

Introduction to the Joint Research Project for Ibaraki Christian University and Tianjin Normal University

Harris G. Ives

On September 21, 2008, Tianjin Normal University hosted the Academic Forum: *Linguistics, Literature, Culture and Language*. Included in that conference was a section on *English Language Textbook Analysis*. For over a year, several professors associated with the two universities have been involved in studying the different approaches to second language acquisition as demonstrated in the preparation of books in China and Japan. Ibaraki Christian University professors attending the September Forum included Mari LePavoux, David Yoshiba, Hiroshi Shoji, and Harris Ives. The IC teachers were happy to meet with our Chinese counterparts in the study; we were especially happy to be reunited with Professors Gu Gang and Zhao Lizhu who served as visiting professors on the Omika campus two years ago.

I presented a power point version of the paper which appears in this journal. Professors Gu Gang, Zhou Xi, and Zhao Lizhu, also presented papers at that meeting (they appear in our current *Ibaraki Christian Academic Journal*; there are plans for versions of all of these papers to appear in the *Tianjin Normal Journal* as well).

Working on this project has enhanced some old friendships and has engendered some newer ones. The professional tone we wish to create in our meetings is cooperation and mutual respect. It is not our purpose to assert that one country's textbook preparation is superior to the other. We wish to document how each country's educational needs and philosophies are served by the texts prepared within its borders.

Committee members from both universities have selected areas of textbook preparation for in depth study. Suitable topics for study include: (1) Culture, (2) Vocabulary, (3) Grammar, (4) Design, (5) Philosophy, and (6) Source Culture and Foreign Culture Awareness. In addition to the university professors mentioned above, junior and senior high school teachers associated with Tianjin Normal University have been invited to share their expertise as people in the field who actually use the textbooks being discussed.

Participants from both sides agree that this project will require a few years to complete. We hope to facilitate this study by alternately hosting conferences on the campuses as well as by personal correspondence. At present, we are considering proceeding with our study as follows:

- A. Individual members write papers comparing two texts (one from China; one

from Japan).

- B. The writers of these individual papers then will join other committee members in a printed dialogue regarding those initial comparisons.
- C. Members from the Japanese delegation will actually team up with members from the Chinese side and compose collaborative papers.

Although we are just in the initial stages of our work, we are beginning to recognize the many talents evident on both sides. As with all such happy exchange groups, we are excited by the possibilities of expanding our knowledge and our friendships.

“On radio Beijing, everyone needs to speak English well.”

--An adult worker encourages a young Chinese student in a text dialogue¹

“Communication is important. You have to speak English. But you don’t have to speak perfect English.”²

--An American host mother encourages a Chinese exchange student in her home

Cultural Values as Transmitted in English Language Texts -- A Study of Two Junior High School Texts: *The New Horizon English Course* (Japan), and *New Standard English*, *Macmillan* (China)³

Harris G. Ives

Key Words: China, Japan, Education, Textbooks, Cultural Values

Note: This paper compares only the two textbooks mentioned above. Eventually our project will involve many teachers from Japan and China reviewing many texts. One of the elements the committee will have to take into consideration is that Japan’s *Mombusho* (Ministry of Education) approves many different commercially prepared texts from which schools can select the most suitable for their programs, whereas the Chinese Ministry of Education offers fewer selections.

Thesis: Of the two books presented in this paper, the Chinese text is definitely the more thorough. It is a much larger work than the Japanese text. In fact, the Chinese text provides study for only one semester (there is a companion text for the second semester). The Japanese text studied here is intended for one year study. Explanations for the “lighter” Japanese presentation might include: (1) Many students attend special private tutoring sessions at commercial *jukus* (2) Japanese language education

1 *New Standard English*, Macmillan Press, Beijing, 2006, p. 40. The second year of junior high school in China is divided into two semesters with separate texts. The Japanese program usually utilizes only one text for the entire year. Our Japanese researchers were completely amazed by the great disparity in the amount of material presented on the Japanese side. For purposes of convenience, only the second semester book was scrutinized for this study.

2 *New Horizon English Course*, Tokyo Shoseki, (year of publication not indicated) p. 18.

3 Both of these texts are designed for use in the second year of junior high school. Both have similar formats.

can be supplemented by many other elements, among them is the extensive use of native English speakers in the classroom. (3) Additionally, emphasis on travel in Japanese culture affords junior high school students some opportunities to utilize their English skills in their visits abroad. “Homestay” is an English word that is a staple of the Japanese vocabulary; the *New Horizon* text has a unit on living with an American family in such an arrangement.

Other Observations: (1) Whereas “Religion as Culture” is recognized as an appropriate study in the guidelines of the ministries of education of both cultures, the Japanese text makes much more extensive reference to religion, particularly to Christianity. (2) The Chinese text, a much lengthier and more advanced study of English language, has several extended biographies of foreigners. In fact, there seems to be more reference to foreigners than to Chinese people in the book. The Japanese presentation seems have more balance in reference to its own culture and to foreign culture. It must be stressed that the Japanese book is much shorter and makes more use of “white space” in its format. (4) The ministry of education guidelines of both countries mentions sports as a topic suitable for inclusion in texts, however, the Japanese text has many more sports references, particularly to baseball.

Interview with a Student from Juo Junior High School, Hitachi, Japan

It appears most of the public junior high schools in the greater Hitachi City area use the *New Horizon* series. See the interview with a junior high school student from Hitachi below. Recently, she participated in a special exchange program between Tauranga City, New Zealand, and Hitachi City. Students in Japan often supplement their textbook studies with travels abroad. Also note that her language instruction includes a Japanese teacher as well as an American teacher in the same classroom. In Japan, there are several programs which invite foreign teachers to assist in language instruction. ALT (assistant language teachers) are usually hired by private companies and then placed in public schools. AETs (assistant English teachers) are hired directly by school districts. JETs are native speakers of English who work in city offices.

Nozomi Usami, second year student, Juo Junior High School

1. Which textbook do you use at your school?

*New Horizon*⁴

2. How many students are in your class?

4 This textbook seems to be the most frequently selected book for junior high schools in Hitachi City.

38.⁵

3. Are English classes in your junior high arranged by levels of proficiency (classes for advanced students, lower level students, etc)?⁶

No, all levels are included in each section.⁷

4. How many sections of the second year English classes are there?

Three.

5. How often do you have English classes in your school?

Three hours in one week; we study English three days a week for one hour each session.⁸

6. Do you have an AET⁹ in your classroom?

Yes, Brad Laurick, a man from the USA works alongside our Japanese teacher.

7. What is the typical agenda for an English class?

- A. We read the textbook.
- B. We do English chants using handout sheets.
- C. We often play "Bingo".
- D. We have conversations in pairs.
- E. We have listening exercises.



USAMI, Nozomi, a student at Juo Junior High School in Japan, supplements the English lessons in her text, *New Horizons*, with foreign travel (recently she joined several Japanese students from Hitachi, Japan in a trip to New Zealand). Her public school is typical in its placement of a native English speaker in the classroom alongside her Japanese teacher. Further, she attends private tutoring sessions on Saturdays with an American neighbor who is also a part-time English teacher at a university.

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- 5 Because of the decline in birthrate, there has been a steady drop in overall enrollment in all levels of education in Japan. Some of the junior high schools in outlying areas have as low as 20 students per class.
- 6 Some of the public junior high schools do arrange students according to proficiency levels. The private junior high school attached to Ibaraki Christian University does separate students accordingly.
- 7 Separating classes according to proficiency levels is a popular arrangement throughout English education in Japan. Our own university, Ibaraki Christian University, uses this concept. Personally, I prefer teaching classes of mixed levels, believing that the higher performing students can serve as models for the lower level students.
- 8 Of course, private junior high schools often have more hours of English education. ICJH has approximately 5 hours of English education per week with an additional hour of "English conversation."
- 9 Assistant English Teachers are usually non-credentialed foreign teachers who have been recruited to work alongside Japanese teachers in English classrooms. Originally they were hired to work in junior and senior high schools. More and more elementary schools are being included in the government funded program. The AETs are usually very recent university graduates from the USA or other English speaking countries. The salaries for AETs vary. According to the website, the lowest salary ranges around 200,000 yen per month. Housing and other benefits are also provided. Predictably, there is some complaint from the more professionally-oriented AETs that some of the assistant English teachers are unprepared for the responsibility; that causes, in some schools, a high turn over rate of AETs due to dissatisfaction on the part of these AETs as well as on the part of the schools that hire them. Many AETs, however have distinguished themselves with outstanding performance. They have renewable yearly contracts, and some stay several years. A few have managed to earn advanced university degrees utilizing their teaching experience in Japan as research material toward academic work in distance learning programs.

8. Have you traveled abroad?

Yes, I have just returned from New Zealand.

9. Why did you go to New Zealand?

I participated in a special exchange program.

10. What is the name of the program?

Tauranga Kokan Kenshu Exchange program.¹⁰

11. Who are the sponsors of the program?

Hitachi City and Tauranga City.

12. Who paid for the trip?

My parents paid for one fourth of the trip; Hitachi City paid the rest.

13. How many students actually went to New Zealand?

Five boys and ten girls.

14. What is the scope of the program?

It is open to students in Hitachi City, Japan.

15. What did you do in New Zealand?

We had homestays for 2 days; we stayed in a hotel for 3 days; we visited factories, and museums.

INTRODUCTION

One of the pleasures of my yearly trips to China is visiting elementary and junior high schools. Even on my very first visit in 1999, I felt the comfort one experiences when he enters a familiar place. There seems to be a public school culture - some things are the same all over the world. True, I had never been in a Chinese public school before, but I recognized the portrait-lined corridors;¹¹ the hallway washbasins where children can wash their hands of pencil shavings, gum eraser bits, glue, ink and chalk - the detritus of a day's learning. I heard the happy sounds of children emanating from some classrooms and the bored sounds of children reciting language drills in others. I also recognized the expressions of attentive welcome on the faces of the children as I stepped inside a particular room and heard the teacher announce, "Today, Mr. Ives from Japan is visiting us." The subsequent expressions of confusion were also

¹⁰ There are many similar exchange and Sister City programs like this between other Japanese and foreign cities. Additionally, many public high schools have foreign excursions for entire classes to go abroad. The typical arrangement is for parents to make installment payments to the school over a year period prior to departure. Popular destinations for such trips is Paris, New York, and various sites in Canada.

