those needed in third- and fourth-year OJU English specialization classes in business, collaboration, and communication; and those needed for success in OJU and OJC second-year classes. We also considered those that students would need for various post-graduation paths, whether in employment or further education. These skills were then mapped out in a spreadsheet to allow for easy matching with the various levels of the CEFR-J (see, e.g., Nagai & O'Dwyer, 2011; Negishi, 2012; Runnels, 2014, 2016). Particular attention was paid to the CEFR-J stages at the A1 through B2 levels as these were viewed as most relevant for OJU/OJC students based on the changes in the students' scores on the Test of English for International Communication-Institutional Program[2] (TOEIC-IP; Educational Testing Services [ETS], 2023) between entry and exit administrations. These data were provided by the head of the English education committee at the time (Steve Cornwell) to the CEFR-J/OJ working group (Kramer, Lyddon, McLean, Swenson).

Looking at the various CEFR-J levels and the OJU/OJC students' TOEIC-IP scores,

the CEFR-OJ developers wrote detailed descriptions of the skills needed by OJU/OJC students (see Appendix A), adding categories relevant to the OJU/OJC curriculum to those already included in the CEFR-J (understanding: reading, listening; speaking, and writing). The additional categories included can-do statements for interaction, presentation (addressing audiences), pronunciation, grammar, and vocabulary, giving further detail to the CEFR-J. The result was a version of the CEFR beginning with the abilities we believed all students possessed at entry (CEFR-J, A1.3) and aimed at getting even students placing in the lowest of the three class levels (foundation, standard, advanced) based on placement test scores[3] to level A2.1 by the end of the first semester. Table 1 shows the CEFR-J/OJ levels, equivalent TOEIC-IP scores, targeted levels of attainment for students at the standard-level, and the goal for the end of each semester. The final goal was to get 80% of OJU students to CEFR-J B2.1 by the end of semester 8 (year 4, graduation), with 50% reaching B2.2 level, and 20% achieving C1 level.

**Table 1.** *CEFR-J/OJ Ratings, TOEIC-IP Score Levels, and Targeted Student Attainment Percentages by Semester*

| | CEFR-J (TOEIC-IP[a]) | | | | | | |
|---|---|---|---|---|---|---|---|
| | A2.1 | A2.2 | B1.1 | B1.2 | B2.1 | B2.2 | C1 |
| Semester | (350) | | (550) | | (785) | | (945) |
| 1 | 90% | | | | | | |
| 2 | | 70% | | | | | |
| 3 | | 80% | | | | | |
| 4[b] | | | 80% | | | | |
| 5 | | | | 80% | | | |
| 6 | | | | | 50% | | |
| 7 | | | | | 70% | | |
| 8[c] | | | | | 80% | 50% | 20% |

*Note.* CEFR-J = Common European Framework of Reference-Japan (Tono, 2010); TOEIC-IP = Test of English for International Communication-Institutional Placement (ETS, 2019).
[a]At the time of this project, the TOEIC had been correlated with CEFR levels (A1 to C1; ETS, 2019) but not with the finer gradients of the CEFR-J (e.g., A1.1, A1.2). [b]OJC graduation. [c]OJU graduation.

## Employing the CEFR-J/OJ in eBook Development

Following the creation of the CEFR-J/OJ and its distribution to all faculty involved in materials development, work turned to writing texts (discussed below in Creating Material Specifications) and determining content goals. The materials-writing committee members were divided into four content-area teams, each responsible for a single eBook on a given theme: identity, human rights, peace, or sustainable futures. They were then tasked with identifying and correcting typographical errors in the relevant 2017 eBooks, reviewing the syllabuses for the second- to fourth-year courses, and determining the

essential topics for each of the integrated units for the next revision cycle, discussed next.

### Determining Content Goals

The four book teams met individually to consider the eight topics in the 2017 texts and determine what students needed to know about the four units to understand the key concepts and be prepared for second-year courses. Initially, each team identified five to seven topics as essential for its assigned eBook. Subsequent discussions within the full committee led to the decision to reduce the number of topics in each book to four. The committee directed the book teams to consider both the overall goal for the book and the sequencing of the materials in each chapter to build toward an understanding of the central theme for that unit. This resulted in the creation of a thematic guide that could be referred to when the teams began to create the materials (see Appendix B).

### Creating Chapter Specifications

Once set, the CEFR-J/OJ goals were used to create textbook chapter specifications to provide a map of the texts and activities to help students at all three levels of English ability meet the first-year goals. At this point, the materials developers drew upon recent research on English language education in vocabulary, reading, writing, speaking, listening, motivation, and other aspects of language learning (e.g., H. D. Brown & Lee, 2015; Dörnyei & Usioda, 2009; Kramer & McLean, 2019; Richards, 2008; Webb & Nation, 2017) to determine what types of activities to include and how to describe them in the chapter specifications (see Appendix C). These specifications and the thematic guide to the content were then used by the teams to write materials for each content book (Cornwell & Swenson, 2020a, 2020b, 2020c, 2020d) as well as a general introductory text designed to guide student of all four content books (Swenson & Nakagawa, 2020). In this way, the content and language goals were considered by the materials development teams as they created the current eBooks.

