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► **To cite this version:**

Martina Ronci. Mixed-Approach Analysis of Foreign Language Textbooks of English and French in Japan. Papers from the Lancaster University Postgraduate Conference in Linguistics & Language Teaching (12), pp.30-62, 2021, Papers from the Lancaster University Postgraduate Conference in Linguistics & Language Teaching, 1756-123X. halshs-03946792

HAL Id: halshs-03946792

<https://shs.hal.science/halshs-03946792>

Submitted on 19 Jan 2023

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Mixed-Approach Analysis of Foreign Language Textbooks of English and French in Japan

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Abstract

Studies on compulsory foreign language (L2) education in Japan often highlight inconsistencies between English textbooks and the policies defined by the Ministry of Education, criticising the way EFL is taught. In order to represent L2 education in a broader way, this article investigates a wider corpus with a double framework. To get a clearer view of L2 education in Japan, a corpus of textbooks for English and French as foreign languages was collected. The contents of the textbooks were examined through language teaching methodology and discourse analysis, to outline the main features of the materials, as well as the implicit representations of the students and the world that they convey. This analysis delves into several issues, such as how foreign languages are studied in Japan and for what reasons, how high schoolers are implicitly portrayed in Japanese L2 textbooks, what is expected from them, and whether or not those expectations depend on the language at issue (English/French). The preliminary findings presented in this paper also seem to suggest that behind a superficial didactic contradiction, a deeper connection with Japanese fundamental education laws can be seen.

Keywords: discourse analysis, foreign language teaching, textbook analysis, Japan

1. Introduction

‘Foreign language’ teaching in Japan is often perceived as a synonym of the teaching of ‘English as a foreign language’ (EFL), especially when it comes to compulsory education. However, English is not the only foreign language to be taught in schools, especially in high schools. For this reason, focusing on EFL in order to describe the situation of L2 education contributes to reinforcing the paramount place of English and underrepresentation of other foreign languages. This article stems from a larger PhD research that was nourished by the aforementioned consideration. The research aims to provide a broader picture of L2 education in Japan through a comprehensive analysis of textbooks conceived for Japanese high schools. The compulsory nature of high school education and the undiscussed importance of textbooks in the teaching context, especially as far as EFL goes¹, should allow for more representative results than a case study on specific class activities. In order to discern if the patterns found in L2 textbooks depend on their nature (language teaching materials) or on the language itself (e.g. English), this paper will consistently compare a corpus including textbooks of both English and French as a foreign language (FLE, *Français Langue Étrangère*). The analysis and comparison of both should allow for a clearer definition of their characteristics and the purposes that each of them seems to serve, providing observations that could inform L2 teaching in general.

Addressing more specifically the subject of EFL, research has been pointing out issues in the way it has been taught in Japan ever since the late 80s. Scholars especially denounce the inconsistencies between an inefficient EFL teaching and the guidelines provided by the Japanese Ministry of Education (MEXT) for L2 teaching. Even if the latter has been fostering

¹ Publishing companies of EFL textbooks go as far as to provide complete scripts of the whole course for the teachers to read (Langham, 2007: 8).

communicative approaches since 1989, the implementation of new curricula appears to be hindered by multiple factors, with both academia and the media criticising Japanese English education. To understand the reasons behind these inconsistencies, a more comprehensive study needs to be conducted first, in order to define whether the patterns found in EFL textbooks present homogenous features or if said features depend on the language in question. For this reason, this article will focus on bringing to light the global features of L2 textbooks in Japan both from a didactic and a discourse point of view. Further analysis on the way EFL textbooks' most salient features can or cannot be linked to MEXT's guidelines will not be discussed here (for more details, see Ronci, 2020). Hopefully, choosing an unprecedented cross-L2 textbook analysis drawing on both didactics and linguistics methodologies will represent the situation of foreign language teaching in Japan in a broader way and help discern the main features of the textbooks for further analysis.

2. Literature review

In the last decades, English education in Japan has been at the centre of debates both in the academic world and in the public discourse. Global proficiency comparisons highlighted the nation's low ranking in EFL tests, which led to the shared belief of Japanese English education being "a fiasco" (Miyake, 2019). New courses of studies were implemented in order to improve the country's results and to raise international standards, with mild consequences and criticism from the academic sphere. Ever since Gorsuch's pioneering study (1998) and Browne and Wada's survey (1998) on EFL in Japanese high schools, many scholars have analysed English education in Japan, investigating education policies (Hatori, 2005; Kikuchi & Browne, 2009; Aspinall, 2013) and the situation of EFL. Overall, studies point out difficulties in implementing a communicative approach in EFL teaching, sometimes questioning their suitability and criticising the impact of English on national curricula, sometimes taking this fact as a given

and trying to suggest possible solutions.

Recently, textbook analysis has been increasingly adopted in the field of Japanese EFL studies, with scholars describing the diachronic evolution of learning supports (Weir & Ozasa, 2010; Honda & al., 2018) and synchronic studies analysing the portrayal of culture (Kawano, 1982; Reimann, 2009), gender (Lee, 2016, 2018) and diversity (Otlowski, 2003; Hanashiro, 2016) in the textbooks. Studies that link the political and textual spheres, describing new textbooks as contradictory in relation to the government's guidelines (Browne, 1998; Humphries, 2013; Glasgow & Paller, 2014) also informed this research.

While research on EFL in Japan is prolific, less attention has been paid to the teaching of other L2 *outside* of university contexts (with the exception of recent remarkable works on FLE by Mogi & al., since 2017). Despite high schools providing courses in foreign languages other than English being uncommon, their existence cannot be denied and should serve as a means of comparison to get a better and wider view on L2 education in Japan. According to the Japanese government, the most studied foreign languages (other than English) in high schools are Chinese, Korean and French, the latter of which counts thrice the students of Spanish or German (MEXT, 2019a: 21). While some studies focused on the comparison of EFL textbooks from different Asian countries (Takeda & al, 2006; Wang, 2012), a cross-L2 analysis of Japanese textbooks produced for the same public seems to be unprecedented. Given that dealing with discourse analysis tools requires a deep knowledge of the language and culture at issue to provide a reasonable interpretation of the results, the choice was quickly restrained to English and French (that also happen to be the two most-studied Indo-European languages in the country). Naturally, other studies encompassing more foreign languages would be welcome to further represent the overall situation of L2 education in high schools.

3. Data and methods

To portray a broad picture of L2 education in Japan, the question of choosing representative textbooks for a research corpus became a delicate one. Out of the 800 textbooks selected by the ministry for high schools, a list of English publications is provided and catalogued in multiple categories (MEXT, 2019b). Titles were chosen from each category (except “basic English communication”), incorporating different publishing companies in the analysis. Despite the lack of a designated list of French textbooks in MEXT’s guidelines, the active participation of high school teachers in conferences and academic research made it possible to get an insight into FLE teaching and to draw up a list of currently used supports. Figure 1 shows the textbooks collected for the main corpus of this study.