¹¹ Chinese schools inevitably prominently display portraits of Chairman Mao and other national heroes. Cambodian children do their studies under the gaze of the king and the queen. Portraits of George Washington and Abraham Lincoln smile over the work of American children. Japanese schools seem to downplay the nationalism - no pictures of the emperor grace the schools that I have visited, but often one can find enlarged, laminated news articles about famous Japanese astronauts, musicians and such.

recognizable, “Japan?!” The children were incredulous, of course. A grey-haired African American visiting them from Japan required some explanation -- just as, in 1957, a tall, Caucasian medical doctor in the complicated habit of a Maryknoll nun from the Congo had to be explained to me when I was a sixth grader in New Orleans. Children live by certain assumptions, they expect consistency and order -- and the great charm of children is



The author gestures before a Chinese junior high school English class. On this visit, the American teacher engaged the students in a non-textbook session. The visitor wrote a spontaneous dialogue on the board -- Albert Einstein reports his friend, Mickey Mouse, missing. The students took turns acting out the comedy, portraying the police investigator and the distraught scientist.

that, when the exception to the rule is explained to them, they embrace it. In Chinese classrooms, I try to explain myself quickly: I am an African American professor of American Literature employed in a Japanese university who loves living in Japan and who enjoys spending as much time as possible visiting my friends in China. Then we can get to the *fun part* - engaging in language activities that allow the children to appreciate how much English they have learned. In such situations, I never resort to the English language textbook. I am conscious that what the children want, at that time, is to engage a native English speaker in a conversation - complete with the idioms they have learned, smiles, giggles, and body language.

The Western Attitude — Learning Can Be Fun

Perhaps, as an American educator, I am “wired” to the idea of the fun of learning - that often includes activities such as playing games, casual conversation, many situations where students are selected at random to perform something in English in front of the class. The rigid curricula of Japanese schools is gradually allowing more opportunity for learning activities in addition to textbook work. For many years, Japan has employed many native English speakers as teachers in its universities, high schools and junior high schools. It may be that the Western attitude of making the learning experience as cordial as possible has influenced Japanese education and textbook preparation.

The Epigrams:

Our first insight into differences in approach to language study as revealed through textbook analysis just might be glimpsed in these casual comments made in the dialogues of the two different texts. *New Horizon*, the Japanese text, features a

scene of an American host mother working in the kitchen. She is encouraging the Japanese child to fully participate in the life of the American family, including doing kitchen chores.¹² He helps her with the dishwashing as she encourages him to study English sufficiently to communicate with the family and American friends. Her emphasis is not on language mastery or scholarship. In the Chinese text, there is a dialogue (much more complicated in structure, and much longer) in which a Western child visits Radio Beijing in the company of a young Chinese friend. The latter is impressed with the fluency of the workers at that station. She hears the employee's boast of the competency of the workers there: "At Radio Beijing, everyone speaks English Well."

Although it is too early in our research to reach any definite conclusions, we might take note that the Chinese text, in its comprehensiveness, may indicate an accommodation of the Chinese concept of language study for success in future employment. The implication of the Japanese text may be that the motivation for language study is for travel and enjoyment of international friendships.

A Preliminary Paper — Part of a Chinese-Japanese Committee Research

Several months ago, several educators affiliated with Tianjin Normal University in China and Ibaraki Christian University in Japan agreed to a study project analyzing the English Language texts in both countries. This paper is but a beginning toward that effort.

In textbook preparation, there seem to be at least two approaches: (1) including many references to the child's own culture enabling him to identify with the book, and (2) including extensive references to English speaking cultures so that the child might get excited about learning English as an exploration. For quick references, I simply label these approaches as the Identification approach and the Exploration approach. Understandably, most texts would have some elements of both of these approaches. What is interesting is to note is which approach prevails in a particular work. The Chinese text studied in this paper tends more toward the latter; the Japanese textbook tends more toward the former.

Purpose — This Particular Paper

Always I am interested in culture, and for my part I have chosen to analyze the

12 One of the culture shocks which Japanese exchange students encounter when they visit American homes is the idea of the long-term guest being invited to "make yourself at home." Those words spoken by an American host mother might mean to prepare your own snacks, take part in the family chores, and to speak more openly. Sometimes Japanese students are offended by this breach of their concept of the guest: someone who should be catered to; someone whose needs ought to be anticipated.

values indicated in the texts, the guidelines of the ministry of education of both countries are almost identical in their appreciation of these values.^{13,14}

- A. Self-Awareness
- B. Family Awareness
- C. Awareness of Other Cultures
- D. Religion as Culture¹⁵
- E. Inclusiveness
- F. Human Relationships (Family and Friends)
- G. Role Models

It should be noted that in both countries, a ministry of education develops guidelines for textbooks. In Japan, individual schools select their text from a wide variety of approved preparations. Popular in Japanese schools are texts prepared by such companies as Sunshine, Element, New Prince, New Horizon, Genius, Progressive. In addition to the textbook systems, each company also publishes a dictionary.¹⁶ These texts are used in both public and private schools in Japan. The situation in China seems to be a little different. It appears that there are fewer texts to choose from, though a preliminary observation of several committee members on both sides of this study is that the Chinese texts are more comprehensive.

Our focus in this particular paper is merely to make some observations about a single Japanese text and a single Chinese text. The overall research of the committee, at this stage, is still inchoate. As we study more deeply a wider selection of materials, we will undoubtedly be able to make more definitive comments regarding aims and accomplishments in textbook preparation in both countries.

As committee members prepare individual observations in this first phase of our research, it might be a good idea to plan a partnering of teachers for the second phase. Those subsequent papers could be in dialogue form in which each teacher asks questions and makes comments about the inclusion and exclusion of certain elements in the texts.

13 Chinese Ministry of Education Guidelines, ISBN7-1076-16561-5, 2006 (a 141-page booklet)

14 The Course of Study for Lower Secondary School - Foreign Languages (English translation available on line <http://www.mext.go.jp/english/shotou/030301.htm>)

15 The Chinese guideline book places an asterisk by this item, apparently suggesting that this topic is suitable for upper levels of classes.

16 I have worked with Professor Mari LePavoux of Ibaraki Christian University (and 6 other teachers from across Japan) on the new *Elements* text; co-incidentally I have worked on the dictionary for the Genius series.

Ours is a Three -Year Study

In the three-year course of this study, I hope to gain more insight into language learning in Chinese schools. It appears at present, that one reason for the disparity in the amount and complexity of material between Japanese and Chinese textbooks is the availability of fully employed native English speakers in the classrooms - the textbook is only part of the language learning process; in Japan, it may be that the textbook is amply supplemented by actual conversations with foreigners in the classroom and by the many exchange programs which place foreign students in the school. Japan has several longstanding programs which place Americans, Canadians, New Zealanders, Australians and others in public school classrooms. Further, the long history of Western-style commercialization and advertising in Japan has given Japanese children an exposure to the language which supplements the texts. Perhaps the numerous opportunities Japanese children have to travel abroad (in private and school-arranged programs) encourages the concept of learning English as a means of wider socialization.

The Question: How Dominant is the Textbook in Language Learning?

Textbooks are important, of course. As a writer, I champion their use in the classroom, but I advocate balance between textbook drills, activities and games, and as much encounter with foreigners as the society allows. As our research proceeds, I will have opportunity to survey what other English languages experiences supplement the work in Chinese classrooms. Recently, I have been studying the proliferation of “memorizable”¹⁷ English slogans on Japanese billboards, company portals, and restaurant menus. These English language expressions are not included for the accommodation of foreigners in Japan. They are basically atmospheric - they lend an exoticism to the product. However, my contention is that the Japanese child, surrounded by these sentences and phrases picks up a subliminal understanding of English sentence patterns.

The Covers

Again we are only analyzing two textbooks in this initial study. However, there is a fascinating difference in the covers of the two attractive texts.

New Horizon features a holiday setting. Two children, presumably Japanese enjoy

¹⁷ “Memorizable” here suggests that the phrases are easy for a child to learn and repeat. That is different from “memorable” which would suggest that the child would derive some life changing meaning from “Enjoy Coca Cola.” The usefulness of company slogans for children is that they give a glimpse of patterns in English.

playing at a harbor. The day is what Frost called a “Blue butterfly day”¹⁸ (perfect weather, clear skies-the kind of day to don loose fitting casual clothes). The boy and girl, play with a cute beagle. The girl holds a skateboard in one hand; the boy holds a Frisbee. Sailboats pass by. In the background, the skyscrapers of a great city tower over the palm trees. There is no indication of anything suggesting study. Perhaps the sailboats symbolize the old cliché: books and study allow us to explore new worlds.

The Chinese textbook cover is of a child’s bedroom, focusing on his desk. The child is absent. A textbook is turned over, as if the child momentarily is taking a break. There is a picture on the wall of a boy playing soccer. All of the accoutrements of intense study are spread over the desk: erasers, pencil sharpener, books, a high intensity beam desk lamp, several pencils (some seemingly broken, some worn down to the smallest size). The only suggestion of play is the framed soccer picture. There is a tape recorder with accompanying cassette tapes. The implication is that this child is intent on achievement. He does not intend to spend a long time away from his desk

New Standard English is Much More Comprehensive than New Horizon

New Standard, Book 4 consists of 145 pages. It is designed for only one semester’s study. Its companion Book 5 is designed for the first semester. The first semester presentation, alone, is much more thorough than *New Horizon*¹⁹ which is designed to be used within one academic year. However, in conversations with AETs (native speaker English teachers), I learned that the book-work is supplemented by conversations with the English speaker, song practice games, and activities supervised by the Japanese teacher and by the AET; further, the presence of an American, Canadian, Australian, etc. occasions parties and activities which celebrate holidays in those respective countries -



This is the *New Standard English* text used in the 8th grade in China. It is a rather thorough presentation of language study. It contains beautiful color photos, many references to foreign (chiefly American, British and Australian) culture and icons. The cover expresses the apparent philosophy: language learning is a serious matter and one vital to success in the future. The cover design shows broken pencils, language tapes, and a book momentarily turned down in the apparently brief break taken by the student.

18 Robert Frost’s short, haiku-like poem, limns a beautiful spring day in April when the snowy flakes of winter change to cascading butterfly wings. The painting of the *Horizon* cover does not contain blue butterflies, but it does have the inviting expanse of blue skies and the carefree tone of the Frost poem.

19 It should be remembered that school districts in Japan have many commercially published texts to choose from. Teachers meet to discuss which text is most suited for the language program in that school. So, *New Horizon* is only one of many Ministry of Education approved texts). I selected *New Horizon* for study because it came to my attention as I observed a public school English class. Many of my university students, visiting my office, recognize the text of their old junior high school days and attest that it is a popular series still widely appreciated today. It is appears that Chinese teachers have fewer language texts to choose from.

with accompanying English language practice, of course). My preliminary observation of these two textbooks is that the Chinese work is much more comprehensive. Noticeably, the font size of the Chinese text is much smaller, and there is much less white space. Both texts utilize color pictures to enhance the lessons, but there is much more material in the Chinese book.

Both of the texts studied for this paper indicate that speaking English is one of the avenues to success in their culture.

Similarities

Both of the books examined in this paper are highly attractive, making extensive use of illustrations, and color photos. Both are definitely designed to appeal to the junior high school student with comments and scenes from popular movies. Both have short dialogues for student practice. Predictably there are short readings, some of which are presentations of “role models” (people whose life experiences serve as an encouragement to young readers).

