

# ELEMENTARY and SECONDARY EDUCATION 2003/03 - THE COURSE OF STUDY FOR FOREIGN LANGUAGES

## I THE COURSE OF STUDY FOR LOWER SECONDARY SCHOOL

### I Overall Objectives

To develop students' basic practical communication abilities such as listening and speaking, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

### II Objectives, Contents, etc. for Each Language

#### English

##### 1 Objectives

- (1) To accustom and familiarize students with listening to English and to enable them to understand the speaker's intentions etc. in simple English.
- (2) To accustom and familiarize students with speaking in English and to enable them to speak about their thoughts etc. in simple English.
- (3) To accustom and familiarize students with reading in English and to enable them to understand the writer's intentions etc. in simple English.
- (4) To accustom and familiarize students with writing in English and to enable them to write about their thoughts etc. in simple English.

##### 2 Contents

###### (1) Language Activities

The following language activities should be conducted over three years in order to develop students' abilities to understand and express themselves in English.

###### A Listening

Instruction mainly on the following items should be given.

- (a) To follow the basic characteristics of English sounds such as stress, intonation and pauses, and understand the meaning of utterances.
- (b) To listen to English, spoken and read in a natural tone, and understand specific content and important parts.
- (c) To listen to questions and requests, and respond appropriately.
- (d) To understand content correctly by asking speakers to repeat etc.

###### B Speaking

Instruction mainly on the following items should be given.

- (a) To become familiar with the basic characteristics of English sounds such as stress, intonation and pauses, and pronounce English sounds correctly.
- (b) To speak correctly about one's thoughts and feelings to the listener.
- (c) To carry on a dialogue and to exchange views regarding what has been listened to or read.
- (d) To speak extensively by utilizing various techniques such as using linking words etc.

###### C Reading

Instruction mainly on the following items should be given.

- (a) To distinguish between different letters and symbols, and read correctly.
- (b) To read silently, thinking about the content written, and to read out aloud so that the meaning of the content is expressed.
- (c) To read and understand the general outline and pick out the important parts of stories, descriptive

texts, etc.

- (d) To understand the writer's intentions in messages, letters, etc. and respond appropriately.

##### D Writing

Instruction mainly on the following items should be given.

- (a) To distinguish between different letters and symbols, and write correctly with due attention to the spaces between words etc.
- (b) To take notes and write impressions, opinions, etc. about what has been listened to or read.
- (c) To write correctly about one's thoughts and feelings to the reader.
- (d) To write messages, letters, etc. that correctly transmit the writer's intentions to the reader.

##### (2) Treatment of the Language Activities

###### A Items to be considered throughout the three grades.

In instruction over the three grades, consideration should be given to the following points.

- (a) Communicative activities where, for example, students actually use language to share their feelings and thoughts with each other should be carried out while undertaking understanding and practice activities with the language elements indicated in (3).
- (b) In communicative activities, students should be able to perform language activities where they have to think of how to express themselves in a way appropriate to the specific situation and condition.
- (c) In conducting language activities, the following language-use situations and functions of language should be mainly taken up.

###### [Examples of Language-use Situations]

- a. Situations where fixed expressions are often used
  - Greetings
  - Self-introductions
  - Phone calls
  - Shopping
  - Giving directions
  - Traveling
  - Eating

etc.

- b. Situations relevant to students' lives

- Home life
- Learning and activities at school
- Regional events

etc.

###### [Examples of Functions of Language]

- a. Deepening thinking and transmitting information
  - Giving opinions
  - Explaining
  - Reporting
  - Presenting
  - Describing

etc.

- b. Instigating action and expressing volition

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- Asking questions
- Requesting
- Inviting
- Offering
- Confirming
- Promising
- Agreeing/disagreeing
- Accepting/refusing

etc.

c. Transmitting feelings

- Expressing gratitude
- Complaining
- Praising
- Apologizing

etc.

**B** *Items to be considered in accordance with the level of learning.*

Consideration should be given to the following points in each grade taking into account the students' level of learning.

(a) Language activities in Grade 1

Taking into consideration that this is the start of English learning, emphasis should be given to raising in students a positive attitude toward communication. Language activities that give consideration to familiar language-use situations and functions of language should be carried out. At this stage of learning, topics should be taken up that draw on simple communicative expressions related to students' feelings and familiar happenings.