EFL			FLE		
TITLE	REF.	PUBLISHING COMPANY	TITLE	REF.	PUBLISHING COMPANY
MY WAY (New Edition)	MW1	Sanseido	En Scène I	ES1	Sanshūsha
CROWN 1 (New Edition)	CR1	Sanseido	En Scène II	ES2	Sanshūsha
NEW ONE WORLD (Revised Edition)	NOW	Kyōiku	Mon premier vol Tokyo-Paris (Nouvelle édition)	VTP	Surugadai
PROMINENCE	PRO	Tokyo Shoseki	Amélie et Kenzo	A&K	Asahi
CROWN 2 (New Edition)	CR2	Sanseido	Moi, je...	MJE	Alma
Unicorn	UNI	Bun-Eido	Navi.fr	NAV	Asahi
Vision Quest Standard (Revised Edition)	VQ1	Keirinkan	Destination Francophonie	DFR	Surugadai
My Passport	PAS	Bun-Eido	À la découverte	ALD	Daisan Shobō

Figure 1. Textbooks in the corpus (“REF” stands for the way the texts will be referred to)

Then, in order to compare similar sets of data, the same theme was chosen from every textbook. Comparing textbooks in terms of topics proved to be very useful, as only ‘food/gastronomy’ was found to be a common theme between the EFL and FLE textbooks. Although the larger research this article draws from analyses more than just one theme, for the purposes of this paper the results presented here will be related to the food lessons only. Once the common theme was found, every lesson in both EFL and FLE textbooks was analysed through two lenses: the didactic framework provided by Littlejohn (see Figures 2 and 3) and the linguistic

framework in Figure 4.

Because of the multi-linguistic nature of the corpus, data were collected in English, French and Japanese. Given the qualitative nature of the approach², the corpus presenting multiple writing systems was not problematic: for the didactic analysis, the differences between L1 and L2 instructions or contents were considered irrelevant. Regarding the linguistic analysis, the main phenomena at issue being of a translingual nature, items were first classified together regardless of the language³, then analysed in more detail to understand how each language was portrayed in the corpus. Of course, some exceptions and limitations were also considered and will be concisely presented when needed.

The choice of the methodological frameworks was also important to try and get the most comprehensive view of the textbooks as possible, so a multi-method approach was adopted. With respect to the didactic methods, Littlejohn's framework (2011) for the analysis of foreign language textbooks proved to be particularly useful because of its comprehensive criteria as well as its detailed and empirical nature. This study will focus on the section of Littlejohn's framework that deals with the analysis of tasks, presented in terms of *turn-take*, *focus* and *mental operation*, as can be seen in Figure 2.

² Some quantitative considerations will also be provided to get a more immediate picture of the results.

³ For instance, modality can be expressed in various ways in English, French and Japanese, but this aspect exists in the three languages, so it is possible to get an overall picture of its presence in L2 textbooks.

I. What is the learner expected to do?			
A. Turn Take		B. Focus	
Initiated		Language system (rules or form)	
Scripted response		Meaning	
Not required		Meaning/system/form relationship	
C. Mental operation			
Repeat identically		Compare samples of language	
Repeat selectively		Analyse language form	
Repeat with substitutions		Formulate language rule	
Repeat with transformations		Apply stated language rule	
Repeat with expansion		Apply general knowledge	
Retrieve from STM/working memory		Negotiate	
Retrieve from LTM		Review own FL output	
Formulate items into larger unit		Attend to example/explanation	
Decode semantic/propositional meaning		Research	
Select information		Express own ideas/information	
Calculate		Translate	
Categorise selected information		Learn by heart	
Hypothesise		Dictation	
II. Who with?			
Teacher and learner(s), whole class observing		Learners in pairs/groups; class observing	
Learner(s) to the whole class		Learners in pairs/groups; simultaneously	
Learners with whole class simultaneously		Learner individually outside the class	
Learners individually simultaneously			
III. With what content?			
A. Input to learners		B. Output from learners	
Form	Graphic	Form	Graphic
	Words/phrases/sentences: written		Words/phrases/sentences: written
	Words/phrases/sentences: oral		Words/phrases/sentences: oral
	Extended discourse: written		Extended discourse: written
	Extended discourse: oral		Extended discourse: oral
	Graphic		Graphic
	Words/phrases/sentences: written		Words/phrases/sentences: written
	Words/phrases/sentences: oral		Words/phrases/sentences: oral
	Extended discourse: written		Extended discourse: written
Source	Materials	Source	Materials
	Teacher		Teacher
	Learner(s)		Learner(s)
	Outside the course/lesson		Outside the course/lesson
Nature	Metalinguistic comment	Nature	Metalinguistic comment
	Linguistic items		Linguistic items
	Non-fiction		Non-fiction
	Fiction		Fiction
	Personal information/opinion		Personal information/opinion
	Song/Clip		Song/Clip

Figure 2. Framework for the analysis of language textbooks

The first section checks whether the students are asked to initiate speech (e.g. free discussion), to answer following a script or whether no response is required. The second one explores what the textbooks expect the students to focus on, be it the language system (e.g. grammar exercises), the meaning or the link between both (e.g. textual cohesion). Finally, the third one encompasses a large variety of activities the researcher can choose from (see Appendix 3 for examples). Littlejohn then suggests differentiating the participants of each activity and, finally, detailing the contents' *inputs* and *outputs* in terms of form, source and nature. Littlejohn's framework can be presented through a series of questions outlined in a table with a number of columns equivalent to the exercises and activities of each lesson (plus one, for the questions). For the analysis that served this research, each activity was scrutinised, with one or multiple squares being ticked depending on what could be observed (as in Figure 3⁴).

LESSON 6																					
Task number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
I. What is the learner expected to do?																					
A. TURN TAKE																					
Initiate																	X				X
Scripted response																					
Not required	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
B. FOCUS																					
Language system (rules or form)				X				X			X	X			X	X			X		
Meaning	X	X			X	X			X	X			X	X			X			X	
Meaning/system/form relationship			X				X											X			X

Figure 3. Part 1 of 3 of the analysis of New One World using Littlejohn's framework

Some simple quantitative data were collected in order to compare multiple pages of results more easily. Summing every "x" as a "1" allowed for an immediate examination of the trends of each textbook and an easy comparison of the EFL/FLE corpus (as shown in Appendix 2). When coupled with the linguistic ones, these results proved to be significant in portraying the

⁴ Although the examples in Littlejohn's publication are very helpful in providing a clear definition of what every item corresponds to, the author feels that an experience as L2 teacher is often required for the reliability of the analysis and recognises her own teaching background helped in the interpretation of the tasks.

characteristics of each set of L2 textbooks.

In addition to Littlejohn's framework, discourse analysis was needed in order to provide a better understanding of the message and the cultural dimension of the textbooks. Although the reflections behind the linguistic analysis of the corpus were informed by research from both the English-speaking and French-speaking world, a complete and detailed report of such a study would not fit the scope of this publication. For the sake of brevity, the results will be presented starting from Hyland's framework for stance and engagement in academic discourse (2008), edited so that it separates *mentions* from the categories of *stance* and *engagement*, and include Kerbrat-Orecchioni's categories (2014) for the analysis of attitude markers. This comprehensive framework can be seen in Figure 4. Appendix 1 provides definitions and examples both from the scholars and from this analysis.