A List of the Cultural Values Contained in the Books *New Horizon* (Japanese) Awareness of Other Countries and Cultures

Typically for Japanese language texts, *New Horizon* opens with a kind of travel brochure presentation of five pages. Beautiful color pictures invite students to consider The Easter Islands, Hong Kong, Indonesia, China²⁰ (the Great Wall), Thailand, Korea, New York and San Francisco. Because of the emphasis on travel in Japan, it is quite possible that many of the students have visited these foreign countries or will likely do so at some point during their school life. So the effect of the travel brochure is to whet the appetite for travel or to afford the student a bit of nostalgia about past trips. Other foreign countries mentioned in illustrations, grammar exercises or stories include:

1. Canada-----A drawing of Anne Green one of the international cast of characters in the text is presented.
2. Australia-----Mike Davis, illustration cast character.
3. America-----Judy Brown, illustration cast character, possibly an African

²⁰ Even though the political relations between China and Japan have seasons of friendliness and estrangement, this book presents a favorable image of China. It is interesting that in 91 pages of text (this excludes the vocabulary and glossary at the back of the book), China is mentioned four times.

American.

4. Japan-----Emi Itou and Shin Tanaka drawings, cast characters.
5. Photo of the Sydney Australia Opera House - Emi makes a short speech about her souvenir key chain, p. 3.
6. A Korean student using the computer tag, "Cool" expresses his appreciation for Japanese manga (comic books), p. 24.
7. A Chinese student using the computer tag, "Sea" talks about the Manga Summit in Hong Kong in 2000, p. 25 .
8. Grammar model: "I want to teach Japanese in Australia," p. 31.
9. Marginal notes explaining "homestay" in the United States, p. 40.
10. A student writes a thank you note to her host family in America, p. 44.
11. Grammar work, model sentence in newspaper headlines, "China's Li to Visit Japan in August," p. 54.
12. Grammar work, model sentence in newspaper headlines, "Japanese Pack Planes (come) to Hawaii," p. 54.
13. Grammar exercise, "Canada is -----China," p. 82

Macmillan *New Standard English* - List of References to Other Countries and Cultures

1. British people dressed in historical costumes of the UK, p.9.
2. A blond haired boy - nationality uncertain, p. 12.
3. A very faint background picture of MSNBC news reporter interviewing students of Clarkson University, p.15.
4. Apparently a Chinese young man writing his Western pen pal, p.17
5. Two westerners working in a radio station, p.20.
6. An African Child receiving a gift radio clock²¹ in a South African village, p. 25.
7. A drawing of a British cook-rather humorous inset story; he finds a snake in the restaurant and traps it in the refrigerator.
8. An internet cafe, seemingly somewhere in the West, p. 33.
9. "Agony Aunt" (western newspaper advice columnist), p. 41

21 It would please me greatly if, in China and in Japan, that Africans and other dark skinned people were not always represented as recipients of charity. Of course poverty in Africa is well-documented. But as an African American I am acquainted with several Africans, among them Senegalese and Ethiopians who are highly educated medical doctors and university professors. Africa has altruistic people, too. African Americans seem to have made much headway in finally getting more balanced representation in the media. An American courtroom scene in a movie could just as well feature a Black judge as a White judge. With the amazing accomplishments of real life Black people, I would argue for at least some representations of them as presenters of gifts to others in Japanese and Chinese textbooks.

10. *Pirates of the Caribbean* movie poster, p. 50.
11. Will Young, British pop singer, p. 51
12. Cartoon drawings of Westerners (in car, at school), p.61.
13. The Lake District, England, p. 63.
14. Americans at a festival, p. 64.
15. New Year's Eve, America (New York), p. 66.
16. Holiday scenes in Scotland and Ireland, p. 71.
17. Inset comment on British poet, Robert Burns, p. 71.
18. Dr. Norman Bethune, (Canadian "hero" in Chinese history), p. 74
19. Florence Nightingale, p. 79.
20. Western skier, p. 87.
21. Six individual portraits of young people - a collage of internationality.
22. *Lord of the Rings* movie poster, p. 119.
23. Bill and Melinda Gates, p. 130.
24. A Picture of an African safari, p. 134.

Religion as Culture²²

Tsutomu Aragaki, p. 68 - 71

The matter of discussing religion in public schools is a delicate one. The United States which touts a policy of separation of church and state still has debate on this matter. The *New Horizon* Book presents a fairly extended reference to Christianity. It contains a story about a blind man, Aragaki Tsutomu, whose father was Mexican-American and whose mother was Japanese. The story reveals a life of adversity. Finally, Aragaki was converted to Christianity and became a singer of Christian songs. The story is beautifully illustrated with color photographs of his native Okinawa, stained glass windows in a church and a portrait of the artist superimposed upon a picture of sugarcane fields.

2. Other references to Christianity:

- A. A wintry scene of village, a cross stands prominently above a little church - this painting appears unexplained on the table of contents page. Probably it is a pictorial reference to the extended narrative, *The Story of Silent Night* (p. 58)
- B. *The Story of Silent Night* - there is a dialogue between Emi and Judy. They are enjoying home Christmas celebrations. Judy explains a book about Christmas. She talks about the famous hymn *Silent Night*. The entire hymn is repro-

²² Interestingly, this particular Ministry of Education approved text contains many references to Christianity, but it is not the text used by the junior high school attached to Ibaraki Christian University. The book, however, does have wide use in the public schools of Hitachi City.

duced in the text.

- C. There is an illustration of a book opened to a page containing a painting of the *Madonna and Child*, p. 59.
- D. There is a series of drawings (presumably related to the story about *Silent Night*, in which a Christian minister ponders if it is legitimate to sing a Christian song with a guitar, p. 62.

Although the Chinese text does not have occasion to utilize religious terminology as much as the Japanese text, there is an impressive list of religious terms included in the Chinese ministry of education vocabulary for junior high school students, among them: *Christian, church, Christmas, choir, Easter, faith, god, heaven, holy, religion, religious, sacred, sacrifice, spiritual*.

Sports

New Standard English contains some references to tennis and soccer (football), in the teacher's manual (which contains more material for use in the classroom, including cassette tapes), there is a dialogue in which Linda is unhappy. Mark asks her about the problem, she states that her parents can't send her to language school in England. Mark's remedy is for Linda to get a part-time job in order to finance her study venture in England. But Linda laments that such a solution would preclude her enjoyment of Saturday tennis sessions. Mark offers the "moral" of the story: "The language course is more important than tennis."

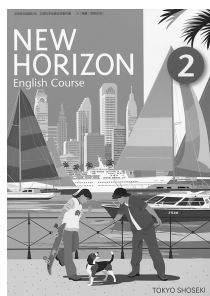
New Horizon devotes much attention to sports, particularly baseball. In the travel brochure section mentioned earlier, there are beautiful portraits of the outstanding Japanese baseball players in the Major League. The following is a list of sports references:

1. Yankee Baseball Stadium, New York, opening brochure.
2. The three portraits of Japanese MLB players, opening brochure
3. San Francisco Ball Park, opening brochure.
4. Reading, *Baseball Friends*, p. 4, pictures of baseball goods.
5. Dialogue and illustrations about baseball, p. 4, 5
6. Dialogue about running in the park, p. 5.
7. Reading, *Baseball Bark* (cute story about dogs trained to retrieve baseballs),
8. Picture of a stadium
9. Exercises, "Do You Like Baseball?"
10. Illustration, woman watching softball game on T.V., p.10
11. Illustration of men and boys fishing, p. 10
12. Drawing series, scenes at Tokyo Dome (baseball),

13. Photo, an American home with the basketball hoop in front of the house
14. Grammar sentence: "Soccer is an exciting sport."
15. Grammar sentence: "Aya wants to play tennis next Sunday."
16. Song: "Take me out to the ball game."

Role Model Included in the Texts - *New Horizon*

Typically, Japanese textbooks include a short biography of one or more of the following: (1) a Japanese national who instills pride, (2) a person who has contributed selflessly to society, (3) someone who has overcome an obstacle, (4) a character who has achieved success through hard work and/or has survived the challenges of a disability.



Frequently cited are Mother Teresa of Calcutta, Ichiro Suzuki, and Martin Luther King. In this presentation, the Tsutomu Aragaki article fulfills several objectives: it highlights a person of Japanese origin; it presents the story of the victorious "Underdog"²³; it celebrates religious or noble virtues.

This is the 8th grade text in the New Horizons series. It features beautiful color pictures, dialogues which emphasize cross-cultural communication. It taps into Japanese interest in travel abroad. The cover features students on holiday. Presumably, the cover suggests that one of the main motivations for English language study in Japan is foreign travel.

Role Model Included in the *New Standard English* Text

Norman Bethune

It was an education for me to read of Dr. Norman Bethune,²⁴ A Canadian who moved to China and treated soldiers wounded in war in 1938. Hailed as the inventor of a method for transporting blood on a battlefield, his own death is rather ironic since he died of blood poisoning from a wound he received while performing surgery. The text acknowledges that Bethune was virtually unknown in his own homeland, but achieved international stature when he was formally saluted by Mao Zedong. The latter even published a book in honor of the Canadian, *In Memory of Norman Bethune*.

While Bethune may not be well-known among Japanese junior high school students, they would be familiar with the concept of self-sacrifice: similar stories of he-

²³ Underdog - someone who is predicted to fail but who nevertheless wins.

²⁴ Having done further investigation into the life of this remarkable man, it became apparent why he would not have been deemed suitable for inclusion in language texts for Western-oriented students: a Communist (this fact is not mentioned, but could certainly be inferred in the *New Standard English*), Dr. Bethune's support of Mao Zedong would not have earned him favor with the post war American establishment and its allies of the time. Nevertheless, references to his charity, and his devotion to poor people indicate a spiritual as well political mentality. Perhaps his focus on the poor has root in the teachings of his Christian family and his Presbyterian minister father.

roles who have been more prompt to succor others than they were in tending to their own needs. In Japan, the popular story developing this theme is the biography of Hideo Noguchi who developed a cure for yellow fever by using himself as a guinea pig.

CONCLUSION

We have insisted that this article, part of a projected series of papers submitted by Chinese, Japanese and American professors, is but a beginning. We have not attempted to make any definitive statements with this paper. Instead, we have presented a discussion of future areas for exploration. We can say, in this presentation of two different texts, that the Chinese preparation is much more thorough. *New Standard English* is a much larger text with smaller print, and much less white space. It does have an attractive layout, with beautiful color pictures and drawings. Designed for a single semester's study, *New Standard English* is much more intensive in its study outline. *The New Horizon* text is shorter, and much slower paced in its presentation of material. However, the attractive Japanese text probably anticipates the students' participation in other venues of language acquisition: travel abroad, actual conversations with foreign teachers and students in their classrooms, supplementary lessons in private language classes, and enrollment in numerous English speech contests. A mere consideration of two language texts does not afford any possibility of discerning a difference between Japanese and Chinese philosophies of language education. However, it is fascinating that the cover designs and isolated statements within these specific texts show that the Japanese book implies the travel and social benefits of learning English. Both books make use of role model biographies, and model dialogues. Although the Ministry of Education guidelines of both countries indicate that religion is a topic which can be mentioned in textbooks, only the Japanese text makes an appreciable effort to do so. In fact, the Japanese text shown here makes many references to religion, particularly Christianity - this does not indicate that Japanese public education promotes religion, it is probably only a recognition that religion is one of many cultural elements.