(b) Language activities in Grade 2

Language activities which include a further widening of the language-use situations and functions of language should be carried out on the basis of what was learned in Grade 1. At this stage of learning, topics which aim for communication that involves, in addition to material in Grade 1, the conveying of factual information and judgements should be taken up.

(c) Language activities in Grade 3

Language activities which include an even further widening of the language-use situations and functions of language should be carried out on the basis of what was learned in Grade 2. At this stage of learning, topics which aim for communication that involves, in addition to material in Grade 2, the expressions of various thoughts and opinions should be taken up.

**(3) Language Elements**

In carrying out the language activities stated in (1), language elements suitable for the attainment of the objectives stated in 1 above should be chosen from among those indicated below.

**A** *Speech sounds*

- (a) Contemporary standard pronunciation
- (b) Sound changes that result from the combination of words
- (c) Basic word, phrase and sentence stresses
- (d) Basic sentence intonation
- (e) Basic pauses in sentences

**B** *Letters and symbols*

- (a) Lower case and upper case printed letters of the alphabet.
- (b) Basic symbols such as periods, question marks, commas, quotation marks, exclamation marks, etc.

**C** *Words, collocations and idioms*

- (a) Up to approximately 900 words, including those in Table 1 (including basic words relating to everyday life such as words for the seasons, months, days of the week, time, weather, numbers (including ordinal numbers), family, etc.)
- (b) Basic collocations
- (c) Basic idioms such as "excuse me", "I see", "I'm sorry", "thank you", "you're welcome", "for example", etc.

**D** *Grammatical items*

**(a) Sentences**

- a. Simple, compound and complex sentences
- b. Affirmative and negative declarative sentences
- c. Affirmative and negative imperative sentences
- d. Interrogative sentences that begin with a verb or an auxiliary verb such as can, do, may, etc., that contain or, and that begin with an interrogative such as how, what, when, where, which, who, whose and why

**(b) Sentence patterns**

- a. 'Subject + Verb'
- b. 'Subject + Verb + Complement' in which:
  - (aa) Subject + be + noun  
pronoun  
adjective
  - (bb) Subject + non-be + noun  
adjective
- c. 'Subject + Verb + Object' in which
  - (aa) Subject + verb + noun  
pronoun  
gerund  
to-infinitive  
how etc. + to-infinitive  
a clause beginning with that  
a clause beginning with what etc.
  - (bb) Subject + verb +
- d. 'Subject + Verb + Indirect Object + Direct Object' in which
  - (aa) Subject + verb + indirect object + noun  
pronoun
  - (bb) Subject + verb + indirect object + how etc. + to-infinitive
- e. 'Subject + Verb + Object + Complement' in which
  - (aa) Subject + verb + object + noun  
adjective

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- f. Other sentence patterns
- (aa) There + be + ~
  - (bb) It + be + ~ (+ for ~ ) + to-infinitive
  - (cc) Subject + tell, want, etc. + Object + to-infinitive
- (c) **Pronouns**
- a. Personal, demonstrative, interrogative and quantitative pronouns
  - b. Basic restrictive uses of the relative pronouns, that, which and who used in the nominative case and that and which used in the objective case
- (d) **Verb tenses etc.**
- Present, past, present progressive, past progressive, present perfect and future formed with auxiliary verbs etc.
- (e) **Comparative forms of adjectives and adverbs**
- (f) Basic to-infinitives
  - (g) Basic gerunds
  - (h) Adjectival use of present and past participles
  - (i) Present and past tenses of passive voices

## (4) Treatment of the Language Elements

- A For grammatical items (b)c(bb) and d(bb), and (c)b in (3) 'D Grammatical Items', treatment should only extend to understanding.
- b For (3) 'D Grammatical Items', care should be given that the treatment does not center on differentiating between terms and usages. Rather emphasis should be on the teaching of actual usage.