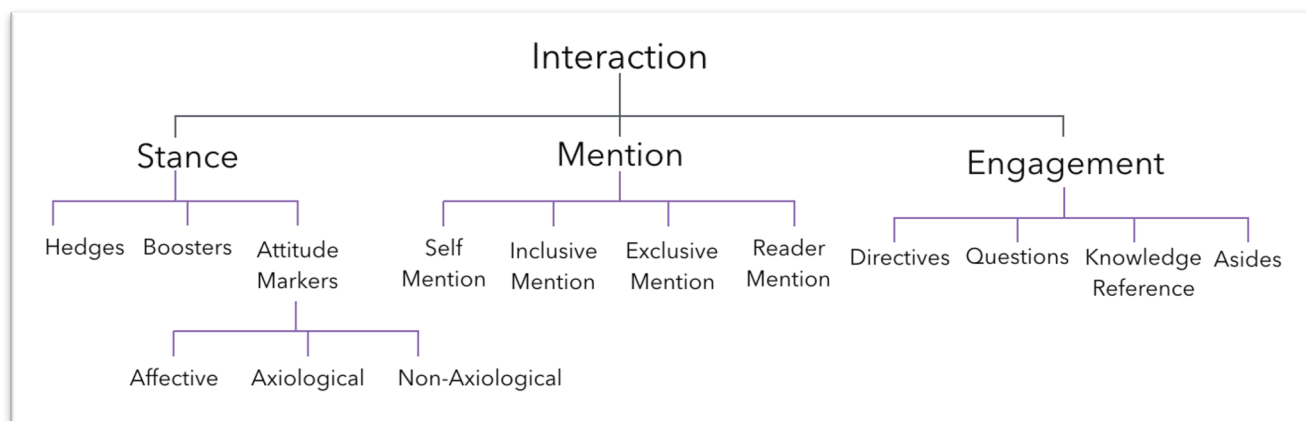


Figure 4. Hyland's edited framework for academic writing and Kerbrat-Orecchioni's for attitude markers

The very large nature of the operating notions that Hyland draws upon allows for an overall view of linguistic features in both EFL and FLE textbooks that should serve to answer the research question about the characteristics of both. If the corpus presents the same features in English and French, those elements could be considered as typical of the 'foreign language textbook' genre. However, wherever peculiarities come up, they could be used to differentiate

each L2 textbook more clearly and possibly inform language teaching in general. Before going into detail, it should be noted that some adjustments have been made to Hyland's original framework in order to adapt it from the analysis of academic writing to that of language textbooks (cf. Appendix 1).

Regarding the analysis of attitude markers, although the framework provided by Martin & White (2005) also informed this research, the results will be presented using Kerbrat-Orecchioni's classification. In her works on enunciation, the scholar labels adjectives as *classifiants* ('objective' adjectives, such as "blue") and *non-classifiants* (subjective ones), further dividing the latter into three categories (cf. Appendix 1 for definitions and examples). Although her distinctions resemble Martin & White's, their classification of *reaction* in the *appreciation* range seemed somewhat problematic (for instance in categorising occurrences such as "surprising" that belong to both). The framework provided by the French scholar appeared to leave less leeway to the researcher's subjectivity, so it was used to analyse items in both EFL and FLE textbooks.

The analysis was conducted manually: every lesson was studied and every relevant linguistic marker duly noted in a table sheet where the items would be divided following Hyland's keywords, then presented with their co-text, highlighted, and commented. Every marker was then presented in a more comprehensive table (with only the occurrences and the immediate co-text) to discern general trends, discrepancies and heterogeneous characteristics⁵. An example of this can be found in Figure 5: this table easily allows to see that *attitude markers* are very common in all EFL textbooks except one: only four occurrences were found in the

⁵ That could probably be linked to the author's style more than a general tendency of the textbooks' genre.

third book.