### Final Steps in Creating the 2020 eBooks

The materials development teams created readings, lectures, dictations, and various other activities during the 2018 and 2019 academic years so that they were ready for the final stage of book production by November 2019, thus allowing time for audio recordings to be made and embedded in the eBooks. Videos to accompany the lectures were created by Emiko Kakimoto and Tamara Swenson. The video files were uploaded to Google Drive, and links to them were embedded in the eBooks. Links were also created to online jigsaw reading passages. The book editors imported the files created by the book teams for each chapter into the five eBooks they created using iBooksAuthor[4] (Apple, 2019). The new

books were made available to teachers in February 2020 and provided to students in May 2020.

## Conclusion

CEFR-J/OJ was developed with an eye toward using it as a guide not only for materials development but also for future curricular revisions. Studies conducted by the OJU/OJC faculty since 2020 (e.g., Custance, 2023; Denison, 2019; Matsuo, 2022; Swenson et al., 2023) provide some indication of how that curriculum might evolve as new research in English and content-based instruction are incorporated. The availability of the CEFR/J-OJ, with its various can-do statements for the skills and abilities which students need for success in their studies, should aid new teams of materials developers in creating materials appropriate for helping students achieve the language skills they need to attain such success. It should also be useful to those at other institutions to determine their goals for students in their programs.

### Notes

[1] Although begun in early 2020, this paper was soon after set aside to prioritize our response to the COVID-19 pandemic. Sadly, our beloved colleague and collaborator Steve Cornwell died in April 2022, while the manuscript remained at the draft stage. Here we would like to acknowledge Steve's invaluable contributions to the development of the chapter specifications and the thematic guide for the OJU/OJC eBooks, for which he was coeditor, as well as his support in developing the CEFR-OJ, without which our work on this project might still be incomplete.

[2] For a discussion of the use of the TOEIC-IP at OJU/OJC, see, among others, Chihara and Kato-Otani (2009), Cline et al. (2017), Lyddon and Kramer (2019), and Miyamoto (2008).

[3] Students are placed into three levels for first-year classes (foundation, standard, advanced) based on their scores on the on the TOEIC-IP and the institutional placement test (see Chihara et al., 2011; Cline et al., 2017).

[4] iBooksAuthor is a eBooks creation software package that is no longer supported.

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# Appendix A

## CEFR-J/OJ: Can-Do Statements for Linguistic and Academic Skills

### Expected Competencies at Entry (All Students)

Benchmark(s): CEFR-J A1.3

| Target Area | Performance Descriptor(s) |
| --- | --- |
| Grammar | Can control a small number of grammatical structures and sentence patterns in a learned or memorized repertoire. |
| Vocabulary | Can understand and produce basic vocabulary (1K-NGSL word level) as isolated words and in simple phrases related to concrete situations. |
| Reading | Can understand short written texts (400-500 words) comprising simple language (98% of all words at 1K-NGSL word level) supported by illustrations and pictures, as evidenced by attaining a score of at least 70% correct on multiple-choice or 80% correct on yes/no comprehension questions. |
| Writing | Can communicate personal interests using simple words and basic expressions in a series of connected present- and past-tense sentences. |
| Listening | Can understand spoken phrases and expressions related to matters of immediate relevance (e.g., family, school, neighborhood) as well as spoken classroom instructions and explanations, provided that they are delivered slowly and clearly. |
| Speaking | Can introduce herself and others, communicate likes and dislikes, recount personal experiences, and express simple facts and opinions about familiar topics in a series of connected sentences, using simple words and basic phrases in a series of connected present- and past-tense sentences if given time to prepare.<br>Can make herself understood by sympathetic native speakers used to dealing with speakers of her language background. |
| Oral Interaction | Can interact with sympathetic others who speak slowly and clearly.<br>Can ask and answer basic personal questions (e.g., related to where she lives, people she knows, things she possesses) as well as other simple questions on concrete and familiar topics (e.g., hobbies, club activities) and can appropriately participate in everyday social exchanges (e.g., greetings, simple requests and expressions of gratitude). |
| Oral Presentation | Can read aloud a short, rehearsed statement on a concrete and familiar topic. |
| Notetaking | --- |

### Goals for End of Semester 1 (Standard Level Students)

Benchmark(s): CEFR-J A2.1; TOEIC (L&R): 350

| Target Area | Performance Descriptor(s) |
| --- | --- |
| Grammar | Can use basic tense forms (past, present) correctly, but still makes basic mistakes (e.g., tense agreement) though the intended meaning is clear.<br>Can use verbs in the present and past tenses (spoken and written). |
| Vocabulary | Can recall the meaning and form of the first 1,280 words of the NGSL. Can conduct routine transactions involving familiar situations and topics. Can express basic communicative and survival needs and control a narrow repertoire of words related to these needs. Can recognize and produce vocabulary specific to the topics studied. |