An area that needs to be addressed with both books is the authenticity of language level used. American junior high school student may use such polite speech when addressing teachers or other persons in authority, but the casual language they use with peers is often quite different. It may be necessary to discuss when to introduce the popular idioms of young people. Such expressions as "Yeah," "I'm *into* computers," "This ice cream is awesome," or "Sweet!" (in the sense of "This is a good opportunity") are only a few examples of youthful English not included in the junior high school texts of either country.

About the Author

Harris G. Ives began his teaching career at Pepperdine University in Malibu, California in 1972. The academic prestige and the setting of the university attracted one of the highest foreign student populations in private universities in America. Having established a friendly relationship with the Shah of Iran, Pepperdine, at that time, hosted many Iranian students. Additionally, students from Japan, Hong Kong and Europe were attracted to the campus. Although he was trained in literature, Ives (as the lowest ranking member of the faculty at that time) was chosen to teach Foreign Students English. In 1980, he moved to Ibaraki Christian University in Japan where he teaches both English conversation and Literature. Additionally, he teaches for Ibaraki Prefecture University in the graduate and undergraduate programs in literature. Presently he is organizing a syllabus to teach Japanese Literature in English Translation for the prefectural university. He has visited Tianjin Normal University many times, and has formed lasting friendships with the professors there, among them Zhao Lizhu and Gu Gang.

For the last two summers, he has joined Ibaraki Christian University Professor Satoshi Fujita's award-winning volunteer teaching program in the countryside of Cambodia.

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Introduction to the Paper by Gu Gang and Zhou Xi — A Comparative Study on the Texts and Accompanying Tasks in NSE & UNICORN

David Yoshiba

This paper in this series points to many differences between the two subject textbook in terms of their focii, the underpinning pedagogic principles, and test efficiency. Although the authors do not directly address education systems, through examination of these three areas, the reader is treated to a glimpse into the some of the fundamental differences between the present Chinese and Japanese approaches to English-language education in the two secondary-school systems. Inductive vs. deductive, emphasis on the individual and moral education vs. development of intellectual curiosity, greater contact with fewer vocabulary vs. greater numbers of vocabulary items, balance of skills in one textbook vs. primary focus on one skill in separate textbooks, and different roles of texts within the textbook are all issues which come under the spotlight in this paper.

A Comparative Study on the Texts and Accompanying Tasks in NSE & UNICORN

ZHOU Xi & GU Gang

Abstract

A comparison between Book I & II of *New Standard English* (NSE) and Book I of *New Edition Unicorn English Course* (UNICORN) is made to examine how the textbooks deal with texts and relevant tasks within the framework of the current theory of language input and output. NSE and UNICORN are used in Grade One in senior high school in Tianjin, China and in Japan respectively. The comparison is made on the basis of the three criteria: suitability of content, exploitability, and readability.

NSE focuses more on lives of individual learners and is more concerned with moral education. However, UNICORN stresses general social topics and employs a larger vocabulary than NSE. NSE controls the number of new words in each text. In order for students to increase the chance of approaching new words, NSE provides more texts with fewer new words in each unit. The texts in NSE take the learner's personal experience into first consideration. The inductive approach to teaching grammar is globally adopted, which emphasizes the process of learning. In contrast, UNICORN favors the teacher-centered approach. NSE and UNICORN both transmit information in the form of stories and reports. They are both conservative in choosing literary or functional texts such as brochures, advertisement and poems. In terms of readiness activities, NSE introduces new words or topic sentences, while UNICORN provides key words and background information of the text.

Key Words: Text, Accompanying Tasks, Suitability, Exploitability, Readability

1. Introduction

Book I & II of *New Standard English* (NSE) and Book I of *New Edition Unicorn English Course* (UNICORN) are used in Grade One in senior high school in Tianjin, China and in Japan respectively. The language proficiency required in both textbooks is intermediate and the age of the students is the same, but the underpinning teaching

principles of these two sets of textbooks are different.

Texts and accompanying tasks are significant components in a textbook. The text plays a dominant role in traditional textbooks. Usually the reading skill and other language learning activities are developed on the basis of the text. *In the early days the ELT coursebook contained mainly reading texts accompanied by a set of comprehension questions and a few grammar and vocabulary exercises* (Rani 2003: 37). *The traditional way of organizing materials in a unit is generally to begin with a piece of specially written materials, which is then 'read' by the student. Such an arrangement essentially focuses on items of grammar and vocabulary which are then to be developed during the unit* (McDonough 2004: 91). This traditional arrangement of text, vocabulary and grammar learning has been adopted in UNICORN, that is, each unit is based on the text and grammar teaching.

Following the new curriculum for English teaching in senior high schools, which was approved by China's Ministry of Education in 2003, substantial changes have been made in NSE. Learning from the English textbooks published in western countries, NSE consolidates the three language skills of speaking, reading and listening with vocabulary practice in each unit. The text is no longer the exclusive focus of each unit. The texts and accompanying tasks, which serve for intensive reading, take only one-third of the pages. Nonetheless, the text is still used to illustrate grammar and vocabulary in NSE. The accompanying exercises are usually designed for the enhancement of vocabulary, grammar and reading ability. Thus NSE bears a similarity to UNICORN in terms of the role of texts and accompanying tasks, which makes the two textbooks comparable. In addition, the text is used as a stone to kill two birds (language and reading) at the same time in NSE. However, Book III of UNICORN is designed only to practice reading skills. Probably the authors of UNICORN believe that the texts fit for the practice of reading skill are not equally appropriate to be studied linguistically as language samples. The requirements for a text in terms of reading skill improvement may differ from language form learning. Due to the different treatment of reading skills in NSE and UNICORN, no comparison in this aspect will be included in our analysis. We will compare the exercises in NSE and UNICORN by focusing on the three aspects of readiness activities, grammar exercises and vocabulary since they are considered important in both NSE and UNICORN.

2. The three criteria for text efficiency

The efficiency of texts as input is affected by a few factors in ELT textbooks. Nuttall (2002) proposes three main criteria to evaluate a text: *suitability of content*, *exploitability*, and *readability*. Suitable content works as a starting point, which arouses interests in reading and motivates learners to read; an exploitable text offers

considerable opportunities for students to be familiar with all kinds of text types and genres, which represents authentic features of English texts in the real world; a readable text can expose the learner to the salient linguistic features of the target language in a simple but noticeable way.

2.1 Suitability of content

The suitability of the reading text in the textbook depends on the materials that can stimulate students' reading interests. Nuttall (2002) claims that enthralling and delighting the reader is the most important of the three criteria. It is generally agreed that texts should appeal to students. Otherwise, students can only scratch the surface of the text and then quickly forget it. For example, McDonough (2004: 91) believes that *the essential purpose of all reading generally is to get new information and/or for pleasure*. Nuttall (2002: 170) suggests that an *enjoyable text makes classwork more effective*. In Williams' (1984: 42) words, *in the absence of interesting text, very little is possible*. A much stronger argument comes from Tomlinson (1998). According to him, as a sample of the target language, if a text fails to arouse learners' interests in reading and engage them, there is a danger that language learning *can reduce the learners from an individual human being whose brain is focused narrowly on the low-level linguistic decoding which prevents the learners from achieving multidimensional representation of the L2 world* (Tomlinson 1998: 20).

The job of reading a text becomes tedious and less motivated if the learners do not feel challenged and involved in the text. How can a text be appealing to learners? First, the topics of the text should be of interest to the learners. McDonough (2004) suggests that learners may want to read an interesting text to obtain information because they are curious about some topics. So the text shouldn't provide an overfamiliar content, otherwise, it will have no message to be communicated to the learners. Meanwhile, the text should also be perceived by the learners to be relevant to them, so it can echo with their own life experience. Reading tends to be more enjoyable if learners feel that they are inspired to exchange their own thoughts with the text writer. McDonough (2004) suggests that an increasing number of ELT textbooks have moved from the 'text as object' to the 'text as process', by encouraging interaction between the reader and the text. To sum up, the texts tend to engage the learners better if they are likely (1) to be able to connect the text to the learners' lives; (2) to be appropriate to the learners' age and reading interests; (3) to satisfy the learners' desire to understand various kinds of social systems and cultures in western countries; (4) to encourage an interaction between the learners and the text.

2.2 Exploitability

Nuttall (2002) regards exploitability as the most important criterion next to

interest. The texts with the features of exploitability should simulate authenticity, resemble real language use, and present a variety of genres and text types.

Authentic materials, as defined in *Longman Dictionary of Language Teaching and Applied Linguistics*, refer to *texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc.* (Richards 1998: 34). Tomlinson (2003: 112) suggests that authentic texts should *contribute to the ultimate exposure of the learners to a range of genres (e.g., short stories, poems, novels, songs, newspaper articles, brochures, advertisement, etc.)*. Nutall (2004) names the texts such as brochure, advertisements as *functional texts*, which have a fairly clear practical purpose.

Aside from the above mentioned, we can use authentic texts of a wide variety, from autobiographies, diaries to less frequently used folk tales and myths from all over the world. Mares (2003: 134) gives particular attention to poetry by saying *one text type that can quickly engage a learner and lead to schema-raising and visualization is poetry*. Additionally, Mares strongly supports the use of folk tales and urban myths which are underused resources by arguing that *the imagery, the power of universal themes and the appeal of narrative make this text form ideal for engaging learners of all ages* (ibid.).

To summarise, exploitable texts should represent the kind of authentic text types that the learners will encounter after they leave their classrooms. Wilkins (1976, cited in William et al. 2001: 374) points out that authentic texts are helpful to *bridge the gap between classroom knowledge and the real world*. In particular, authentic texts are crucial to Chinese learners of English and Japanese learners of English, since they have a slim chance of being exposed to English outside the classroom, considering English is a foreign language rather than a second language in these two countries.

2.3 Readability

Readability refers to the linguistic difficulty of the text in a textbook. It is proper if the text presents an achievable challenge to the learners. Nuttall (2002: 174) defines *readability* as a combination of structural and lexical difficulty. Bell & Gower (2007: 124) believe in the value of texts being slightly above the level of the students. Ferris (2002) also suggests using authentic texts in which vocabulary is relatively simple so that learners' attention will not be completely drawn to unknown words, and they can scan the text to notice a particular form. Therefore, it is crucial that texts should be chosen with adequate difficulties in terms of grammar and vocabulary to match the student's language competence. If the text is too easy, the students will not feel challenged to continuously develop their proficiency. On the other hand, if the difficulty is beyond students' English proficiency, their attention would be directed to new grammatical items and new words. Such an overload on attention will lead them

to achieve little in understanding the content of the text and the way of successful communication.