Stance	MY WAY	CROWN I	VISION QUEST	NEW ONE WORLD	UNICORN	PASSPORT
1/2 Attitude markers Modalités appréciatives, adjectifs non classifiants	<ul style="list-style-type: none"> traditional food cultures celebrating important events with good food (p.74) people choose wine which goes well with the dishes Mexican dishes have a long history (p.74) What is special about washoku? (p.74) washoku uses fresh ingredients (p.76) people carefully choose seasonal ingredients of the local area (p.76) ingredients are used in a variety of ways to bring out their tastes (p.76) washoku is well-balanced washoku looks beautiful. The colors of the food show the beauty of nature (p.76) washoku is an important part of annual events (p.76) families traditionally cook the world is becoming smaller (p.78) Japan imports much of its food (p.78) in a typical Japanese breakfast, the piece of salmon might be from Norway (p.78) many dishes which are popular among Japanese people have roots outside Japan (p.78) rich cultural exchange (p.78) people who are worried about changes (p.80) many schools teach students how to cook traditional dishes (p.80) it is hard to stop [change] (p.80) 	<ul style="list-style-type: none"> Surplus food p.63, 66, 69 Their lives were not easy p.63 Many men became alcoholics Stopping drinking is not easy Several years later p.63 the right "tools" p.63 it is hard to get off the streets I had a lot of "head knowledge" about homelessness, but lacked "heart knowledge" p.63 I experienced homelessness and saw hungry people every day To my surprise, my neighbours did not lose hope. p.64 They helped me in many different ways Many did some kind of work, such as live below the relative poverty line p.65 for the elderly this number is more than 2.3 million people in Japan do not have enough safe, nutritious food each day a single mother who had two small children she had to ask the older child to give up a meal so that the smaller one could eat such things happen every day What did the mother with two hungry children have to do? Trust is very important in our work. When you have trust, food and financial support naturally follow p.67 We think of them as equal partners NPO's are still new in Japan grow and become more professional they can play a bigger role in society wanting to do something good the important thing is how you run your NPO p.67 Second Harvest Japan is unique "Helping" others is not easy sometimes we send the wrong message We mean well, but p.68 You are not OK p.68 I have some tools and patches You need to be careful when you say I am passionate about making these matches. p.69 It is what makes my job so much fun 	<ul style="list-style-type: none"> I really enjoyed all the food here Sounds great Something sweet like chocolate The [...] sundae also sounds good 	<ul style="list-style-type: none"> [BBC] a diet heavy on foie gras, creamy sauces p.72 [BBC] a healthy meal of white fish [...] with plain yoghurt [BBC] the fridge is devoid of fizzy drinks p.72 [BBC] a carafe of ordinary water p.72 [BBC] you will see no temptation at all p.72 restaurants français de haut niveau de nombreux fruits et légumes uniques p.142 les produits de haute qualité [*] sont en train de devenir populaires p.136 L'engagement [commitment] des Japonais pour la qualité [les] particularités du pays / du territoire p.138 l'agriculture japonaise évolue colorful fruits grown in Japan foreign country p.136 You may be surprised p.136 the gorgeous appearance of the fruits p.136 such premium-priced fruits fruits and veget. grown in Japan are gaining popularity in international markets p.136 Why do they attract customers in spite of heavy work load and the lack of successors p.136 However, Japanese agriculture is... new course with high potential of success p.136 Japanese farmland is relatively small Farmers have taken great pains to grow better and more beautiful products to overcome the disadvantage of their farmland put a paper bag on each apple by hand p.138 technological developments offer some new ways of growing crops one stem produces many red tomatoes p.138 The tree-like stem extend thousands of small roots They absorb sufficient amounts of nutritious water p.138 	<ul style="list-style-type: none"> [SD] only growing p.108 [SD] genetically identical plants p.108 [SD] that give the greatest yield p.108 [SD] the breeding program requires a large and diverse gene pool p.108 [SD] when you finally come up with p.108 [SD] the most bountiful wheat p.108 [SD] the loved variety p.108 [SD] the favored variety overwhelms the wheat gene pool, which results in the disappearance of ancient types p.108 [SD] breed a new variety p.108 [SD] there is less diversity remaining p.108 [SD] a story well known p.108 [SD] "miserable looking wheat" p.108 [SD] a critical outbreak of stripe rust p.108 [SD] we have another story p.108 + yet another bitter episode p.109 [SD] the leaf blight's wide impact p.108 [SD] improvements in breeding p.108 [SD] So many of the farmers planted the same improved breed p.108 [SD] a "monoculture" of genetically identical plants, all equally susceptible to the same disease p.108 [SD] another bitter episode demonstrating the danger of monoculture [SD] some Belgian farmers p.109 [SD] all the potatoes in Europe were poisoned p.109 [SD] the people ate mainly potatoes p.109 [SD] much of the other food [...] was controlled for export p.109 [SD] Another 1 million emigrated p.109 [SD] faced a future marked by poverty and despair p.109 [SD] farmers who were suffering p.109 [SD] Ireland's massive damage p.109 [SD] the moral [...] is obvious p.109 [SD] lain frozen in a fairlyland p.109 [SD] the largest island p.110 [SD] the rock-hard snow-covered tundra [SD] they are not tame and friendly p.110 [SD] the bedtime stories p.110 [SD] They are fierce, sometimes murderous p.109 [SD] the jagged coastlines p.110 [SD] ideal legion of guardians p.110 [SD] the treasure of seeds p.110 [SD] "the Doomsday Vault" p.110 [SD] one of nature's freezers p.110 	<p>Questions de CO:</p> <ul style="list-style-type: none"> 2) Why does the boy think the cafeteria is good ? A) An expensive lunch is served B) It's at school C) The food is not expensive D) Tipping is necessary 3) Why does the man like to have lunch at this restaurant ? A) His family always meets him there B) His family likes this restaurant C) The price of the food is reasonable D) The food is really good <p>Culture Talk 10:</p> <ul style="list-style-type: none"> It is true that Japanese dishes and veget. grown in Japan are popular in foreign countries special techniques But there are some Japanese dishes you can make easily It's fun to make let's make okonomiyaki together! Chop [...] finely mix together thoroughly put some sliced pork on it

Figure 5. EFL textbooks, attitude markers (1/2)

The number of occurrences itself was not vital for the sake of the analysis, but counting them provided a more comprehensive view of the corpus and allowed for easier comparisons of patterns and differences.

Although it can be easily observed that EFL textbooks tend to have more hedges than boosters, whereas the opposite trend exists in FLE publications, this mere description does not suffice in discourse analysis. For this reason, after organising the linguistic items in categories, it was important to draw bridges between them, in order to explain discourse patterns and better understand how authors build a relationship with readers in EFL and FLE textbooks. Finally, some preliminary interpretations hinting at deeper relationships between EFL textbooks and

Japanese laws and culture were addressed.

4. Results

Littlejohn's framework is divided into three main sections: what the learner is expected to do, with whom, and with what content. In terms of expectations, the analysis showed that *turn-take* is mostly not explicitly required, both in EFL and FLE textbooks⁶. The latter tend to present more expression activities (speaking and writing) than the former, although they are usually scripted, while EFL's sparse expression activities are usually initiated and unguided. Concerning the *focus* of the activities, FLE is often centred on the form and the linguistic items (e.g. learning a vocabulary list), while EFL's biggest concern seems to be the proper understanding of the meaning through language (with fewer exercises about language items and more reading questions or content-related activities). Some similarities could be found in the category of *mental operations* (see Appendix 3): for instance, regardless of the operation at hand, both EFL and FLE tend to rely on short-term memory for their questions and exercises; however, learners are mostly asked to repeat identically or with substitutions in FLE, while in EFL repetitions come with a transformation, which can be more complex⁷. Another characteristic of EFL is that students are assigned a larger amount of comprehension tasks and research; they are also sometimes expected to express personal opinions and even to translate texts in their L1 to check their understanding of the contents.

When reflecting on the students' interactions (as explicitly mentioned in the textbook), it can be noticed that both EFL and FLE learners work mainly individually and simultaneously.

⁶ See Appendix 2 for a comprehensive table showing simple quantitative data. See Appendix 3 for examples and explanations for each category of the *mental operations*.

⁷ A difference probably explained by the proficiency gap (FLE: beginner, EFL: intermediate), for transformations are more difficult than repetitions.

Specifically, EFL instructions also reflect a class practice of taking turns in front of the whole class (for individual responses or student-teacher interactions). In FLE this trend does not exist, but there are multiple explicit mentions of pair work.

Additional distinctions came to light regarding the contents of the textbooks in terms of *input* and *output*, as mentioned in Littlejohn's framework. For example, FLE authors seem committed to balancing the text, audio and pictures in their volumes. The same cannot be said about EFL textbooks, whose main input is the written text: its importance is emphasised throughout the books and even listening exercises are accompanied by a text (keywords, transcriptions, translations). The vast majority of pictures in EFL is used to accompany a long, written text or to elucidate vocabulary and not as the core of an exercise. Another difference is that FLE supports tend to be extremely short (sometimes just a couple of lines), while EFL features extended texts (usually multiple pages). This can be partially explained by the level gap between them; however, it should be noted that junior high EFL supports also include texts spreading over multiple pages and that older FLE books used to have more extensive ones as well⁸. In terms of sources, it can be noticed that while FLE textbooks give students access to the entirety of their resources, audio tracks and additional external supports for EFL are meant for teachers exclusively. Finally, although most inputs in both EFL and FLE are of a linguistic nature, those used in English lessons tend to be non-fictional, while French ones follow the opposite pattern. Concerning output, FLE textbooks maintain a positive balance between speaking and writing, whereas EFL students are predominantly required to write. FLE expression exercises are short, while EFL offers both short and long productions, some of

⁸ According to some authors of FLE textbooks that were interviewed, it seems that the recent trend is to portray French as an 'easy' and fun language by providing shorter and easier texts and audios in the textbooks.

which include external contents (i.e. personal information, research) that do not usually appear in FLE textbooks.