| Reading | Can read short (400-word) explanatory texts, narratives, and biographies (describing people, places, everyday life, and culture, etc.) and report on the content. Can read short (400-word) narratives and biographies written at the 2K NGSL word level (98%) at 90 wpm with acceptable comprehension (70% correct multiple-choice questions; 80% yes/no questions). |
|---|---|
| Writing | Can provide information in a simple list of points. Can write texts of some length (200 to 500 word) (e.g., journal entries, explanations, descriptions, personal experiences) in simple English. Can write messages (letters, email) in polite English. Can describe plans and arrangements in writing. Can write descriptions about topics studied.<br>Can use basic, concrete vocabulary and link sentences with correct connecting words (and, but, because, so, etc.). |
| Listening | Can understand simple classroom instructions. Can understand the main points of factual messages (e.g., presentations on familiar topics) provided the speech is clearly articulated in a familiar accent. |
| Speaking | Can construct phrases on familiar topics with sufficient ease to handle short exchanges but with noticeable hesitation and false starts. Can handle short social exchanges using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc. Can communicate messages in simple, direct exchanges of limited information on familiar and routine matters.<br>Can pronounce words within short sentences clearly enough to be understood despite a noticeable foreign accent and the occasional need for conversation partners to ask for repetition. |
| Oral Interaction | Can understand and explain basic information and exchange simple opinions using pictures or objects as aids. Can ask for attention. Can use formulaic expressions to participate in conversations. Can respond to questions and provide some details or explanations. |
| Oral Presentation | Can give a short, rehearsed, basic presentation on a familiar subject. Can give a brief talk about familiar topics supported by visuals (pictures, illustrations, maps) using simple phrases and sentences. Can answer straightforward follow-up questions if allowed to ask for repetition and receive help with the formulation of her reply. |
| Notetaking | Can take notes of main points and key sub-points while listening to short lectures or while reading. Can use notes to recreate ideas from texts, lectures, or conversations. |

## Goals for End of Semester 2 (Standard Level Students)

Benchmark(s): CEFR-J A2.2; TOEIC (L&R): 450

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | See previous level. |
| Vocabulary | Can recall the meaning and form of the first 2,060 words of the NGSL. Can recognize and produce key vocabulary specific to the topics learned in the iBooks (Peace, Ethics, Human Rights & Sustainable Futures). |
| Reading | Can find the information she needs from practical, concrete, predictable texts written in simple English (2K-NGSL, 98%). Can understand the main points of texts dealing with topic studied and obtain the information needed to answer questions about this text. |
| Writing | Can write her impressions and opinions about what she has listened to and read (e.g. explanations about lifestyles and culture, stories about events, topics studied, etc.), using basic everyday vocabulary and expressions. Can use basic vocabulary and expressions. Can link ideas using transitional phrases (*However, In other words, Finally,* etc.). Can write an extended paragraph on a familiar topic under test conditions (30 min. for 200 + words) |

| Listening | Can understand and follow a series of instructions for sports, cooking, etc. provided they are delivered slowly and clearly. Can understand instructions about procedures with visual aids, provided they are delivered in slow and clear speech involving rephrasing and repetition. |
|---|---|
| Speaking | Can give an opinion or explain a plan of action concisely giving some reasons, using a series of simple words and phrases and sentences. Can make herself understood in short contributions, even though pauses, false starts, and reformulation are very evident. |
| Oral Interaction | Can exchange opinions and feelings, express agreement and disagreement, and compare things and people using simple English. Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. |
| Oral Presentation | Can give a short, rehearsed presentation on a topic pertinent to her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions. |
| Notetaking | Can take notes and explain what she has heard or read to others well enough for them to understand the main points of short lectures or readings. Can use notes to write short summaries. |

### Goals for End of Semester 3 (Standard Level Students)

Benchmark(s): CEFR-J A2.2; TOEIC (L&R): 450

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | See previous level. |
| Vocabulary | Can recall the meaning and form of the first 2,060 words of the NGSL. Can recognize and produce vocabulary specific to the topics studied. |
| Reading | Can find the information she needs from texts written at the 2K-NGSL (98%) level. Can understand the main points of new texts dealing with topics studied and answer questions about them. |
| Writing | Can write impressions and opinions about what she has heard and read (e.g., explanations about culture, events, topics studied, etc.), using basic vocabulary and expressions. Can link ideas and use transitional phrases (*However, In other words, Finally,* etc.). Can write a paragraph on a familiar topic under test conditions (30 min. for 200 + words). |
| Listening | Can understand and follow a series of instructions (sports, cooking, etc.) provided these are delivered slowly and clearly. Can understand instructions about procedures with visual aids, provided they are delivered in slow and clear speech involving rephrasing and repetition. |
| Speaking | Can give an opinion or explain a plan giving reasons and using a series of simple sentences. Can make herself understood in short utterances with pauses, false starts, and reformulations. |
| Oral Interaction | Can exchange opinions and feelings, express agreement and disagreement, and compare things and people using simple English. Can start, maintain, or end a short conversation with a group or individual. |
| Oral Presentation | Can give a short, rehearsed presentation on a topic pertinent to her everyday life and briefly provide reasons and explanations for opinions, plans and actions. Can cope with a limited number (2 or 3) follow-up questions that are formulated with familiar vocabulary. |
| Notetaking | Can take notes and explain what she has heard or read well enough for others to understand the main points of lectures or readings they did not do. Can use notes to write summaries. |