The factor that determines readability is structural difficulty of the text. Nuttall (2002) suggests that readability, involving structural difficulty, is hard and complicated to assess in terms of sentence length and complexity. But when we focus on new grammatical forms, such as tenses and structural words, they often cause no problems if the text is comprehensible. Another factor relevant to readability is lexical difficulty of the text. Cobb (2002) suggests that for reading to be successful, and to support further vocabulary acquisition, at least 95 percent of words should be familiar to the reader. However, other researchers tend to be stricter about the density of unknown words. Nation (2003: 398) argues that texts designed for vocabulary learning need to have low densities of unknown words, and he further suggests that it is proper for learners to be familiar with 98 percent of the running words. Nuttall (2002) believes that 2 or 3 percent of new words are acceptable if learners are required to read slowly and carefully in intensive reading. We agree that new words should not take more than three percent of the vocabulary in a text because too many new words could prevent the learner from smooth and effective reading.

3. A comparison between the texts in NSE & UNICORN

3.1 Suitability

3.1.1 Individual life vs. social life

NSE I makes every effort to build links between the text and the learners' new experience in senior high school. Examples are as follows:

Li Kai's first day at senior high school. (Module 1, p. 2)

The first impression of three new teachers. (Module 2, p.12)

A description of a simple scientific experiment in chemistry about how iron reacts with air and with water. (Module 5, p.45)

Three out of the six modules in NSE I focus on topics of new school life which the learner will experience. The description of the chemistry experiment is very likely to arouse the learners' interests since they may encounter such an activity in their chemistry class. If they could learn to describe the experiment in English, they will certainly have a sense of achievement, which is helpful to encourage them to learn English better.

UNICORN has no such texts concerning senior high school life, but it tends to show the life of other people, such as George Dawson, Sekino Yoshiharu, Chris Moon, Marc Chagall and Natsume Soseki. In addition, UNICORN introduces sports, games and food, which are closely related to the life style in Japan. Obviously, NSE tends to connect the individual learner with the school, while UNICORN takes only general topics in Japanese social life.

3.1.2 Age and reading interests

Learners prefer to read the text for enjoyment when the theme agrees with their age and common interests. The text will attract readers' attention if they find that the protagonists in the text are at their own age. There are two protagonists in NSE II, who are teenagers of the learner's age. The first text warns the students not to try drugs to satisfy their curiosity in any case¹, which functions as warning and education. The second text enriches students' background knowledge by presenting them with a documentary film². Although none of the texts is concerned with the protagonists at the learner's age in UNICORN, there are two texts, one concerning animal intelligence³, and the other one exploring the possibility of life in the outer space⁴, which may be appealing to the learner since teenagers are eager to pursue the popular science.

3.1.3 Serious topics vs. light topics

A number of texts in NSE cater to the students' desire to understand society and culture in the western countries⁵, for example, educational systems, medical care and mass media in such western countries as Britain, USA and Canada are introduced through comparisons. The learner's curiosity about the unknown world can be satisfied in this way.

In contrast, UNICORN does not touch upon serious topics about the western countries, but rather presents westerners' daily lives. For example, a text describes a journey from the Japanese point of view⁶ and another text tells a volunteer's life from the British point of view.

1 The story of a nineteen-year-old boy who became addicted to drug abuse warns teenagers of the consequences of drug abuse. (Module 2, p.12)

2 The story of two eighteen-year-old teenagers who developed their own documentary film. (Module 7, p.64)

3 A study on intelligence of parrots shows that two parrots in a scientific experiment demonstrate intelligence to solve problems and they are rather smarter than a talking parrot. (Lesson 3, pp.30-34)

4 Exploring the lives in the outer space. (Lesson 8, pp.102-108)

5 Different schools in the western countries. (NSE I Module 2, p.19)

A Canadian student's description of science teaching in his school (NSE I Module 5, p.49)

An introduction to the health care system in Britain, America and Canada. (NSE II Module1, p. 9)

An introduction to daily newspapers in Britain and the United States. (NSE II Module 5, p.49)

6 The traveling experience, made by the Japanese explorer, Sekino Yoshiharu, of following ancestors' immigration from Africa to Asia, North America and to South America covering 50,000 kilometers. (UNICORN, Lesson 6, pp.74-80)

3.1.4 Interactions

In both NSE and UNICORN, there are many texts introducing celebrities known to the students. NSE usually gives a brief introduction to the celebrities who are well known both at home and abroad by providing factual information to the reader⁷. But UNICORN details a certain period of the celebrities' life by recalling their feelings and thoughts⁸. Thus the introduction of the characters in NSE is superficial and artificial, whereas UNICORN carries more on life perception and cultural background in the first place. A real interaction between the text writer and the reader is more likely to happen when a text cares for the readers' perception rather than information transmission. UNICORN encourages learners to gain life perception by reading between the lines. In other words, NSE deals with a text as an object, but UNICORN takes the text as an experience process.

To summarise, both NSE and UNICORN put suitability of the texts into first consideration by providing appropriate and interesting texts for the learner. However, NSE puts more emphasis on knowledge input and ideological education within the Chinese context. In contrast, UNICORN attempts to give students different perceptions of the world through reading the description of other people's life and thoughts.

3.2 Exploitability

NSE and UNICORN share one thing in common, that is, both of them choose the most common genre in their texts, for example, stories, reports and travel notes. (See Table 1). Many texts fall into the genre of stories and travel notes in both NSE and UNICORN, but in comparison with UNICORN, NSE contains more reports. The two reports in UNICORN are about science and technology, whereas the reports in NSE are related to the educational system and society besides science and technology.

7 Celebrities: the musicians, Haydn, Mozart, Beethoven; the Spanish painter, Picasso; the American modern artist, Roy Lichtenstein; the Chinese musician, Ye Xiaogang; the Chinese painters, Qi Baishi, Xu Beihong; the Chinese astronaut, Yang Liwei.

8 Introducing the works of art created by a Russian artist Chagall in the different stages of his life (UNICORN, Lesson 9, pp. 117-123)
Introducing the life experience of a Japanese novelist Natsume Soseki studying in Great Britain. (UNICORN, Lesson 10, pp.132-138)

Table 1 Genres Distribution in NSE and UNICORN

Genre	Examples in NSE	Examples in UNICORN
Stories	My first day at senior high (p. 2) My new teachers (p. 12) A Canadian's description of science teaching in his school (p. 49)	The history of tofu (p. 60) Introduction of a Russian artist (p. 117) Soseki's experience of studying while young (p. 132)
Reports	Different countries, different schools (p. 19) The fastest train in the world (p. 29) Problems of some villages in western Europe (p. 39) The history of the internet (p. 52)	The intelligence of parrot (p. 30) The search for E.T. (p. 102)
Dialogues	A lively city (p. 32)	—
Travel notes	My first ride on a train (p. 23)	The great journey (p. 74)
Diaries	—	A HALO volunteer's life record (p. 88)
autobiographies	—	A 98-year-old black man's education (p. 40)
Formal speeches	—	A call for environment protection (p. 8)
Letters	An email from an American student (p. 8) A letter from a senior high student (p. 9)	—
Brochures	—	—
Advertisements	—	—

Besides stories and reports, NSE contains letters and dialogues, while UNICORN includes diaries, autobiographies and speeches. The different genres give learners valuable assistance to enhance their overall understanding of the target language. However, only one dialogue is found in NSE and no dialogues are found in UNICORN. It seems that dialogues are rarely selected in English textbooks for senior high students. Perhaps the writers of the two textbooks think that dialogue is easy and more suitable for students in junior high schools. In fact, what appear in English textbooks for junior high students are simplified dialogues. If more authentic dialogues are cited in senior high English textbooks, students will learn more about how people communicate with each other in the target language. Brochures and advertisements are not touched upon in the two textbooks. However, it should be noticed that brochures and advertisements are popular in current social lives. More significantly, the words are usually well chosen in brochures and advertisements. If they are included in textbooks, students will have a chance to appreciate the beauty and force of the language.

Generally speaking, when NSE and UNICORN choose the texts in different genres, they put more emphasis on transmitting information in the form of stories and

reports. They have collected many traditional types of texts such as long stretches of narratives and descriptions. In terms of the topics of the texts in NSE and UNICORN, they are all familiar to students, but the styles are rather limited where literary works such as poems, novels, folk tales and myths are not chosen, and no functional texts such as leaflets, menus, timetables, product labels, magazines can be found in NSE or UNICORN. In fact, the materials of the above genres could benefit students a lot and bridge the gap between the textbook and the real world.

3.3 Readability

In this section, we will analyze how grammar is dealt with in NSE and UNICORN. As for tense, the Present Perfect is the distinctive tense in *A Lively City*⁹. Xiao Li and John Martin are good friends. After 6 years departure, Martin visited Li's hometown for the first time, looking back on the days when he travelled in China during the past few years. The design of the scene of looking back agrees well with the use of the Present Perfect tense, which refers to actions that have happened in a period of time up to now. *My First Ride on a Train* describes the past travelling experience an eighteen-year-old boy from Sydney had on the famous Ghan train¹⁰. The story is told throughout in the Simple Past tense and the reader is reminded of the tense by many time markers such as *recently, during the day, one night, at about midnight, a long time ago, a hundred and fifty years ago, in 1925, in 1935* and so on. *Unique Sports* describes the origin, changes and current development of three sports¹¹. It illustrates the use of different tenses in English. For example, the Simple Past tense is used when the history of the athletic event is traced back, the Present tense is used when sports rules are described, and the Present Perfect tense is used when the game's changes are reported. In *Chagall: A Life of Love and Art*¹², the Simple Past tense is frequently used to describe the four stages of Chagall's life. Other tenses are occasionally used in the text. So the distinctive grammar feature in the text should be the Simple Past tense. It is reasonable if the grammar exercises in the accompanying tasks are designed to practice the Simple Past tense so that students could review the grammar points they had just learned in the text. However, we found out that in the grammar exercises following the text, to practice the Past Perfect and the Past Future becomes the main tasks, which means that the text and accompanying tasks are mismatched.

Now let us look at the lexical difficulty of the text. NSE employs smaller new

9 NSE (I) Module 4, p.32.

10 NSE (I) Module 3, p.23.

11 UNICORN (I) Lesson 2, pp.18-22.

12 UNICORN (I) Lesson 9, pp.117-123.

vocabulary in each text than UNICORN does. The texts in NSE are not long. Almost all of the texts range from 300 words to 400 words and the number of the new words in each text vary from 10 to 15¹³. The average proportion of the new words is 2.5- 4%. So the degree of difficulty is at the intermediate level if we take 5% as the marker of the intermediate level. But the texts in UNICORN are much longer and the length of the texts ranges from 400 words to 700 words. The number of the new words in each text is from 20 to 50¹⁴, which shows that there is a big difference in terms of new words between different texts. For example, the percentage of new words in *Life is so Good* is 3.5%¹⁵, which is about the average. While the percentage of new words in *The Great Journey* reaches 7.5%¹⁶, which is much higher than the intermediate. A text with such a large new vocabulary may overload learners in decoding vocabulary at the expense of reading for meaning. Furthermore, the vocabulary exercises concerning the new words are designed in a monotonous way, which might discourage students from finishing the excises seriously.