To summarise, EFL and FLE textbooks share some common traits: students are mostly not required to initiate speech, they predominantly use short-term memory for exercises and tasks, and they tend to work individually. Other features, often diametrically opposed, could be considered as characteristic of two distinct genres: EFL textbooks and FLE textbooks (and not 'L2 textbooks' in general). In EFL textbooks, Littlejohn's framework shows that the interest lies within understanding written non-fictional material, while FLE textbooks display a decisive interest in balancing their sources, but the understanding of written contents is not paramount (as will be confirmed through Hyland's framework). Some of the reasons explaining these characteristics will be presented in the Discussion.

The linguistic analysis provided outcomes of a different nature compared to the didactic ones. First, even when presented with the same theme, we are faced with significantly different interpretations. On the subject of 'food', FLE textbooks opt for a common framework: the lessons revolve around gastronomy, cooking, food culture in general, as one would find in most European L2 textbooks. EFL textbooks show the topic through a different lens: food and food culture function as a means to introduce a number of subjects (e.g.: agriculture, technology, social issues), giving the 'theme' a wider meaning.

By comparing the linguistic markers found through Hyland's edited framework (as in Figure 6), EFL textbooks would appear to favour an author-oriented discourse (presenting higher occurrences of stance) to the reader-oriented one seen in FLE publishing (richer in engagement occurrences).

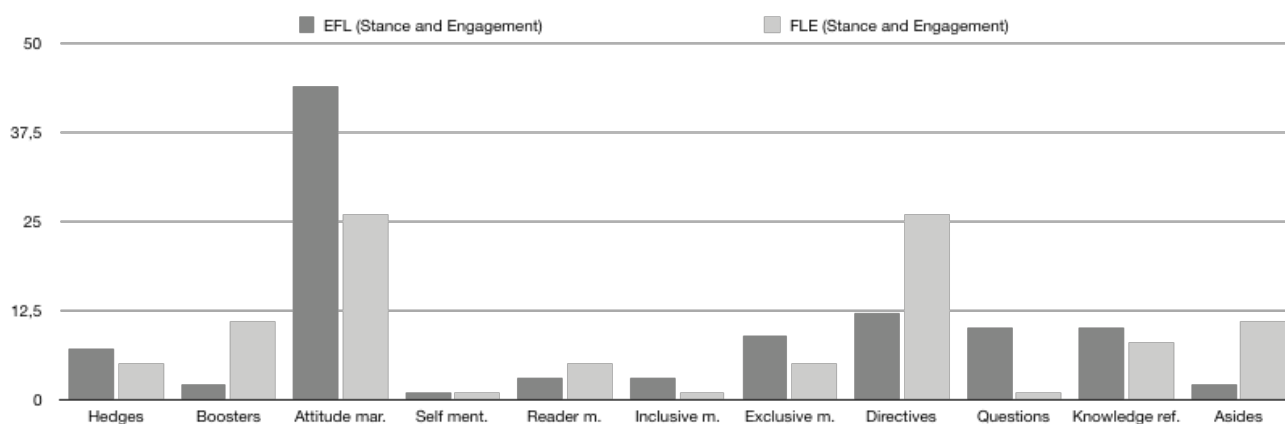


Figure 6. Graphic comparison of linguistic markers in EFL and FLE textbooks

In terms of *stance*, a different ‘voice’ is shown: EFL textbooks display more hedges (e.g. inverted commas, epistemic modality) than FLE ones. On the other hand, boosters can be perceived as preponderant in FLE publishing and as almost non-existent in EFL, resulting in a more cautious voice in English, opposed by an enthusiastic – sometimes very direct – voice in French.

Attitude markers are extremely frequent in both EFL and FLE, but the former has almost twice as many occurrences as the latter and of a more diversified nature. The main results to be drawn from the analysis of attitude markers are that most markers can be described as *axiological* (expressing either judgment or appreciation), with most of them being connected with the term “good” (whether it be in English, French or Japanese). Figure 7 delineates some examples of the findings for each category, organised by absolute frequency.

Category	Example	Reference
Affective	(1) Oui, j' aime beaucoup le chocolat [Yes, I really love chocolate]	MJE, 39
	(2) - Olivier, il y a du fromage. - Humm... j' aime le fromage ! [- Olivier, we have cheese. - Mm... I love cheese!]	ALD, 19
	(3) - Qu'est ce que vous aimez comme boisson ? - J' adore la bière. [- What kind of drink do you like ? - I love beer.]	ES1, 56
Axiological	(4) Mochiron, oishii osake no aru tokoro ni wa, oishii tabemono ga aru [Of course, where there is good alcohol there is good food]	A&K, 39
	(5) Au Maroc [...] on peut manger du bon couscous [In Morocco [...] we can eat a good couscous]	DFR, 26
	(6) ... celebrating important events with good food	MW1, 74
	(7) ... people carefully choose seasonal ingredients of the local area	MW1, 76
	(8) Traditionally, Japanese farmers have grown products unique to their local area, and have offered the delights of the season to the local consumers	NOW, 142
	(9) C'est un peu lourd, mais délicieux [It is a bit heavy, but delicious]	ES2, 2
	(10) Il faut l'essayer [le couscous] ; c'est vraiment délicieux ! [You must try [the couscous]; it is really delicious !]	DFR, 32
Non-axiological	(11) New challenges for uniqueness...	NOW, 142
	(12) ... breed a new variety...	UNI, 108
	(13) Their lives were not easy ...	CR1, 63
	(14) Stopping drinking is not easy ...	CR1, 63

Figure 7. Some examples from the attitude marker analysis

Of course, appraisal markers tend to cluster (Hunston, 2011: 16), as we can see in examples 1 (the adverb *beaucoup*, “a lot”, strengthening the verb), 4 (where the adverb *mochiron*, “of course”, hints to a *doxa*), and 6 (where “good food” is associated with the celebration of important events). Although the frequency of a single word might not be statistically relevant, the repetition of synonyms and the association of different linguistic items all tend to point in the same direction: adding value to food culture and gastronomy. In FLE publishing, most attitude markers are related to the notions of liking (more rarely of disliking) something, arguably because of didactic needs (learning to express what one likes/dislikes being one of

the objectives of beginner levels). In EFL textbooks, the characteristics are more varied, as the authors talk about fresh and local ingredients, traditional cooking, food as a means to celebrate and spend time with the family, without omitting potentially negative notions such as danger.

As far as mentions are concerned, a certain amount of *inclusive* mentions can be found in EFL publishing (albeit they are almost completely absent in FLE), either on a general tone as in “*We have another story from which we can draw a moral*” [UNI, 108], or explicitly referring to the authors’ and readers’ nationality: “*Japan is a rich country. We are the third largest economy in the world*” [CR1, 71]. Exclusive references are twice as frequent as inclusive ones, but they tend to differ depending on the language: in EFL, they are often related to authorities, such as “*The government reports that...*” [CR1, 65], or deliver what is perceived as a common opinion, as in “*Some people regard these changes as good*” [MW1, 78]. The opinion or piece of information expressed by said external characters assumes great importance in the EFL corpus, while exclusive mentions in FLE textbooks are related to characters whose sentences hold little to no value (with no inquiry about the meaning of their sentences, the focus being solely on the linguistic form).