## Goals for End of Semester 4 (Standard Level Students); OJC Graduation

Benchmark(s): CEFR-J B1.1: TOEIC (L&R): 550

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | See previous level. |
| Vocabulary | Can recall the meaning and form of all NGSL vocabulary at that at the 3K level. Can recognize and produce key vocabulary specific to the topics studied. Can produce vocabulary at the 2K level without hesitancy. |
| Reading | Can find the information she needs from texts written at the 2K-NGSL (98%) level. Can understand the main points of texts dealing with *new* topics and answer questions about them. |
| Writing | Can write her impressions and opinions about what she has listened to and read (e.g., explanations about lifestyles and culture, stories about events, topics studied, etc.), using basic everyday vocabulary and expressions. Can link ideas using transitional phrases (*However, In other words, Finally,* etc.) to create text with sentences of varying complexity. Can write an extended paragraph on a familiar topic under test conditions (30 min. for 300 + words) that has a clearly developed structure. |
| Listening | See previous level. |
| Speaking | Can give an opinion or explain a plan of action concisely, giving several (3+) with some longer sentence clauses. Can make herself understood in short utterances with few pauses, false starts, and reformulation. |
| Oral Interaction | See previous level. |
| Oral Presentation | Can give a rehearsed presentation (3-5 minutes) on an academic topic and briefly give reasons and explanations for opinions, plans and actions. Can cope with topic-related follow-up questions. |
| Notetaking | See previous level. |

## Goals for End of Semester 5 (Standard Level Students)

Benchmark(s): CEFR-J B1.2 TOEIC 550 (L&R)

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | See previous level. |
| Vocabulary | Can use (meaning-recall and form-recall) the first 2,840 words of the NGSL. Can express herself using explanations instead of single words on most topics related to topics part of my everyday life such as family, hobbies and interests, work, travel, and current events. Can control elementary vocabulary, although errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. |
| Reading | Can search the internet or reference books to find project-related information, paying attention to its structure and reliability. Can understand this information and relate it to accompanying figures or tables with only occasional help from a dictionary. Can understand longer texts written at the 3K NGSL word level at 140 wpm with a high level of comprehension (70% multiple choice; 80% yes/no) or 2K NGSL at 150-180 wpm (within the range of L1 readers). |
| Writing | Can write short, simple essays on topics studied. Can summarize and give her opinions about factual information on familiar topics with some confidence. Can report news article and movie content. Can write several paragraphs to explain the order of events. Can use non-technical vocabulary and familiar sentence structures to narrate events. Can write an essay on a familiar topic under test conditions (30 min., 500+ words). |

| Listening | Can understand the concrete informational content of recorded or broadcast audio material on topics of personal interest spoken at normal speed. Can understand the main points of short TV news items about familiar topics if they are delivered in a clear, familiar accent. |
|---|---|
| Speaking | Can describe unpredictable situations, explain the main points of an idea or problem with reasonable precision and express thoughts on abstract topics or importance in news reports and current issues. Can explain the main points of a short story or a short newspaper article with some fluency, adding her own feelings and ideas. Can explain the main points of an idea or problem with reasonable precision. |
| Oral Interaction | Can talk with others with confidence a problem and provide relevant, detailed information. Can make requests politely and express gratitude (when appropriate). Can maintain extended conversations on familiar topics. Can make smooth conversation shifts and change the topic. |
| Oral Presentation | Can give presentations on a wide range of subjects related to topics studied, expanding and supporting ideas with relevant examples, and adding her own opinions. Can answer follow-up questions from the audience, responding in a way that they can understand. |
| Notetaking | Can use notes to explain information heard or read and write paragraph-length summaries of this. |

### Goals for End of Semester 6 (Standard Level Students)

Benchmark(s): CEFR-J B2.1; TOEIC (L&R): 785 (L: 400; R: 385)

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. May have occasional "slips" or non-systematic errors and minor flaws in sentence structure still occur, but they are rare and can often be corrected when pointed out. |
| Vocabulary | Has a good range of vocabulary for matters connected to her studies and most general topics (4K+). Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, and confusion and incorrect word choice does not hinder communication. |
| Reading | Can understand the main ideas of texts on concrete and abstract topics, including technical discussions for topics she has studied. Can read texts dealing with topics of general interest, such as current affairs, without a dictionary and can compare differences and similarities between multiple points of view. Can understand in detail reports in an area she has studied, provided she can reread difficult sections. Can understand longer narratives written at the 4K NGSL word level at 140 wpm with a high level of comprehension (70% m/c; 80% Y/N) or 3K NGSL at 180 wpm (within the range of L1 readers). |
| Writing | Can produce clear, detailed texts on topics and explain viewpoints on current issues. Can develop arguments (spoken & written) without much conspicuous searching for words, using some complex sentence forms to do so. Can evaluate solutions to a problem. Can synthesize information from a number of sources. Can construct a reasoned argument, provided she knows something about the topic. Can speculate about causes, consequences and hypothetical outcomes. Can develop a clear description, supporting her main points with relevant details and examples. Can write coherent essays and reports using a wide range of vocabulary and complex sentence structures. Can use a variety of linking words to mark clearly the relationships between ideas. |