## 3 Syllabus Design and Treatment of the Contents

- (1) In designing the syllabus, consideration should be given to the following:
- a Taking into account the various factors affecting students and the conditions in the region, each individual school should establish objectives for each grade in an appropriate manner, and work to realize the objectives of English instruction over three grades.
  - b For treatment of 2 '(1)Language Activities', particular emphasis should be placed on listening and speaking language activities in each grade.
  - c 2 '(3)Language Elements' should be graded in levels of difficulty, from easy to more difficult, according to the learning stage, and taught effectively, focusing on recognition in some cases and on production in other cases.
  - d In phonetic instruction, continuous instruction of the language elements indicated in 2(3) 'A Speech sounds' should be given through pronunciation practice etc. from the standpoint of emphasizing listening and speaking. (To supplement phonetic instruction, it is possible to use phonetic notation when necessary.)
  - e In teaching the alphabet, it is also possible to teach a cursive style, giving consideration to the students' study burden.
  - f For instruction of words, collocations and idioms, frequently used items should be selected and mastered.
  - g Students should learn the basics of how to use dictionaries and they should become able to use dictionaries as is required.
  - h In accordance with the students' situation and the contents of teaching materials, consideration should be given toward the effective use of computers, communication networks, education aids, etc.,

and toward obtaining the cooperation of native speakers etc. Teachers should innovate in terms of learning formats, incorporating pair work, group work, etc. as appropriate.

(2) In regard to teaching materials, in order to cultivate practical English communication abilities, material that gives sufficient consideration to actual language-use situations and functions of language should be utilized. Teachers should take up a variety of suitable topics in accordance with the level of students' mental and physical development, as well as their interests and concerns, covering topics that relate to the daily lives, manners and customs, stories, geography, history, etc. of Japanese people and the peoples of the world, focusing on countries that use English. Special consideration should be given to the following:

- a) Materials that are useful in enhancing the understanding of various ways of seeing and thinking, cultivating a rich sensibility, and enhancing the ability to make impartial judgements.
- b) Materials that are useful in deepening the understanding of the ways of life and cultures of Japan and the rest of the world, raising interest in language and culture, and developing respectful attitudes to these elements.
- c) Materials that are useful in deepening international understanding from a broad perspective, heightening students' awareness of being Japanese citizens living in a global community, and cultivating a spirit of international cooperation.

## Other Languages

Instruction for foreign languages other than English should follow the objectives and contents of English instruction.

### III Curriculum Design and Treatment of the Contents

- 1 For compulsory foreign language instruction, English should be selected in principle.
- 2 For foreign language instruction as an elective subject, the contents under 2 and other contents determined by each school should be used so as to give a variety of learning activities, such as topic-based learning, supplementary learning to cultivate basic communication abilities, and advanced studies in accordance with students' characteristics etc.

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## II THE COURSE OF STUDY FOR UPPER SECONDARY SCHOOL

### I Overall Objectives

To develop students' practical communication abilities such as understanding information and the speaker's or writer's intentions, and expressing their own ideas, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

### II Subjects

#### 1 Aural/Oral Communication I

##### 1 Objectives

To develop students' basic abilities to understand and convey information, ideas, etc. by listening to or speaking English, and to foster a positive attitude toward communication through dealing with everyday topics.

##### 2 Contents

###### (1) Language Activities

The following communicative activities should be conducted in concrete language-use situations so that students play the role of receivers and senders of information, ideas, etc.

A To understand content by listening to English and to respond in a way appropriate to the situation and the purpose.

B To ask and answer questions about topics that are of interest to students.

C To transmit information, ideas, etc. appropriately in accordance with the situation and the purpose.

D To organize and present information obtained by listening or reading, one's own ideas, etc. and to understand what is presented.

###### (2) Treatment of the Language Activities

A Items to be Considered in Instruction

In order to conduct effectively the communicative activities stated in (1), instruction on the following items should be given when necessary.

(a) To pronounce English with due attention to the basic characteristics of English sounds such as rhythm and intonation.

(b) To understand and utilize basic sentence patterns and grammatical items that are required for communicative activities.

(c) To utilize expressions that are required in asking for repetition and paraphrasing.

(d) To understand the role of nonverbal means of communication such as gestures and use them effectively in accordance with the situation and the purpose.