With respect to *engagement* markers, many differences can be found. First of all, FLE textbooks tend to feature more directives than EFL, albeit of a less diverse nature, which can also be linked to the ‘stronger’ voice found when investigating stance markers. Indeed, EFL contents show suggestions such as “*washoku should be preserved for future generations*” [MW1, 80], while FLE directives are limited to instructions to perform tasks or do exercises. Another distinction concerns questions: almost non-existent in FLE textbooks (exercises’ instructions included) but usually employed in EFL to anticipate the content of a text, as well as to check comprehension. The use of knowledge references is also substantially different: the main references seen in FLE books could be deemed stereotypical or cliché. Conversely, EFL

supports tend to convey or imply that authors and readers actually belong to the same linguistic, social and cultural group⁹, reinforcing the ‘we’ that was created through other linguistic devices. Lastly, asides are very common in FLE and relatively rare in EFL textbooks. As previously stated, French textbooks appear to be more reader-oriented, as is confirmed by the presence of side notes, warnings, translations and comments that the authors provide to help readers in the learning process.

5. Discussion

While examining the didactic features of the textbooks through Littlejohn’s framework, the most salient features showed a trend in EFL textbooks to expect students to work individually (without initiating speech) on the understanding of written non-fictional material. On the other side, FLE textbooks provided a better balance of inputs and outputs, although the latter were more guided than in EFL and mostly focused on language activities (with meaning never at the core of the exercises).

The linguistic analysis provided information of a different nature, showing divergences in the author-reader relationships in terms of ‘voice’ and ‘independence’. Indeed, linguistic marks of stance show a confident voice in FLE textbooks, while EFL ones tend to present assertions in a more cautious way. However, the latter also show a larger variety of appreciation markers, encompassing positive and negative occurrences as well. While this finding might appear anecdotal, given that in the ‘food/gastronomy’ units it usually regards the dangers of

⁹ For instance, FLE textbooks would talk about very expensive restaurants or products (such as wine) as if they were well-known by everyone, reinforcing the image the reader is possibly expecting from French gastronomy: it is delicious and expensive. In EFL textbooks, the authors can talk about recent society phenomena without explaining them, assuming that the reader knows what they are talking about and strengthening their relationship through this mutual understanding.

foreign-imported ingredients or traditions, it shows the tendency of EFL writers of underlining the attractiveness of local food culture while warning the readers about foreign countries in a ‘us vs them’ fashion. The protection of Japanese culture is something that sociologists such as McVeigh explained regarding the Japanese approach to EFL, going as far as to say that in some cases learning English could mean “becoming contaminated by non-Japaneseness” (2004: 215) and be perceived in a negative way. Although the textbooks in question do not point the finger at the English language, foreign (mostly Western) countries are sometimes linguistically linked to the notion of danger, implying that what is threatened (Japan and its culture) has a high value and stressing the polarisation us/them.

In terms of independence, FLE textbooks supply learners with all the materials (as shown in Littlejohn), guiding them through a rich apparatus of asides, notes, suggestions and metalanguage that would help studying autonomously. In EFL teaching, the students would have to rely more on the teachers (who in turn rely on the textbooks and the numerous supports provided by the publishing companies to guide classroom activities).

Combining the results from both frameworks, it is possible to perceive different expectations about the students: EFL ones are required to deeply understand long messages about social issues and draw links with their own society and culture, thus projecting themselves as future citizens. In that sense, learning English is yet another way to form a young person and guide them to adulthood, as other school subjects do. On the contrary, FLE textbooks do not focus at all on understanding messages or meaning, enclosing the students in a fictional universe and with situations mostly related to tourism (in addition to food, all the other themes seem to point in that direction as well). In that way, learning French grammar and vocabulary (the main focus of the textbooks) appears to be solely a means to surviving as a tourist in a French-speaking country. This claim can be supported by the results related to the

engagement category, with EFL authors creating inclusiveness and making their readers feel part of the same community, with similar goals and aspirations on a social level. Conversely, FLE authors appear to be more detached from the students; the contents of the textbooks are also less varied and sometimes superficial or cliché, and the engagement with the students is mostly that of a guide, a teacher (opposite to a fellow citizen in EFL textbooks).

The contrast between the two languages' purposes would be heightened in those learners who are being exposed to both models at once (e.g. in high schools), possibly influencing their perception of the language as more or less 'useful' or 'serious' and thus their motivation in learning it.

Since EFL textbooks need to be approved by MEXT, they usually adhere to laws on education and ministerial directives. For example, one of the objectives of education of the Basic Act on Education clearly states:

(5) fostering the value of respect for tradition and culture and love of the country and regions that have nurtured us, as well as the value of respect for other countries and the desire to contribute to world peace and the development of the international community. (MEXT, 2006)

Similar inputs can be observed throughout the EFL teaching materials, where a specific theme can be approached in a variety of ways. In this case, the theme of 'food' was examined. In FLE textbooks, not bound to follow MEXT's guidelines, this subject is almost exclusively epitomised by lists of French meals. On the other hand, authors of EFL publishing seem to follow a pattern where Japan is first introduced along with its traditions and merits; only at a subsequent time is it compared or accompanied by foreign food culture, often to warn students about it through negative attitude markers and epistemic modalities to plant seeds of doubt (for

instance, by suggesting that “*what you eat may come from foreign countries*” [MW1, 78] in a larger co-text implying uncertainty and danger that oppose a higher quality of national food and ingredients). I argue that this trend could constitute a way of interpreting guidelines from the ministry, especially - here - to the “respect for tradition and culture and love of the country”. Drawing from the results of this first comprehensive analysis, a second study was conducted to dig deeper into the intertextual relationships between EFL textbooks and Japanese laws on education (Ronci, 2020).

6. Conclusion

The analysis of ‘food/gastronomy’ lessons in both EFL and FLE textbooks currently used in Japanese high schools hints at a different purpose at the very core of the teachings at issue, with English supports being a means to the development of future citizens and FLE texts being almost completely detached from the students’ lives and culture. Differences in the author’s ‘voice’ and learners’ autonomy emerged as well. Following the leads that this article hints to, deeper research on the intertextual links between the corpus and previous (or contemporary) discourse on foreign language education would undoubtedly provide an even more accurate and sensible definition of L2 teaching in Japan.

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Appendix 1

Linguistic framework: *stance* (S), *mention* (M) and *engagement* (E) categories.

In Hyland's framework, *mentions* are not separated from the others: self mentions are included in *stance* and reader mentions in *engagement*. Inclusive and exclusive mentions do not appear in his work.