| Listening | Can follow extended speech and complex lines of argument, provided the topic is reasonably familiar. Can understand the main points of a conversation between native speakers in TV programs and in films, provided they are delivered at normal speed and in standard English. |
|---|---|
| Speaking | Can develop arguments (spoken & written) without much conspicuous searching for words, using some complex sentence forms. Can give clear, systematically developed descriptions and presentations, appropriately highlighting significant points and giving relevant detail. Can develop an argument in a debate by providing evidence, provided the topic is of personal interest. Can pass on detailed information reliably. Can speak at a fairly even tempo, though there may be hesitation and long pauses. Can speak with clear, natural pronunciation and intonation. |
| Oral Interaction | Can interact with a degree of spontaneity that makes interaction with native speakers possible without strain for either party. Can discuss the main points of news stories (newspapers, Internet news, TV) on familiar topics. Can discuss abstract topics, provided they are within her terms of knowledge, interests, and experiences, although may not contribute to discussions between native speakers. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. |
| Oral Presentation | Can give a clear, prepared presentation, giving reasons for or against a particular point of view and the advantages and disadvantages of various options. Can take a series of follow-up questions with a degree of fluency and spontaneity that poses no strain for either herself or the audience. |
| Notetaking | See previous level. |

### Goals for End of Semester 7 (Standard Level Students)

Benchmark(s): CEFR-J B2.2; TOEIC (L&R): 785 (L: 400; R: 385)

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | See previous level. |
| Vocabulary | See previous level. |
| Reading | Can scan complex texts (e.g. articles and reports) and identify key points. Can adapt her reading speed and style (determine when to skim, scan, read deeply). Can extract information and the points of the argument from articles and reference materials in her area of study without consulting a dictionary. Can read longer texts written at the 5K NGSL word level at 140 wpm with a high level of comprehension (70% m/c; 80% Y/N) or 4K NGSL at 180 wpm (within the range of L1 readers). |
| Writing | Can write clear, coherent essays, reports, and articles which contain complicated contents, considering cause/effect and hypothetical situations, provided they are about familiar topics. Can write clear, coherent essays and reports with a wide repertoire of vocabulary and complex sentence structures, emphasizing important points, integrating sub-themes, and constructing a chain of argument. |
| Listening | Can understand the speaker's point of view about topics of current interest delivered at a natural speed and in standard English. Can follow a conversation between native speakers, in television programs and in films, which make no linguistic adjustments for non-native speakers. |
| Speaking | Can express herself clearly and without much sign of having to restrict what she wants to say. Can clarify her viewpoints and maintain conversations in discussions (or debates) on social issues and current affairs, integrating sub-themes or related cases. Can communicate spontaneously, often showing remarkable fluency and ease of expression. |

| Oral Interaction | Can exchange opinions about magazine articles and other longer text using a wide range of colloquial expressions. Can actively engage in conversations on a wide range of topics from the general to more specialized cultural and academic fields and express her ideas accurately and fluently. |
|---|---|
| Oral Presentation | Can give a clear, systematically developed presentation, highlighting of significant points and providing supporting details. Can depart from a prepared text and follow up on interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. |
| Notetaking | Can synthesize information from several sources on the same topic into a coherent paragraph. Can explain multiple viewpoints on a topic. |

### Goals for End of Semester 8 (Standard Level Students); OJU Graduation

Benchmark(s): CEFR-J B2.2 (C1 40%); TOEIC (L&R): 785 (L: 400; R: 385)

| Target Area | Performance Descriptor(s) |
|---|---|
| Grammar | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. |
| Vocabulary | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. May make occasional minor slips, but has no significant vocabulary errors. |
| Reading | Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialized articles and longer technical instructions, even when they do not relate to her field. Can understand longer texts written at the 8K NGSL word level at 140 wpm with a high level of comprehension (70% m/c; 80% Y/N) or 6K NGSL at 180 wpm (within the range of L1 readers). |
| Writing | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples and supporting details. Can select a style appropriate to the reader. Can usually write without consulting a dictionary. Can produce clear, well-structured text, showing controlled use of organizational patterns, connectors and cohesive devices. |
| Listening | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. Can understand television programs and films without too much effort. |
| Speaking | Can select an appropriate formulation from a broad range of language to express herself clearly, without having to restrict what she wants to say. Can express herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc. Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. |
| Oral Interaction | Can express herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate her contribution skillfully to those of other speakers. |
| Oral Presentation | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points or opinions at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. Can end with an appropriate conclusion. |
| Notetaking | See previous level. |

# Appendix B

## Thematic Guide: Content & Performance Goals

The thematic guide provided materials developers for the four books was edited for clarity and brevity. Learner performance goals are presented as can-do statements. Chapter specifications are the directions for material writers.

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### Identity & Values

**Learner Performance Targets:**
1. Can articulate own personal values and recognize that all individuals have similar values regardless of their culture or religion.
2. Can explain how our personal views are shaped by other cultures and subcultures in our society (stereotypes, ethnocentrism/ethnorelativism).
3. Can explain how cultural traditions are invented and are, therefore, changeable.

**Content Specifications for Materials Developers:**

Chapter 1: Individuals, families, and values (how we live in our communities)
- Show how values arise from background and experiences (family, friends, community, school, religion).
- Provide examples of how values change.
- Link values to culture.
- Explain sub-cultures.

Chapter 2: Cultural rules for behavior (how we live in our wider societies)
- Introduce the cultural rules that govern behavior, the reasons behind cultural behaviors, the arbitrary and changeable nature of these rules given changes in the society, awareness of cultural behaviors and concepts (space, time, dependence).