B Language-use Situations and Functions of Language

In conducting the language activities stated in (1), language-use situations and functions of language suitable for the attainment of the objectives stated in 1 above should be chosen mainly from among the Examples of Language-use Situations and the Examples of Functions of Language listed after Writing (hereafter referred to as Examples of Language-use Situations and Functions of Language), and these chosen examples should be integrated and utilized. In so doing, consideration should be given so that the situations for communication on an individual basis and for communication in groups can be actively provided.

##### (3) Language Elements

A In carrying out the language activities stated in (1), language elements suitable for the attainment of the objectives stated in 1 above should, in principle, be chosen from among the Language Elements listed in the Course of Study for Lower Secondary School and the English Language Elements listed after Writing (hereafter referred to as Language Elements for Lower and Upper Secondary Schools). In so doing, consideration should be given to the following.

(a) The language elements should be contemporary standard English in principle. However, consideration should also be given to the fact that different varieties of English are used throughout the world as means of communication.

(b) Analyses and explanations of language elements should be minimized. Emphasis should be placed on understanding how language elements are used in actual situations and on utilizing them.

B Words suitable for the achievement of the objectives stated in 1 above should be chosen from within the limits indicated in Contents (3)B of English I. Basic collocations should be chosen for instruction.

##### 3 Treatment of the Contents

(1) Taking into account the emphasis on developing students' aural/oral communication abilities in lower secondary schools, the basic learning items introduced in lower secondary schools should be reviewed and mastered by conducting communicative activities which cover a wider range of topics and involve a greater variety of partners.

(2) Listening and speaking instruction is conducted more effectively by integrating listening and speaking activities with reading and writing activities.

#### 2 Aural/Oral Communication II

##### 1 Objectives

To further develop students' abilities to organize, present and discuss information, ideas, etc. in English, and to foster a positive attitude toward communication through dealing with a wide variety of topics.

##### 2 Contents

###### (1) Language Activities

In addition to the communicative activities stated in Contents(1) of Aural/Oral Communication I, the following communicative activities should be conducted.

A To understand the outline and the main points of organized utterances such as speeches, and organize one's own ideas etc. about them.

B To organize and present effectively information and ideas about a wide variety of topics.

C To discuss or debate a wide variety of topics.

D To create and perform skits etc.

###### (2) Treatment of the Language Activities

A Items to be Considered in Instruction In order to conduct effectively the communicative activities stated in (1), instruction on the following items should be given when necessary.

(a) To take notes while listening to organized utterances when necessary.

(b) To pronounce with due attention to rhythm, intonation, loudness, speed, etc. in order to transmit one's own intentions and feelings correctly.

(c) To utilize the expressions that are required for activities such as presentation, discussion and debate.

(d) To learn and utilize the basic rules of discussion, debate, etc. and ways of presentation.

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## B Language-use Situations and Functions of Language

In conducting the language activities stated in (1), language-use situations and functions of language suitable for the attainment of the objectives stated in 1 above should be chosen mainly from among the Examples of Language-use Situations and Functions of Language, and these chosen examples should be integrated and utilized. In so doing, consideration should be given so that the situations for communication aimed at groups or a large number of people and for creative communication can be actively provided.

### (3) *Language Elements*

A In carrying out the language activities stated in (1), language elements suitable for the attainment of the objectives stated in 1 above should, in principle, be chosen from among the Language Elements for Lower and Upper Secondary Schools. The language elements should be contemporary standard English in principle. However, consideration should also be given to the fact that different varieties of English are used throughout the world as means of communication.

B Words suitable for the achievement of the objectives stated in 1 above should be chosen from within the limits indicated in Contents(3)B of English II. Basic collocations should be chosen for instruction.

## 3 Treatment of the Contents

The same considerations stated in Treatment of the Contents of Aural/Oral Communication I should be applied.

## 3 English I

### 1 Objectives

To develop students' basic abilities to understand what they listen to or read and to convey information, ideas, etc. by speaking or writing in English, and to foster a positive attitude toward communication through dealing with everyday topics.

### 2 Contents

#### (1) *Language Activities*

The following communicative activities should be conducted in concrete language-use situations so that students play the role of receivers and senders of information, ideas, etc.

A To understand information, the speaker's intentions, etc. and to grasp the outline and the main points by listening to English.

B To understand information, the writer's intentions, etc. and to grasp the outline and the main points by reading English.