		Hyland (2008)		In this study (adaptations of Hyland and additions from Kerbrat-Orecchioni for attitude markers)	
	Category	Definition	Examples	Definition	Examples
S	Hedges	Devices which withhold complete commitment to a proposition, implying that a claim is based on the writer's plausible reasoning rather than certain knowledge.	- several <u>possible</u> reasons - <u>may</u> - there is a <u>tendency</u> to... - <u>could</u>	Markers of epistemic modality providing any kind of attenuation, less commitment to the proposition or some distance with part of it.	
	Boosters	Markers that allow writers to express certainty in what they say and to mark involvement with the topic and solidarity with readers.	- <u>definitely</u> - <u>sure</u> - <u>prove</u> - <u>obviously</u>	Markers of epistemic modality stressing the certainty of the proposition or intensifying parts of it, sometimes even displaying a sense of surprise. Italics were also considered as boosters here.	
	Attitude markers (Hyland)	Markers that indicate the writer's affective, rather than epistemic, attitude to propositions, conveying surprise, agreement, importance, frustration.	"I find it <u>remarkable</u> that even as <u>proficient</u> ..." " <u>unexpected</u> , <u>subtle and self-evaluative</u> "	Affective Relating to emotions on a large scale	" <u>lovely</u> ", " <u>scary</u> " - Humm... j' <u>aime</u> le fromage !
				Axiologica Evaluative markers showing judgment or appreciation	" <u>good</u> ", " <u>bad</u> " - Au Maroc [...] on peut manger du <u>bon</u> couscous - C'est un peu lourd, <u>mais délicieux</u>
				Non-axiological Evaluative markers whose meaning depend on the speaker's point of view	" <u>long</u> ", " <u>short</u> " - <u>New</u> challenges for uniqueness - Their lives were not <u>easy</u>
M	Self mention	The use of first person pronouns and possessive adjectives.	"This paper describes <u>our</u> attempt to..."	The use of first person pronouns and possessive adjectives related to the author (and not to fictional characters speaking with first person pronouns) or verbal forms expressing the presence of the author (in Japanese). <i>VERY RARE</i> - Today, <u>I</u> will show you how to make... - 堪能してみたい - ここはマスタードの本場なのだ (deixis with psychological or affective value of proximity)	
	Inclusive mention			Mentions that allow authors to create a 'we' expressing 'I + You' (often with a 'we = the Japanese' meaning, sometimes with a larger one, 'we = human beings'). - <u>We</u> mean well, but <u>we</u> sometimes send the message... - Japan is a rich country. <u>We</u> are the third largest economy...	

	Exclusive mention			Mentions that exclude both the author and the reader, a “them” representing an out-group, sometimes an authority.	<ul style="list-style-type: none"> - <u>The government</u> reports that... - all <u>the experts</u> agreed that... - from a <u>homeless person's</u> point of view
	Reader mention	Reader pronouns. However, <i>you</i> and <i>your</i> are rare in academic writing. Instead, there is enormous emphasis on binding participants together through the use of inclusive <i>we</i> .	“What <u>we</u> found interesting about this context...”	Second person pronouns and adjectives, as well as direct mentions of “students” and “classmates”.	<ul style="list-style-type: none"> - Today, I will show <u>you</u> how to make... - Which food in the dishes above do <u>you</u> like the best? - <u>あなたの意見を発表</u> してみましょう
E	Directives	Markers that serve the purpose of guiding the reader towards other texts, giving instructions on physical actions and suggesting the correct interpretation of what has been stated.	“(see Smith 1999, <u>refer to table 2</u>)” “ <u>open</u> the valve” “ <u>note</u> [some argument]”	In foreign language textbooks, quotes and references are quite rare, so the <i>directives</i> category encompasses exercises’ instructions, suggestions, and injunctions expressed in the corpus.	<ul style="list-style-type: none"> - <u>Let's listen</u> to the dialog. <u>Let's write</u> about it. - <u>Complete</u> by filling in the blanks - washoku <u>should be preserved</u> for... - Now the moral <u>we should draw</u>...
	Questions	The main strategy of dialogic involvement. Mostly rhetorical, presenting an opinion as interrogative.	“ <u>Why did protests center in some shantytowns, but not others?</u> ”	The presence or lack of any kind of questions was scrutinised. Then, we focused on questions displaying implications or <i>doxa</i> .	<ul style="list-style-type: none"> - Do people in France celebrate important events with good food? - What is the danger of only growing genetically identical plants? - What sort of volunteer work do you do, or would you like to do?
	Knowledge reference	Explicit signals asking readers to recognise something as familiar or accepted and in so doing construct readers by assigning to them a role in creating the argument, acknowledging their contribution while moving the focus of the discourse away from the writer to shape the role of the reader.	“ <u>well known</u> ”, “ <u>obviously</u> ”	Any marker displaying a relationship between the author and the reader in terms of shared knowledge, consensual ideas, <i>doxa</i> and implications. Markers such as those in Hyland’s examples were classified in the <i>boosters</i> category.	<ul style="list-style-type: none"> - <u>When the economy went down</u>, [many day laborers] could not find jobs. ← reference to <i>the lost decade</i> - various kinds of farmers markets such as those at <u>Michi-no-Eki</u>. - <u>By eating osechi dishes together, people make family ties stronger.</u>
	Asides	Device that allow writers to address readers directly by briefly interrupting the argument to offer a comment on what has been said.	“And - as I <u>believe many TESOL professionals will readily acknowledge</u> - critical thinking has now...”	The <i>asides</i> that are frequent in academic writing usually appear in different ways in textbooks, i.e. footers, tables and other elements that are, literally, on the side of the main text. These elements were classified in this category.	Footnotes: <ul style="list-style-type: none"> - get of the streets ≡ stop being homeless - N..B. 否定文では、直接補語の前につく部分冠詞は <i>de</i> に変わる - ㊦ 発音注意！ <i>nous faisons</i> [ヌフゾン] - Bon appétit！ たっぷり召し上がれ。(食事をする人に言うあいさつ)

Appendix 2

Results from the didactic analysis of lessons related to ‘food/gastronomy’ in the corpus, using Littlejohn’s framework (2011). This appendix provides quantitative data¹⁰ for each category.