4. Accompanying tasks

Tomlinson (2003: 113) suggests that the *readiness activities* should be used firstly to get learners ready for the reading experience. Readers usually feel apprehension before they read a text in English, so achieving mental readiness rather than plunging into a passage all of a sudden will be more helpful to ease their worries. Tomlinson (2003: 113) suggests that the readiness activities should *aim to stimulate mental activity relevant to the content of the text*, so that learners can be asked *to visualize, to draw, to think of connections, to mime, to articulate their views, to recount episodes from their lives, to share their knowledge, to make predictions*. All of the above mentioned preparation activities can get learners to activate connections in their minds when they begin to read the text.

4.1 Personal experience vs. textual information

Let us look at the readiness activities in NSE. In the text *My First Day at Senior High* in NSE¹⁷, students are required to work in pairs and discuss the questions like *What are the main differences between Junior High schools and Senior High schools? Do you think that work at Senior High schools is harder than at Junior High schools? Are Senior High teachers similar to Junior High teachers?* The pre-reading activity is

13 This counting is based on the new words listed in the glossary as an appendix at the end of NSE.

14 This counting is based on the new words listed in the glossary under each page in UNICORN.

15 UNICORN (I) Lesson 4, pp.40-44.

16 UNICORN (I) Lesson 6, pp.74-80.

17 NSE (I) Module 1, pp.2-3.

based upon the learner's experience and expectation relating to the theme of the text. It has nothing to do with vocabulary or any comprehension questions. Learners are encouraged to make a comparison and contrast between junior high schools and senior high schools in respect to school work and teachers, which helps them build links with the text that they are going to read later. But the above example is the only one exception we could find in NSE I and II, the readiness activities in other units of the two books exclusively concentrate on the introduction of vocabulary or the topic sentences in the texts.

UNICORN also uses pre-reading activities to prepare learners with some basic information relevant to the theme of each lesson. The readiness activities of UNICORN are used to briefly define or describe the key words in the text in Japanese. Statistical data or charts are also provided to illustrate the theme of the text. However, few readiness activities invite learners to contribute their personal experiences or opinions regarding the theme of the text.

4.2 Deductive approaches vs. inductive approaches

A deductive approach is traditionally used in grammar teaching in textbooks, which gives the learners the grammar rules and expects them to apply these rules in further practice. In contrast, an inductive approach trains students to work out grammar rules by themselves through observing, analyzing and generalizing the rules. Both inductive and deductive approaches are necessary for learners of a foreign language.

To induce grammar rules directly from the sample sentences needs the analysis of the target language itself, which can make the learner sensitive to the specific linguistic feature when they come across it again. When the sensitivity becomes automatic, the learners' grammar awareness can be cultivated. The deductive approach can be a significant supplement to inductive approach in grammar tasks. On the one hand, it offers learners a generalization of grammar rules with the help of their mother tongue, so it is easier for them to understand the rules completely. On the other hand, students often need metalinguistic explanations as a feedback to confirm their hypotheses when they wonder whether their answers are correct.

Furthermore, high school students have analytical ability in their cognitive and psychological development. They have already accumulated some linguistic knowledge after learning English in primary schools and junior high schools, so they tend to generalize grammar rules by themselves. The deductive approach will help them understand grammar rules better. To stick only to either one approach is insufficient, since learners need to be benefited from both approaches in their grammar learning. Only when the two approaches are complementarily used can students master and use grammar knowledge in the most efficient way.

The grammar exercises in NSE train students to learn grammar knowledge in an inductive way. Instead of giving the rules directly, students have to draw conclusions by their own observations. We can see that UNICORN employs the deductive approach and the native language is used to describe grammar rules in the target language. In UNICORN grammar knowledge is dealt with in two ways: *Language Focus and Developing Your Skill*. *Language Focus* mainly uses Japanese to illustrate grammar rules and cites example sentences from the text. *Developing Your Skills* asks students to do repetitive exercises.

4.3 Vocabulary Tasks

Nation (2003) suggests that the psychological conditions for occurrence of vocabulary learning include noticing, retrieving and elaborating. By using tasks for vocabulary learning in textbooks, the three conditions should be satisfied in order to enhance the efficiency of vocabulary learning.

According to Nation (2003: 396), *in material design, noticing is encouraged by using typographical features such as putting the word in italics or bold type, by defining the word orally, or in the text, or in a glossary, by noticing the word on the board or in a list at the beginning of the text, by pre-teaching, by getting the learners to note it down or by getting the learners to look up in a dictionary*. Some examples of vocabulary tasks for noticing purposes can be found both in UNICORN and NSE. UNICORN highlights the new vocabulary in bold type and puts new phrases in both italic and bold type in the glossary under each page to alert the learners. NSE guides learners to notice the new words by persuading them to consult dictionaries and predict the use of words in a text. For example, a vocabulary noticing task is designed at the beginning of a text as follows: *Look up these words in a dictionary and predict why they are used in articles about drug use*. Very frequently, NSE requires learners to check the meanings of words in a list by themselves.

Nation (2003: 396) suggests that *retrieval can be receptive or productive and involves recalling the meaning ... when the spoken or written form is met (receptive retrieval), or recalling the spoken or written form in order to express a meaning (productive retrieval)*. Opportunity for receptive retrieval of the target vocabulary is very important, which is a precondition for productive use of the vocabulary, so the new words should be repeated in tasks as much as possible and wherever possible to increase its chances of being noticed. The task to match meaning with the word form in NSE is a retrieval receptive activity while no such a task is found in UNICORN.

Productive vocabulary tasks take more proportion in both NSE and UNICORN. For example, NSE often assigns the learner the task to complete sentences with the words and expressions found in the text. The target vocabulary in the text is turned from input to output in the productive task. UNICORN retrieves the target vocabulary in a similar way. A task called *Organizer* is used to summarise the main ideas of the whole text. The learner is required to fill in the blanks with the words that they learn in the text. *Organizer* is consistent with the idea of contextualized vocabulary learning. The following tasks are designed in contextualized way in NSE: *Match these words with the numbered items in the illustrations of the newspaper and magazine; Complete the passage with these words; Look at the film poster; Which words do you think will be in the film review? Look at these word and expressions; Which of them are connected with illness?*

Nation (2003: 396) claims *elaborating is a more effective process than retrieval because it involves retrieval but enriches the memory for an item as well as strengthening it*. Here we would like to clarify the design of communicative vocabulary tasks in an elaborate way, so as to bring more chances to focus learners' attention on the practical use of target vocabulary. Let us look at an example of speaking activity called *Challenge* in UNICORN:

What's your favorite food?

What can you cook?

*What food do you not like?*¹⁸

It is a one-way, open task, which sets no limit for learners, yet no guidance is offered to focus on some specific words.

Another example from NSE:

Work in pairs. Student A chooses a health problem and describes the symptoms. Student B asks about it and offers help.

Example: Student A: Say the name of your illness.

I think I've got pneumonia.

Student B: Ask why.

Why? What are your symptoms?

Student A: Describe your symptoms.

I've got a high temperature and my chest hurts when I breathe.

...

(NSE II module 1, p. 8)

The above task gives the learner more assistance in how to frame such a conversation, and guides them to practice the use of the target vocabulary such as *pneumonia*, *symptom*, *have a high temperature*, *chest*, *breathe* etc. in a controlled way

¹⁸ UNICORN I, Lesson 5, p. 69.

in the communicative vocabulary task.

5. Conclusion

We have discussed the suitability of contents, exploitability and readability in NSE and UNICORN respectively. By analyzing the texts and accompanying tasks in NSE and UNICORN, we notice the differences in the embodiment of the aims, values, methods of the teaching situation and the underpinned language learning theories in China and Japan.

NSE focuses more on lives of individual learners and is more concerned with moral education. However, UNICORN stresses general social topics that Japanese people are interested in. It attempts to help the learners to understand foreigners' ideas and their philosophy through reading the texts that describe people with different background. To keep the original sense of the language, UNICORN employs a larger vocabulary than NSE. In contrast, NSE controls the number of new words in each text. In order for students to increase the chance of approaching new words, NSE provides more texts with a small number of new words in a unit instead of a long text with many new words.

NSE reflects the insights and new findings in current theories and researches on second language acquisition. The texts in NSE take the learner's personal experience into first consideration. Inductive approach to teaching grammar is globally adopted, which emphasizes the process of learning rather than the product of learning.

UNICORN makes use of reading texts mainly for language teaching and adopts the Presentation, Practice, Production (PPP) Approach to teaching grammar in the accompanying tasks. The content of the exercises in UNICORN is mainly designed to obtain language knowledge and attaches importance to language description. The teaching approach is rather elaborate and thus the students' initiative of learning is ignored. Longer texts and more new words show that UNICORN favors the teacher-centered approach, in which vocabulary and grammar points are explained by teachers.

Both NSE and UNICORN transmit information in the form of stories and reports. They are conservative in choosing literary or functional texts. For example, they do not include the genres of brochures and advertisement, which are widely used in our daily life. And they do not include the genre of poems which has very high literary appreciation values. In terms of readiness activities, NSE introduces new words or topic sentences, while UNICORN provides key words and background information of the text.

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Introduction to the Academic Paper of Professor Zhao Lizhu

Harris G. Ives

Knowing Professor Zhao Lizhu as well as I do, it is no surprise to me that a major concern of his academic paper on textbook analysis is how cultures are represented in these English language-learning texts. Professor Zhao is an internationalist, having taught in China, the United States and Japan. Upon our meeting in August, 1999, I instantly decided that he was fellow scholar whom I would like to befriend and learn from. His insights into teaching are evident in the classroom, in his writings, and even in his casual corridor-encounters with students. I have watched him in action. A few months ago, I had the distinct pleasure of watching him critique power point reports on American culture as presented by his students. Amazingly, his students demonstrated a meticulous study of such topics as American Individualism and The Frontier Spirit. There in Tianjin, China, I observed Chinese students demonstrate remarkable command of these key concepts in American culture. Not content with simply letting the students present their comments and then sit down, Professor Zhao questioned them in an English-only parlay.

In this paper, Zhao observes how these texts (the *Unicorn* series of Japan, and The *New Standard English* series prepared in China) measure up to the ideal of Eli Hinkel, namely: including in the readings, grammar exercises, and drills, concepts of (1) source culture, (2) international culture and (3) foreign culture.

A Comparative Study of Source Cultures in the English Textbooks of the Chinese and the Japanese High Schools

Zhao Lizhu

I. Introduction

In many countries such as China and Japan, high school students are required to learn the English language. Since a language is closely related to its culture, textbooks integrate language learning with culture learning.