C To discuss and exchange opinions about information obtained by listening or reading, one's own ideas, etc.

D To organize and write down information obtained by listening or reading, one's own ideas, etc.

#### (2) *Treatment of the Language Activities*

A Items to be Considered in Instruction In order to conduct effectively the communicative activities stated in (1), instruction on the following items should be given when necessary.

(a) To pronounce English with due attention to the basic characteristics of English sounds such as rhythm and intonation.

(b) To understand and utilize basic sentence patterns and grammatical items that are required for communicative activities.

(c) To become familiar with the flow of English texts by reading aloud or reciting.

(d) To understand the role of nonverbal means of communication such as gestures and use them effectively in accordance with the situation and the purpose.

B Language-use Situations and Functions of Language In conducting the language activities stated in (1), language-use situations and functions of language suitable for the attainment of the objectives stated in 1 above should be chosen mainly from among the Examples of Language-use Situations and Functions of Language, and these chosen examples should be integrated and utilized. In so doing, consideration should be given so that comprehensive language activities can be conducted such as organizing and presenting one's own opinions about what has been listened to or read.

### (3) *Language Elements*

A In carrying out the language activities stated in (1), language elements suitable for the attainment of the objectives stated in 1 above should, in principle, be chosen from among the Language Elements for Lower and Upper Secondary Schools. In so doing, consideration should be given to the following.

(a) The language elements should be contemporary standard English in principle.

(b) Analyses and explanations of language elements should be minimized. Emphasis should be placed on understanding how language elements are used in actual situations and on utilizing them.

B About 400 new words should be added to those introduced in lower secondary schools. Basic collocations should be chosen for instruction.

## 3 Treatment of the Contents

(1) Taking into account the emphasis on developing students' aural/oral communication abilities in lower secondary schools, language activities in the four skill areas, including reading and writing activities as well as a lot of listening and speaking activities, should be comprehensively integrated in instruction.

(2) In accordance with the students' situation etc., the basic learning items introduced in lower secondary schools should be reviewed and mastered by having students use them in various language-use situations.

## 4 English II

### 1 Objectives

To further develop students' abilities to understand what they listen to or read and to convey information, ideas, etc. by speaking or writing in English, and to foster a positive attitude toward communication through dealing with a wide variety of topics.

### 2 Contents

#### (1) *Language Activities*

Based on the objectives stated in 1 above, the communicative activities stated in Contents(1) of English I should be further developed.

#### (2) *Treatment of the Language Activities*

A Items to be Considered in Instruction Based on the objectives stated in 1 above, the same items as in Contents(2)A of English I should be considered.

B Language-use Situations and Functions of Language

In conducting the language activities stated in (1), language-use situations and functions of language suitable for the attainment of the objectives stated in 1 above should be chosen mainly from among the Examples of Language-use Situations and Functions of Language, and these chosen examples should be integrated and utilized. In so doing, consideration should be given so that comprehensive language

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activities can be conducted such as writing a summary and exchanging opinions about what has been listened to or read.

### (3) *Language Elements*

A In carrying out the language activities stated in (1), language elements suitable for the attainment of the objectives stated in 1 above should, in principle, be chosen from among the Language Elements for Lower and Upper Secondary Schools. The language elements should be contemporary standard English in principle.

B Up to about 500 new words should be added to those indicated in Contents(3)B of English I. Basic collocations should be chosen for instruction.

### 3 **Treatment of the Contents**

The same considerations stated in Treatment of the Contents of English I be applied.

## 5 Reading

### 1 **Objectives**

To further develop students' abilities to understand information, the writer's intentions, etc. by reading English, and to foster a positive attitude toward communicating by utilizing these abilities.

### 2 **Contents**

#### (1) *Language Activities*

The following communicative activities should be conducted in concrete language-use situations so that students play the role of receivers and senders of information, ideas, etc.

A To obtain necessary information, to make an outline, and to summarize the main points by reading texts.

B To understand the writer's intentions etc. and to organize and transmit one's own ideas etc. about them by reading texts.

C To read stories etc. and talk or write about one's own impressions.

D To read passages aloud so that the content and one's interpretation can be transmitted to the listener.