Chapter 3: Cross-cultural understanding (how we interact with others)
- Introduce aspects of other cultures and how to identify and analyze their values and find similarities with those of the dominant culture (Japanese).
- Describe the influence of stereotypes on views of other cultures and groups.

Chapter 4: Ethical influences on personal beliefs (what we believe)
- Introduce the process for identifying and explaining the influences of culture on personal ethics and values.
- Introduce the principle of "the golden rule" in different religious traditions.
- Connect ethical behavior to a just society, with justice defined as "a peaceful society, where everyone's rights are respected, and no person or business acts in a way that harms others."

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### Peace & Values

**Learner Performance Targets:**
1. Can recognize that there is a wide spectrum of peace in the world, ranging from war to negative peace to positive peace.
2. Can express ways that we, as individuals and organizations, can affect peace by working towards it.

**Content Specifications for Materials Developers:**

Chapter 1: War and Peace (negative peace v. no peace) [keep it simple]
- Explain concepts related to lack of peace as war is not the only threat to peace.
- Explain how fighting and crime are also forms of (negative peace), countries are not at peace because they are fighting (use of narratives).
- Clarify and explain reasons for war and violence.

Chapter 2: Social and Economic Justice (positive peace; lack of war is not peace)
- Introduce social & economic problems that prevent peace (no war, but people are not leaving life in peace) and places not at peace because of social problems.

Chapter 3: What is peace? – Positive and negative peace
- Introduce ways to think about "peace" and the difference between *positive peace* and *negative peace*.

- Provide examples that promote consideration of creating positive peace in their lives, locally, nationally, etc.

Chapter 4: What can we do?
- Explain work towards positive peace (and moving beyond negative peace).
- Introduce NGOs working towards positive peace and ways to volunteer with NGOs, help on their own, or help indirectly (keep in mind Maslow, Nobel Peace Prize Winners, ICAN, ICBL, etc.).

## Human Rights

**Learner Performance Targets:**
1. Can explain to others the importance of human rights for everyone and help assure that everyone lives their lives peacefully.
2. Can recognize the scope of human rights and the human rights problems faced by diverse individuals.
3. Can explain the intersections between human rights with their lives and how we can affect peace by working towards universal human rights for everyone.

**Content Specifications for Materials Developers:**

Chapter 1: Introduction to Human Rights
- Explain that human rights exist, that we have responsibilities towards promoting them, and that the Universal Declaration of Human Rights applies to everyone.
- Introduce the role that individuals and organizations, including government, have in helping weaker individuals and creating a civil society which respects everyone's human rights.

Chapter 2: Women's Rights
- Explain the situation that women in the world face today, how women have had to fight (and still must) for rights in their societies, and the role that education for girls has played in the human rights struggle (suffrage, education, employment).

Chapter 3: Minorities in Japan: Basic needs and human rights
- Explain how meeting basic human needs relates to meeting basic human rights and how these are denied to some people in every country of the world.

Chapter 4: Children (around the world)
- Explain the situation children face in many places around the developing world (labor, education) and in Japan (bullying, stay-home kids, single-parent families), the importance of education, and how poverty effects children.

## Sustainable Futures

**Learner Performance Targets:**
1. Can explain how our actions and choices have an impact upon our local and global environment.
2. Can explain how we, as individuals and organizations, can affect our future when we adopt sustainable environmental policies.

**Content Specifications for Materials Developers:**

Chapter 1: Using the environment/The human footprint
- Explain how individual actions impact (footprint) the environment and how business actions impact the environment.
- Link societal choices and environmental change (air pollution, waste, resource depletion).
- Consider the role population growth plays in environmental change.

Chapter 2: Food and the environment
- Explain where food comes from and the impact of food choices.
- Explain sustainable agriculture; explain food waste and food to spoilage (estimated to be 30% in developed countries and 60% in developing).

Chapter 3: Energy and SF
- Explain the importance of conservationism and environmental protection.
- Provide some ways that our actions, as individuals and groups, might mitigate environmental change.

Chapter 4: Ecosystems
- Explain the environmental changes occurring in different parts of the world.
- Cover the benefits of natural ecosystems (tropical rainforest products).
- Explain how our actions are connected to the ecosystem (caring) and the importance for consumers to make environmentally ethical choices (overconsumption).

# Appendix C

## Chapter Specifications

Specifications were edited to eliminate redundancy in examples and create clarity for those developing similar materials at other institutions. Every chapter had 18 sections, with all chapters following the same organization. Two sections were planned for future revisions (19 and 20).