Cheng Xiaotang, a Chinese scholar, stresses the importance of incorporating culture in the English textbooks:

The textbook is to provide language materials and also introduce cultures of other countries or regions to students so as to help them to have a better understanding of the world culture, to cultivate their cross-cultural consciousness and cross-cultural competence. ①

Cultures in the textbook, according to Mr. Hinkel, should include the following three: (1) target cultures, (2) source cultures, (3) international cultures.

EFL(English as a Foreign Language) textbooks reflect not only the target cultures, but also source cultures and international cultures. ②

The paper will focus on the discussion of source culture in the English textbooks of the Chinese and the Japanese high schools, taking two sets of textbooks used in China (mainly in Tianjin and some other cities) and Japan for example, namely the *New Standard English* ③ of China and the *New Edition Unicorn English Course I, II*, ④ and *Unicorn English Reading* ⑤ used in Japan.

The senior high school in China usually covers three academic years which includes 6 semesters, with a series of textbooks of English, the *New Standard English*, being used in Tianjin, the third largest city in China. The series consists of 9 student books, the first 5 of which are compulsory for the students whereas the remaining 4 are optional. Each of the books contains two parts: the first one is made up of six modules and the second the Review which is elective, providing extra review exercises such as listening, reading, writing for each of the 6 modules. Each module is divided

into 5 sections: 1) Topic and Task; 2) Grammar/Functions; 3) Skills; 4) Culture/Learning to Learn; 5) Vocabulary/Everyday English. In this research the first five books of the series, especially the modules of each book, will be investigated.

The *Unicorn* series includes 3 books: the first two being *Unicorn English Course I, II* and the third one *Unicorn English Reading*. The first two basically follow the pattern: each book consists of ten lessons, each of which can be subdivided into three parts: “Before You Read”, a text (a passage), and exercises.

The comparison will be made in terms of percentages of the source cultures, contents of the source cultures, perspectives of introducing source cultures, source culture exercises and testing etc. By comparison it is hoped that more effective ways of making use of source culture will be recommended, and better textbooks will be accomplished to facilitate the English education in the two countries.

II. The importance of source culture in English language learning

The two sets of English textbooks of China and Japan both take their own source culture as an important and indispensable component although the two show some differences in the percentage of the source culture embedded in the textbooks.

Eli Hinkel defines the two terms of source culture and target culture, “C1 refers to learner’s own culture, the source culture. C2 refers to a target culture where the target language is used as a first language.” ⑥

In this sense, the target culture, as far as the students learning English in China and Japan are concerned, includes the cultures of the United Kingdom, the United States, Canada, Australia, New Zealand etc.

Target language learning is closely associated not only with target culture learning, but also the source culture learning.

Mr. Simon Greenall makes a good remark about the fundamental objective of English learning in the Preface to *New Standard English*,

New Standard English has two important commitments: to help Chinese learners develop their competence in English, and to encourage their membership in the worldwide English speaking community. Its fundamental objective is not simply linguistic competence but effective communication. Above all, it aims to demonstrate that the English language doesn’t just belong to the English, it belongs to everyone. ⑦

In achieving “effective communication”, source culture learning can not be overlooked. In the cross-cultural communication, talking about source culture with native English speakers and introducing source culture to them are unavoidable. In

China, as a matter of fact, some students (even some teachers) mistakenly hold that English learning just entails English culture rather than Chinese culture, which quite often results in the so-called Chinese culture aphasia due to their overlooking of the source culture learning and failing to express their own culture fluently in English.

In essence, source culture and target culture are both component parts of the world culture, required in the cross-cultural communication. The three cultures, (target, source and international), seem to be three legs of cross-cultural communication. The absence or weakness of anyone of them would cripple the communication.

III. Source culture percentages in the textbooks

By stressing the importance of learning source culture, it doesn't mean that it will be overemphasized and take the greatest percentage of the three cultures. An English language learner should take the target culture learning as the main job which should, based on the investigation, take the dominant proportion as much as 50% or even more.

Chen Shen makes such remarks on the significance of learning foreign cultures: 'When learners know little about foreign people and foreign countries, they assume that the ways of life of people in foreign countries are exactly the same as those in China. As a result, they use Chinese norms of behavior to interpret foreign people's thinking, behaviors and even appearance. Chinese EFL learners need knowledge about foreign culture. They must *learn to know* about foreign culture through EFL learning.' ⑧

Here, foreign culture can be subdivided into 2 categories: 1) target culture, which, in the discussion, refers to the cultures of the English speaking countries, especially the major ones of the United States and the United Kingdom etc. 2) international culture, which, in the paper, encompasses the cultures of other countries and the world around us, for instance, the world environment etc. Generally, target culture should be more proportionally important than source culture and international culture.

In the Chinese textbooks *New Standard English (Book1-5)*, the target culture accounts for 27%, even smaller than those of the source culture (38%) and the international culture (35%), with the source culture being the first. (Please see Table 1) The Chinese textbooks put too much emphasis on source culture while making the main job, target culture learning, a secondary one.

Table 1: Percentages of the three cultures of *New Standard English* (China)

	T.C.	S.C. (China)	I.C.	Sum
Book I	6.5	6.5	5	18
Book II	4	8	6	18
Book III	1	6	11	18
Book IV	5.5	9.5	3	18
Book V	7	4	7	18
Sum	24	34	32	90
Percentage	27%	38%	35%	100%

Note:

- 1) T.C.= target culture; S.C. = source culture; I.C.= international culture
- 2) Each module in the five books contains a Text which makes up 2 points for the sake of statistical convenience and a Culture Corner which makes up 1, so each book that has 6 modules makes up 18 points.
- 3) If a Text or a Culture Corner includes both source culture and target culture, the point will be shared equally by the two components. This rule is applicable to the Japanese *Unicorn Series*, too.

As for the Japanese *Unicorn Series*, the target culture accounts for 43 %, the first high of the 3 cultures. In terms of source culture which refers to the Japanese culture in this case, its percentage goes to the other extreme, being the smallest (14%) of the three.(Please see Table 2)

Table 2: Percentages of the three cultures of *Unicorn Series*

	T.C.	S.C.(Japan)	I.C.	Sum
Book I	15	6.5	12.5	34
Book II	11		23	34
Reading	24	9.5	13.5	47
Sum	50	16	49	115
Percentage	43%	14%	43%	100%

Note:

- 1) *Unicorn English Course I* has 10 texts and 2 long passages (“For Reading” and the “Supplementary Reading”). Each text or a long passage stands for 2 points statistically, and the total of them in the book make up 24 points. Each lesson also contains a “Before You Read”, which makes up 1 point. All of the 10 pieces of “Before You Read” make up 10 points and the sum total of *Unicorn English Course I* is 34 points.
- 2) *Unicorn English Course II* has the same pattern as *Unicorn English Course I*, and also makes up 34 points.
- 3) *Unicorn English Reading* has 15 lessons plus a supplementary reading, considered together as 16 long texts, which account for 32 points. For each “Keys” or “Scanning”, or “Skimming” in the book, it accounts for 1 point, and all of them in the 15 lessons account for 15 points. Therefore, this book contains 47 points.

Table 2 is eye-catching in that the percentage (43%) of the target culture in the 3 books of Japan is the same as that (43%) of the international culture, leaving the source culture the smallest in percentage (14%). It implies that in the three books the international culture is considered as important as the target culture while source culture is not so necessary.

An important feature of the Japanese textbooks is that they quite often integrate their source culture with target culture or international culture, which is an effective way to cultivate the student's cultural awareness although the source culture percentage is the smallest of the three.

The 3 books of the Japanese *Unicorn* has 16 articles dealing with source or Japanese culture and 15 of them (94%), which is much larger than that (25%) of the Chinese counterpart, have the combination of source culture with target or international culture, for instance, "Soseki in London" (Lesson 10, *Unicorn English Course I*) which tells the living and career of the famous Japanese writer in London.

Figure 1 shows comparatively the percentages of the three cultures in the Chinese and the Japanese textbooks.

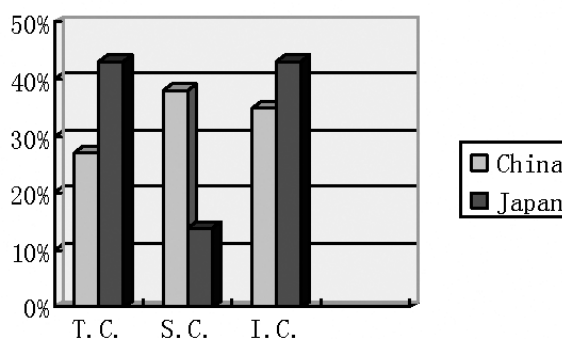


Figure 1 A comparison of the percentages of the 3 cultures in the 2 sets of textbooks

Note:

1. The light color represents the percentage of the Chinese textbooks while the dark color the Japanese ones.

IV. Contents of source culture

Source culture is a big term which can cover nearly everything related to the home culture, but the small capacity of the textbook doesn't allow it to encompass all of them. Which part of the source culture should be included in the textbook? The top

priority should be the most representative of the source culture and the common topic for communication between the native English speaking people and the English learners.

Table 3: Items of source cultures in the 2 sets of textbooks

Source culture	<i>NSE</i> (N.O.A.)	<i>Unicorn</i> (N.O.A.)
1.advertisement		1
2.arts	2	
3.achievements	1	
4.education	2	
5.environment	2	2
6.exploration	1	2
7.food		3
8.health	1	
9.media	1	
10.great people	2	4
11.science	2	
12.sports	1	1
13.tradition	1	2
14.travel	4	1
Sum	20	16

Note:

1) N.O.A.= number of articles

Table 3 exhibits the differences between the 2 sets of textbooks in covering the variety of source cultural items:

1) The Chinese textbook covers more items of source culture (14) than the Japanese counterpart (8).

As mentioned earlier, in the process of Chinese opening up to the outside world, its source culture is always stressed, which produces a high percentage and a wide coverage of it.

2) About source culture, the Chinese textbook puts more emphasis on travel (4 articles) than on any other topics while the Japanese counterpart seems to be more interested in the great people of the home country (also 4 articles).

It is understandable that the Chinese people have had a strong passion for tourism especially since the economic reform and the opening up to the outside world, which is reflected in the Chinese textbook. In contrast, the two great people, Natsume

Soseki and Ogata Sadako, are the great pride of the Japanese people and thus enter the textbook.

3) The Chinese textbook has zero articles about its food while the Japanese counterpart has 3. Actually the Chinese culture is characteristic of food culture, the absence of which makes the picture of Chinese culture incomplete.

V. Perspectives from which source culture is introduced

Another criterion in assessing a textbook is the so-called sexism, about which Lafayette makes a vivid description:

Sexism in textbooks is characterized by rigid stereotyping of roles, attitudes, and behavior according to sex. More blatantly, sexism takes the form of degrading or condescending statements and generalizations about the female sex—"She's like a girl. She gives up!" "Women are always late." ⑨

According to Lafayette, sexism is divided into the categories of exclusion, subordination etc.