#### (2) *Treatment of the Language Activities*

A Items to be Considered in Instruction

In order to conduct effectively the communicative activities stated in (1), instruction on the following items should be given when necessary.

(a) To read passages, guessing the meanings of unknown words and utilizing background knowledge.

(b) To read passages with due attention to the key words, phrases and sentences, the structure and development of paragraphs, etc.

(c) To read appropriately, such as rapid or intensive reading, in accordance with the purpose and the situation.

B Language-use Situations and Functions of Language

In conducting the language activities stated in (1), language-use situations and functions of language suitable for the attainment of the objectives stated in 1 above should be chosen mainly from among the Examples of Language-use Situations and Functions of Language, and these chosen examples should be integrated and utilized.

#### (3) *Language Elements*

A In carrying out the language activities stated in (1), language elements suitable for the

attainment of the objectives stated in 1 above should, in principle, be chosen from among the Language Elements for Lower and Upper Secondary Schools. The language elements should be contemporary standard English in principle.

B Up to about 900 new words should be added to those indicated in Contents(3)B of English I. Basic collocations should be chosen for instruction.

### 3 **Treatment of the Contents**

(1) Reading instruction is conducted more effectively by integrating reading activities with listening, speaking and writing activities.

(2) The purpose for reading should be emphasized in instruction, not only understanding language elements but also grasping correctly information, the writer's intentions, etc. and holding one's own impressions or opinions about the information, writer's intentions, etc.

## 6 Writing

### 1 **Objectives**

To further develop students' abilities to write down information, ideas, etc. in English in accordance with the situation and the purpose, and to foster a positive attitude toward communicating by utilizing these abilities.

### 2 **Contents**

#### (1) *Language Activities*

The following communicative activities should be conducted in concrete language-use situations so that students play the role of senders and receivers of information, ideas, etc.

A To write down the outline and the main points of what has been listened to or read in accordance with the situation and the purpose

B To organize and write down one's own ideas etc. of what has been listened to or read.

C To organize and write down one's intended messages in accordance with the situation and the purpose so that they can be understood by the reader.

#### (2) *Treatment of the Language Activities*

A Items to be Considered in Instruction

In order to conduct effectively the communicative activities stated in (1), instruction on the following items should be given when necessary.

(a) To write down sentences that are spoken or read aloud.

(b) To utilize necessary words, phrases and expressions to transmit ideas and feelings.

(c) To write with due attention to the structure and development of passages.

B Language-use Situations and Functions of Language

In conducting the language activities stated in (1), language-use situations and functions of language suitable for the attainment of the objectives stated in 1 above should be chosen mainly from among the Examples of Language-use Situations and Functions of Language, and these chosen examples should be integrated and utilized. In so doing, consideration should be given so that the opportunities to have the actual experience of communication can be provided by utilizing language-use situations such as exchanging letters or E-mails.

#### (3) *Language Elements*

A In carrying out the language activities stated in (1), language elements suitable for the attainment of the objectives stated in 1 above should, in principle, be chosen from among the Language Elements for Lower and Upper Secondary Schools. The language elements should be contemporary

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standard English in principle.

B Words suitable for the achievement of the objectives stated in 1 above should be chosen from within the limits indicated in Contents(3)B of English I. Basic collocations should be chosen for instruction.

### 3 Treatment of the Contents

- (1) Writing instruction is conducted more effectively by integrating writing activities with listening, speaking and reading activities.
- (2) The purpose for writing should be emphasized in instruction, not only learning language elements but also transmitting information and ideas etc. In so doing, emphasis should also be placed on the process of writing to make the students' writing richer in content and more appropriate in form.

#### [Examples of *Language-use Situations*]

- (a) Situations for communication on an individual basis  
phone calls, traveling, shopping, parties, home, school, restaurants, hospitals, interviews, letters, E-mails, etc.
- (b) Situations for communication in groups  
recitations, speeches, presentations, role-plays, discussions, debates, etc.
- (c) Situations for communication aimed at a large number of people  
books, newspapers, magazines, advertisements, posters, radio, television, movies, communication networks, etc.
- (d) Situations for creative communication  
recitations, skits, dramas, in-school broadcasting programs, video-making, compositions, etc.