### General Instructions

1. Vocabulary:
   a. Except for topic-specific words, at least 90% should be in first 2,000 words of New General Service List (NGSL; Browne et al., 2013).
   b. Essential words above 5K frequency level on British National Corpus (BNC; Leech & Rayson, 2014) should appear in **boldface** and underlined and be glossed in both Japanese and English.
2. Writing Style: Please follow conventions of standard academic English.
   a. Paragraphs should include: 1) topic sentence, 2) supporting details, 3) transition or concluding sentence.
   b. Essays should include: 1) introductory paragraph with thesis statement, 2) one or more supporting paragraphs, 3) concluding paragraph.
3. Structure: Should follow standard writing pattern taught in curriculum (i.e., description, classification, comparison & contrast, or persuasion) so as to facilitate student outlining.
4. Topics:
   a. Should be broad and accessible to allow students to relate to key concepts without prior background knowledge. (Example: Write an essay about plastics in the ocean rather than one on how polymers break down over time and its impact on the environment.)
   b. Should be selected so that readings and discussions reinforce each other.
5. Font:
   a. All text should be in 12pt font.
   b. Reading should be in Times New Roman, directions in Arial.
6. Formatting: Will be handled at layout.
7. Text files:
   a. Please create in Microsoft Word, except the vocabulary as explained below.
   b. Should include book code (BC) in file name as follows: ID = Identity & Values; PE = Peace; HR = Human Rights; SF = Sustainable Futures.
   c. Should be named as follows: BC C# S# title_of_activity.docx
   (Note: C# = chapter#; S# = section# for activity).
   d. Should be saved in appropriate chapter subfolder of relevant book folder (e.g., materials for Chapter 1 of Identity & Values book in subfolder ID_C1 of main folder ID).
8. Photos & graphics:
   a. Each chapter will need 10 section graphics or photos plus additional graphics for the photo gallery (section 07).
   b. Should be saved in the chapter folder.

| Section# & Title | Section Descriptions |
|---|---|

**01 Introduction:** Should consist of a photo and short message.

Photo: Should relate to unit theme and help students make connections with it. Ideally, a table, graph, or other visual element (photo) that will be further explained later in the chapter. Must be free of copyright restrictions.

Message: Should comprise approximately 50 words introducing the chapter content.

**02 Vocabulary 1:** There will be two vocabulary activities for each chapter. The same directions will be used in all texts. The goal is to help learners comprehend associated texts so these will be prepared after the other sections are written. The words and phrases in the vocabulary tasks should come from the reading and lecture passages. The words should be selected through these steps:

1. Selection: Ask a current student to read the passage and underline the words and phrases that they did not know or were not sure of. (Do this for all the passages.)
2. Identify low frequency words: Use vocab profiler to highlight low-frequency words (3k, 4k, and less frequent) rather than NGSL, BNC 1K & 2K using Lextutor (https://www.lextutor.ca/vp/; Cobb, 2023).
3. Identify phrases & collocations: Students have difficulty understanding or producing phrases such as "involved in," "in place," and "lead to." When possible, select collocations and multiple word units, especially which our students fail to correctly use (for example, *discriminate against*). When possible, convert single words to collocations or very short phrases as they are in the associated text.
4. Select 20 words/phrases that you feel are most valuable for students to learn. (The chapter will need 40 items for the two activities.)
5. Translate items into Japanese and write short English definitions for them at the 2K level NGSL level on one line of the spreadsheet file. Indicate the part of speech (noun, verb, adjective, adverb).
6. In the English version, avoid the words "thing" or "stuff."
7. Gloss difficult terms and names like OECD. Do not use these as items.
8. Glossed words should not be selected for the vocabulary sections 02 or 11.

**03 Focus on Form:** This is a grammar or language focused activity: This will vary depend on the reading or discussion work the students are going to do. Think in terms of focused grammar work based on the reading. Suggested activities: Sentence combining/de-combining; Rewrite part in the XXX tense; Change to passive (active) tense; Highlight the articles.

**04 Tap & Talk:** Write 6 to 9 questions that can be answered without previous study of the chapter's theme but are connected to the chapter's theme. Use question forms that generate speech and discussion: WH questions (What kind of…); "Tell me about" questions (Tell me about your family); Explain to me" questions (Explain how your family recycles).

Create a model dialogue using one of the questions as an example that has the language that students need for discussion.

**05 Short reading:** Short readings should be about 250 words (or so) in one paragraph. Prepare a pre-reading activity to get students thinking about the reading. Connect this to their life, if possible. This should not require any Japanese use by instructor or students. Audio record after passage is done.

Comprehension Question (see general specifications): These could include these types of questions (or others): Identify the main idea (1 for short; 2 or 3 for long); Inference (1 for short; 2 for long); wh- questions; Fill-in the blank, putting in order (ranking), inference, main idea, etc. Questions should have an answer + 2 distractors (or 3). Please put open-ended questions in the discussion questions.

Discussion prompt specifications: Write 2 to 5 questions connected to students' experiences. A few good ones are better than lots of weak ones.

| Section# & Title | Section Descriptions |
|---|---|

**06 Language focus:** This activity should help students to talk about the various topics in the later activities. The activity type will vary, but we want students to manipulate the language that they are learning.

**07 Photo gallery:** Find (copyright free or free to use) or take 10 photos. The photos should add content and context to the reading that they will do next. Photo galleries can be returned to after the reading for students to create short descriptions, talk about, etc. Write captions. Standard direction language will be used with all photo galleries.

**08 Dictation/Dictogloss:** This should use the vocabulary from section 1 and grammatical structures or points that are higher frequency (so mostly known) to create a useful listening activity. For a dictogloss, students listen and interact to recreate the text they hear. Use the same concepts as reading passage 1 (250-word essay). Create a text, audio file, and follow up questions.
- 75-100 words (or so) in 6 sentences.
- Spoken form of language preferred (lecture style, with repetition).