"The category of exclusion refers to the proportion of contents devoted to males and females. Are females included as often as males in the main sections of the book (dialogue, readings), in secondary or recombination materials, in samples, in exercises, and in illustrations?" ⑩

Totally, in the 60 passages including the texts and Culture Corners, and all of the exercises and the subsidiary parts of the 5 books of *New Standard English*, only 6 Chinese women are mentioned including 5 in 3 passages (5% of the total passages) and the other one in the Introduction Part of Module 4, Book 1. All the other 57 passages exclude in Chinese women characters, which can't be taken as a minor problem.

As for the foreign women, they are not lucky enough to have better treatment than the Chinese counterpart: only 2 foreign girls turn up in the Writing Task (Module 1, Book4), and 2 foreign women appear respectively in the "Work in Pairs" (Module 4, Book 4), and in the Exercise of Listening (Module 3, Book1). Similar to their Chinese counterpart, none of them appear in the main passages and none are treated as main characters.

In contrast, the *Unicorn Course I*, and *II*, have totally 20 passages as texts and 4 long passages for supplementary reading, and the *Unicorn English Reading* has 15 reading materials. Altogether 3 passages about the Japanese culture are written by women, and another one is totally devoted to the very famous Japanese woman Ogata

Sadako as the main character. In total, 4 passages (10% of the 39 passages of the *Unicorn*) center on or deal with the Japanese women.

The second category of sexism is subordination:

The category of subordination refers to the roles or occupations women have in the textbooks. Are women, when present, limited to subordinate roles (nurse, stewardess, secretary)? Are women shown as often as men as main characters? ⑪

All of the 6 Chinese women, the only presence in *New Standard English*, are treated as minor characters, and none of them are written from the perspective of women. For example, in the 12 passages of Book 1, the text of Module One has a woman as a minor character, introduced and praised by a boy student. In Module Two, an English student talks about his teachers, two of whom are Chinese women. All three Chinese women are presented from the perspective of a boy. Women are not the main characters nor the authors. Students see the images of the Chinese women just through the eyes of boys or men.

With regard to the 3 books of *Unicorn*, in presenting the Japanese culture, 2 texts are written from the perspective of Japanese descendants, and one is written by a foreign woman, and another one is devoted totally to a Japanese woman (Ogata Sadako) as the main character.

By comparison, it is obvious that (1) both the Chinese and Japanese women have a low profile in terms of the percentage of their presence in the textbooks; (2) the Chinese textbooks are short of Chinese women as main characters while the Japanese textbooks lack Japanese women as secondary ones.

VI. Source culture exercises and tests

Without source culture exercises and tests, it would be hard for students to achieve their adequate communicative ability. The exercises and tests are supposed to help the students learn source culture and enhance their communicative competence. A great variety of exercises and testing methods should be adopted to stimulate students' interest in learning the culture.

The *New Standard English* of China keeps an eye on the source culture which is often incorporated in the Culture Corner of the Module, while having a simple, monotonous pattern in giving the exercises and tests: just some questions for the students to discuss or answer with only 2 exceptional forms: to identify the symbols of text message (Module 6, Book 1) and to write 5-7 sentences about life in China in the future (Module 1, Book 4). The simple pattern will not contribute much to achieve the

good effect of the Culture Corner.

The Japanese *Unicorn* instead uses a variety of ways to test the culture learning including source culture learning:

1. Comprehension questions

The questions are listed at the bottom of the same page to test the students regarding whether or not they have mastered the culture information and the message of the text. For example, Section 3 Yukigassen of Lesson 2, *English Course I*, which is about the sports in Hokkaido has, at the bottom, some questions like “Who started the Action Committee?” etc. These questions are not hard to answer since most of them are about fact. The aim of the questions is to enable students to learn the cultural information and talk about the source culture in English.

2. Organizer

Lesson 10 Soseki In London, *English Course I*, has an Organizer “Parts of Soseki’s Diary” which gives the major activities of the Japanese writer in London but leaves some key words missing and asks the students to fill in the blanks.

3. Communication Corner

Some texts are followed by exercises including Communication Corner, for instance, Communication Corner (6) “Introducing Japan” (*English Course I*) combines the tests of the source culture and the linguistic competence.

4. “Before You Read” and “After You Read”

The *Unicorn* text uses another form of exercises to test the students: “Before You Read” and “After You Read”. The former includes “On The Scene” and the latter questions and answers. For example, “On The Scene” of Lesson 9 (*English Reading*) provides a short passage about Ogata Sadako and asks the students to listen to a passage and then do the exercises by filling in the blanks.

Corresponding to “Before You Read”, there is “After You Read” after the text to test the students on the culture learning. In Lesson 5, *English Reading*, for example, there is “After You Read” which contains a passage about Japanese cuisine, but has blanks the students are asked to fill in.

5. Scanning

Unicorn also integrates the test of reading skill of scanning with that of source culture, for instance, Lesson 4 (*English Reading*) has a “Scanning” which gives advertisements “For Sale” and asks the students to do exercises about home culture.

From the above, it is obvious the Chinese textbooks have a unified, single pattern

to test the culture while the Japanese ways are varied and flexible. The purpose of cultural study is to give students cultural background knowledge, but more importantly, to motivate the students to learn. So we should adopt whatever methods to motivate the student to study.

VII. Suggestions

Based on the previous comparative investigation and research of the two sets of textbooks of China and Japan, some suggestions will be made correspondingly in the following:

1. Teachers' consciousness to teach source culture

In teaching the language skills, teachers are also held responsible for teaching cultures including source culture which should not be neglected or overlooked. Teachers' consciousness to teach source culture is supposed to be translated into students' awareness to learn source culture. Source culture is emphasized, but it does not mean that teachers and students devote more time to source culture learning than to the target culture learning, the main task of students.

2. Proper percentage of source culture in the textbooks

According to the investigation of the two sets of textbooks, it is suggested that target culture approximately accounts for more than 50% while the source culture and the international culture share the rest. It is not to say that every textbook must follow the proportion definitely. What it means is that it may serve as a possible guide or a reference.

3. Important aspects of source culture

According to Table 3, the two sets of textbooks are short of readings about politics, beliefs which cannot be missing on the checklists of their respective source culture. Besides education, sports etc. the 2 sets of textbooks should also incorporate the topics of politics, beliefs and other important cultural elements. It is required by the *Curriculum Criteria for Ordinary Senior High Schools*, issued by the Ministry of Education of China that the students, after studying the 5 textbooks, should reach the level:

- (4) having a preliminary understanding of the politics, economy etc. of the English-speaking countries.....
- (8) having an understanding of the main religious tradition of the English-speaking countries. ⑫

Based on the practical knowledge of politics, beliefs acquired by the students in the source culture, they will find it easier to understand politics, beliefs, etc of their target culture. Of course, the introduction to the politics, beliefs of the source culture should be preliminary, basic, easy for students to understand and take in.

4. Women's perspective of source culture introduction

More women characters of the source culture should be introduced in the textbooks, especially the ones of China so as to reduce men's domination and bias in the books. It is expected that some women of the source culture will become the protagonists and that some of the articles will be written from the perspective of women or girls to break the suggestion of male favoritism.

5. Various kinds of source culture exercises and testing

Textbooks should also provide good exercises of culture including source culture. In this respect, the *Unicorn* textbooks show even greater variety of forms of culture exercises to cater to different tastes of the students.

Tests should be used positively as a lever to stimulate the interest of students in learning culture (including source culture). In China, culture testing is often ignored or overlooked even in the nation-wide college entrance examination and other tests. The author has appealed to add culture components to the nation-wide test and other tests to raise students' consciousness of cross-cultural communication and communicative competence. ⑬

In conclusion, the paper intends to show the difference between the two sets of textbooks in terms of dealing with source culture so that we can draw on the good points and merits to improve the textbooks and the English education in the two countries. The author has no intention of denigrating either book.

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日本と中国における英語教科書の比較・対象研究

茨城キリスト教大学と天津師範大学による 共同研究序説

ハリス・G・アイヴズ（原文）／東海林 宏司（訳）

2008年9月21日に、天津師範大学主催による学術会議「言語学・文学・文化と言語」が開催された。その中の一部会として、「英語教科書分析」が設けられた。1年以上にわたり、茨城キリスト教・天津師範両大学の教員により、日中両国の教科書編纂に見られる第二言語習得に対する異なったアプローチについての研究の取り組みがなされてきた。本学からこの会議に出席したのは、マリ・レバヴァー、デイビッド・ヨシバ、東海林宏司、ハリス・アイヴズである。この研究に取り組んでいる中国側研究者と実際に会えることができたのは喜びであった。とりわけ、2年前に本学キャンパスで招聘教授として教鞭をとられた顧鋼先生、そして趙立柱先生との再会は、この上ない喜びであった。

私アイヴズは、本紀要に掲載される論文の内容をPowerPoint形式にまとめてプレゼンテーションを行った。本紀要掲載論文の著者である顧鋼先生、周喜先生、趙立柱先生も論文の口頭発表を行った（それぞれの論文の別バージョンが、天津師範大学の発行する論文集に掲載される予定である）。

この共同研究に取り組むことで、これまでの友好関係が強められただけでなく、新たな友好関係が生まれたと言えよう。会合を重ねることで育んでいきたい研究姿勢は、協調と相互理解である。一方の国の教科書編纂が、他方よりも優れていると主張するのが我々の本意ではない。それぞれの国の教育ニーズと哲学が、それぞれの国で編纂される教科書によってどのように具現されているかを立証することを目指しているのである。

共同研究チームのメンバーは、教科書編纂にかかわる様々な分野から、それぞれ個別の研究テーマを選択した。主たる研究テーマは、(1) 文化、(2) 語彙、(3) 文法、(4) 教科書のデザイン・構成、(5) 教育哲学、(6) 自文化意識・異文化意識、等である。研究チームには、大学教員のみならず、研究対象の教科書を現場で使用している専門家の立場から、天津の中学・高校教員も加わっている。

両大学の関係者は、この共同研究が完成までに数年を要するというで意見の一致を見ている。それぞれの研究者が個人的に情報交換することに加えて、両大学のキャンパスで交互に学術会議を主催することによって、研究を実践していきたいと願っている。現在のところ、以下のような手順で共同研究を進めていくことが検討されている。

- A. それぞれの研究者が日中2冊の教科書を比較し、論文にまとめる。
- B. それぞれの論文の著者が、学術誌上において、当初の比較に関して対話形式で議論を進めていく。
- C. 日本側研究者と中国側研究者がチームを組んで、共同論文を執筆する。

この共同研究はまだ始まったばかりではあるが、我々は両国研究者の数多くの資質に気づき始めている。良好な交流を進めているグループにはよくあることだが、我々は、知識、そして友好を深めていく可能性に胸躍らせているのである。