#### [Examples of *Functions of Language*]

- (a) Smoothing human relationships  
addressing, greeting, introducing, showing comprehension and attention, etc.
- (b) Transmitting feelings  
expressing gratitude, welcoming, celebrating, praising, expressing contentment, expressing pleasure, expressing surprise, expressing sympathy, complaining, criticizing, apologizing, expressing regret, expressing disappointment, deploring, expressing anger, etc.
- (c) Transmitting information  
explaining, reporting, describing, giving reasons, etc.
- (d) Transmitting ideas and intentions  
offering, promising, claiming, agreeing, disagreeing, persuading, accepting, refusing, inferring, assuming, concluding, etc.
- (e) Instigating action  
asking questions, requesting, treating, inviting, permitting, advising, suggesting, giving orders, prohibiting, etc.

#### [English Language Elements]

##### A Sentence Patterns

- (a) 'Subject + Verb + Complement' in which the verb is other than be and the complement is a present participle or a past participle, or in which the verb is be and the complement is a clause that begins with what etc., that or whether
- (b) 'Subject + Verb + Object' in which the object is a clause that begins with what etc., or if or whether
- (c) 'Subject + Verb + Indirect Object + Direct Object' in which the direct object is how etc. +to-

infinitive, or a clause that begins with what etc., that, or if or whether

- (d) 'Subject + Verb + Object + Complement' in which the complement is a present participle, a past participle or a root infinitive
  - (e) Other sentence patterns
    - a. It + be etc. + ~ + a clause that begins with that etc.
    - b. Subject + seem etc. + to-infinitive
    - c. It + seem etc. + a clause that begins with that
- ##### B Grammar
- (a) Use of the infinitive
  - (b) Use of relative pronouns
  - (c) Use of relative adverbs
  - (d) Use of the pronoun it representing following noun phrases or noun clauses
  - (e) Use of tenses:  
the present perfect progressive, the past perfect, the past perfect progressive, the future progressive and the future perfect
  - (f) Use of the passive voice that follows auxiliary verbs
  - (g) Basic use of the subjunctive mood
  - (h) Basic use of participial constructions

### 7 Foreign Languages Other Than English

Instruction for foreign languages other than English should follow the objectives and contents of English instruction stated in 1 to 6.

### III Curriculum Design and Treatment of the Contents

1 In designing the curriculum, consideration should be given to the following.

- (1) Aural/Oral Communication II should, in principle, be taught after Aural/Oral Communication I, and English II after English I.
- (2) Reading and Writing should, in principle, be taught after either Aural/Oral Communication I or English I.

2 In regard to treatment of the contents, consideration should be given to the following.

- (1) In regard to teaching materials, in order to cultivate practical communication abilities in foreign languages, material that gives sufficient consideration to actual language-use situations and functions of language should be utilized according to the aims of each subject. Teachers should take up a variety of suitable topics in accordance with the level of students' mental and physical development, as well as their interests and concerns, covering topics that relate to the daily lives, manners and customs, stories, geography, history, etc. of Japanese people and the peoples of the world, focusing on countries that use the foreign languages. Special consideration should be given to the following.

A Materials that are useful in enhancing the understanding of various ways of seeing and thinking, cultivating a rich sensibility, and enhancing the ability to make impartial judgements.

B Materials that are useful in deepening the understanding of the ways of life and cultures of Japan and the rest of the world, raising interest in language and culture, and developing respectful attitudes to these elements.

C Materials that are useful in deepening international understanding from a broad perspective, heightening students' awareness of being Japanese citizens living in a global community, and cultivating a spirit of international cooperation.

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In addition, appropriate types of teaching materials should be chosen from among expositions, dialogs, narratives, plays, poems, letters, etc.

- (2) To supplement phonetic instruction, it is possible to use phonetic notation.
- (3) Students should learn how to use dictionaries and be encouraged to have a positive attitude toward understanding and using a foreign language on their own, making effective use of dictionaries.
- (4) In the instruction of each subject, teachers should innovate in terms of teaching methods and styles, incorporating team-teaching, pair work, group work, etc. as appropriate and utilizing audio visual teaching materials, LL, computers, communication networks, etc. Moreover, classes conducted in corporation with native speakers etc. should be positively adopted to develop students' communication abilities and to deepen their international understanding.