Here is an example from the peace text:
1. Landmines kill or hurt thousands of people each year.
2. Most of the people are civilians and many are children.
3. Even after a war has ended, landmines still kill people.
4. The International Campaign to Ban Landmines brought together groups from round the world to get rid of landmines.
5. These groups specialize in various human rights.
6. The ICBL is also getting governments to spend more money to get rid of landmines.

Standard explanation language will be in each chapter.

**09 Linking:** Something that will help unify reading and discussion. There are lots of ways to handle this. This might combine reading and listening, be a running dictation for students to reconstruct, etc.

**10 Reading:** Pre-reading: 2 to 3 questions. Get students thinking. Connect to their life, if possible. This should not require any Japanese use.

Reading: 750 words or so (900 in fall term). The essay should follow one of the rhetorical patterns we expect students to learn their first year: illustration, process, compare/contrast, cause & effect, persuasion.

The essay should have 4 to 7 paragraphs and 10 comprehension questions (see specifications above under short reading) about reading content; 3 to 5 discussion questions (with discussion language); structure & language work.

Create questions to help unify reading and discussion. There are lots of ways to handle this. This might combine reading and listening, be a running dictation for students to reconstruct, etc.

**11 Vocabulary 2:** See Vocabulary 1 above (section 02).

**12 Opinion work:** This will be a Likert scale with selection of SA to SD (strongly agree to strongly disagree). Write 10 statements that include items with multiple perspectives or points where students might have a difference of opinion. Ideally, there would be a balance of items, with some endorsed similarly by all students and others where they select different answers. Here are HR book examples:
1. Spending time with family is more important than spending time with friends.
2. A part-time job is more important than doing your homework.
3. Children should be seen and not heard.

Provide students with the standard target language, adjusted for the chapter items:
A : Number 1 says ___. What do you think?
B : I agree. What do you think about number 1?
C : I agree, too.
B : Okay, so let's look at number 2. It says ___. What do you think?

| Section# & Title | Section Descriptions |
|---|---|

A : I disagree. What about you?
B : I don't agree, either. I think ____.
C : I agree. I also think ____.
A : That's interesting. I will think about that. Now, let's do number 3.
Write 3 to 5 questions for discussion.

**13 Lecture:** Prepare a script for a Keynote slide lecture with audio & video. The slides should help illustrate the content and written in a spoken style. Repetition is important. Students will be expected to learn to take notes to remember information. Keep this to about 5 minutes long. Add activities students can do at home and then discuss in class. (Partner homework is encouraged.)

**14 Model paragraph or essay:** These should be 750 to 1,200 words. Try to include a graph or figure. Prepare: pre-reading and comprehension questions about reading (content); discussion questions; grammar point from reading; & structure work. These readings can be revised from current materials.
This will be a short model that provides an academic model for student writing. Current materials can be recycled.

**15 Find out:** This is a fact finding & talking about facts activity for out-of-class work to build content knowledge and then use for class discussion. Readings need to be level appropriate (90% NGSL 2K) and have students learning different content. Each should have 4 or 5 different sets of facts so groups can have 4 or 5 people in the next class. This should be a scan and talk activity. Students need to be given short texts with information (bullet points, graphs) that they can then share. Follow up discussion language will be in the text.
  a. Write the texts using the information from reputable sources.
  b. There need to be two to four sets of facts in the section (with three ideal).
  c. Each set should have a similar amount of text (no audio or video).
Discussion questions should include those that require information from each student and one or two questions that help synthesize or critically consider the readings.

**16 Language:** Language focus for discussion or reading: This can be a grammar activity or key chunks of language that students need to continue to use based on the content readings, lectures, and fact activities.

**17 Challenge readings:** These should be 750 to 1,200 words. Try to include a graph or figure. Prepare: pre-reading and comprehension questions about reading (content); discussion questions; grammar point from reading; & structure work. These readings can be revised from current materials.

**18 Tap & Talk 2:** End of chapter Tap & Talk: Recycle the vocabulary they studied in the chapter. Give them one more chance to discuss the content and try to bring this chapter together (link to others and next).

*For Future Revisions* (plan to add these during the next revision)

**19 Review quizzes:** Create (a) content review quiz with M/C and/or open ended questions; (b) vocabulary review quiz (M/C); (c) productive vocabulary quiz for teachers to use (not in book); (d) grammar review and reminder activity; (e) reading quiz using new material (a paragraph).

| Section# & Title | Section Descriptions |
|---|---|
| **20 Prompts:** Project prompts: Each chapter needs 3 project options (not more than 6). These need to include a writing option, a presentation option (individual or group), and a combination options (such as creating an advertising poster to support an NGO and then explaining it to classmates). Writing prompts should match CEFR-J/OJ writing goals (A2.1 to B1.2). Earlier units need to have simpler options than later ones. Spring term: Can write texts of some length (e.g., journal entries, explanations of photos, descriptions of events, personal experiences) in simple English. Can write messages (letters, email) in simple but polite English. Can describe plans and arrangements. Can write descriptions about topics studied. Can provide information in a simple list of points. Fall term: Can write her impressions and opinions about what she has listened to and read (e.g. explanations about lifestyles and culture, stories about events, topics studied, etc.), using basic everyday vocabulary and expressions. | |