I. What is the learner expected to do?		EFL	FLE
A. TURN TAKE		TOT	TOT
Initiate	12	4	Initiate
Scripted response	9	26,5	Scripted response
Not required	92	30,5	Not required
B. FOCUS		TOT	TOT
Language system (rules or form)	21	30	Language system (rules or form)
Meaning	57	6	Meaning
Meaning/system/form relationship	31	21	Meaning/system/form relationship
C. MENTAL OPERATION		TOT	TOT
Repeat identically	2	12,5	Repeat identically
Repeat selectively	0	3	Repeat selectively
Repeat with substitutions	7	14	Repeat with substitutions
Repeat with transformations	14	5	Repeat with transformations
Repeat with expansion	1	1	Repeat with expansion
Retrieve from STM/working memory	61	24	Retrieve from STM/working memory
Retrieve from LTM	21	5	Retrieve from LTM
Formulate items into larger unit	3	3	Formulate items into larger unit
Decode semantic/propositional meaning	12	13	Decode semantic/propositional meaning
Select information	50	17	Select information
Calculate	0	0	Calculate
Categorise selected information	5,5	2	Categorise selected information
Hypothesise	4	3	Hypothesise
Compare samples of language	2	1	Compare samples of language
Analyse language form	0	4,5	Analyse language form
Formulate language rule	0	2	Formulate language rule
Apply stated language rule	37	24	Apply stated language rule
Apply general knowledge	15,5	4	Apply general knowledge
Negotiate	3	0	Negotiate
Review own FL output	0	0	Review own FL output
Attend to example/explanation	0	6	Attend to example/explanation
Research	0,5	0	Research
Express own ideas/information	18	6	Express own ideas/information
Translate	12	5	Translate
Learn by heart	2	3	Learn by heart
Dictation	0	5	Dictation

¹⁰ Whenever the exercises’ instructions were not explicit enough to understand *how* the students were meant to do the activity, leaving room to multiple interpretations, the possibilities were marked with ‘ / ’ (0,5) instead of ‘ X ’ (1) in the quantitative tables.

II. Who with?		EFL	FLE
	TOT	TOT	
Teacher and learner(s), whole class observing	5	1	Teacher and learner(s), whole class observing
Learner(s) to the whole class	22	2	Learner(s) to the whole class
Learners with whole class simultaneously	2	14	Learners with whole class simultaneously
Learners individually simultaneously	92	30	Learners individually simultaneously
Learners in pairs/groups; class observing	5	0	Learners in pairs/groups; class observing
Learners in pairs/groups; simultaneously	12,5	14	Learners in pairs/groups; simultaneously
Learner individually outside the class	5,5	2	Learner individually outside the class



III. With what content?






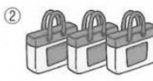



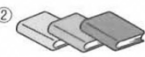
A. INPUT TO LEARNERS		EFL	FLE	A. INPUT TO LEARNERS	
	TOT	TOT	TOT		
<u>Form</u>				<u>Form</u>	
Graphic	6	20	20	Graphic	
Words/phrases/sentences: written	87	50	50	Words/phrases/sentences: written	
Words/phrases/sentences: oral	19	36	36	Words/phrases/sentences: oral	
Extended discourse: written	33	1	1	Extended discourse: written	
Extended discourse: oral	0,5	0	0	Extended discourse: oral	
<u>Source</u>				<u>Source</u>	
Materials	104	57	57	Materials	
Teacher	16	5	5	Teacher	
Learner(s)	0	0	0	Learner(s)	
Outside the course/lesson	0,5	0	0	Outside the course/lesson	
<u>Nature</u>				<u>Nature</u>	
Metalinguistic comment	5	13	13	Metalinguistic comment	
Linguistic items	74	55	55	Linguistic items	
Non-fiction	51	4	4	Non-fiction	
Fiction	25	18	18	Fiction	
Personal information/opinion	0	0	0	Personal information/opinion	
Song/Clip	0	0	0	Song/Clip	


B. OUTPUT FROM LEARNERS		EFL	FLE	B. OUTPUT FROM LEARNERS	
	TOT	TOT	TOT		
<u>Form</u>				<u>Form</u>	
Graphic	7	3	3	Graphic	
Words/phrases/sentences: written	79,5	31	31	Words/phrases/sentences: written	
Words/phrases/sentences: oral	32,5	28,5	28,5	Words/phrases/sentences: oral	
Extended discourse: written	4	0	0	Extended discourse: written	
Extended discourse: oral	2	0	0	Extended discourse: oral	
<u>Source</u>				<u>Source</u>	
Materials	105	55,5	55,5	Materials	
Teacher	1	0	0	Teacher	
Learner(s)	13,5	5	5	Learner(s)	
Outside the course/lesson	3	0	0	Outside the course/lesson	
<u>Nature</u>				<u>Nature</u>	
Metalinguistic comment	3	4	4	Metalinguistic comment	
Linguistic items	67	52,5	52,5	Linguistic items	
Non-fiction	52	5	5	Non-fiction	
Fiction	19	12	12	Fiction	
Personal information/opinion	17,5	6,5	6,5	Personal information/opinion	
Song/Clip	0	0	0	Song/Clip	

Appendix 3



In his article, Littlejohn (2011) provides a definition and an example for each of the mental operations required from the tasks in the analysis. In this appendix, we added an example from our corpus for each category (all rights reserved to original owners). Please, keep in mind that each task can require more than one operation simultaneously.

MENTAL OPERATION	EXAMPLE FROM THE CORPUS
1. Repeat identically	<p>単語を確認しながらオーディオトラックを聴き、声に出して繰り返しましょう。 Lisez en écoutant les pistes audio. Répétez.</p> <p><i>Read while listening to the audio tracks. Repeat. [MJE, 36]</i></p>
2. Repeat selectively	<p>右の例にならって、クラスメイトと会話ドリルをしましょう。まず、単語リスト A と B の単語を一つずつ使って「tu」で練習してください。次は「vous」で練習してみましょう。 Pratiquez à l'oral avec un camarade. Parcourez systématiquement les boîtes de vocabulaire A et B en vous tutoyant, puis recommencez en vous vouvoyant.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <p>① Est-ce que tu manges du pain le matin ? ② Oui, je mange du pain.</p> <p>② Est-ce que tu manges du pain le matin ? ① Non, je ne mange pas de pain.</p> <p style="text-align: center;">⋮</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>① Est-ce que tu manges un sandwich le matin ? ② Oui, je mange un sandwich.</p> <p>② Est-ce que tu manges un sandwich le matin ? ① Non, je ne mange pas de sandwich.</p> <p style="text-align: center;">⋮</p> </div> </div> <p><i>Practice orally with a classmate. Systematically go through vocabulary boxes A and B (first using 'tu', then 'vous'). [MJE, 37]</i></p>
3. Repeat with substitutions	<p>121 DIALOGUE 3</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>Tu connais la cuisine asiatique ?</p> <p>Oui, j'adore, surtout la cuisine coréenne. C'est très bon. Et toi ? Quelle cuisine est-ce que tu aimes ?</p> </div>  </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>la cuisine française / japonaise / coréenne chinoise / italienne / espagnole / mexicaine indienne / vietnamienne / africaine</p> </div> <p>33 Activité 3 dialogue 3 にならって、好きな料理について話しましょう。Demandez à votre camarade ce qu'il / elle aime comme cuisine en vous référant au dialogue 3.</p> <p><i>Ask your classmate what kind of food they like, referring to dialogue 3. [ES1, 57]</i></p>
4. Repeat with transformations	<p>1 各文を()内の指示に従って書きかえなさい。A C</p> <ol style="list-style-type: none"> 1. Sam can swim the butterfly. (疑問文に) 2. His story can be true. (否定文に) 3. Lisa must see a doctor. (yesterday を付け加えた文に) 4. You must talk to him. (否定文に) <p><i>Rewrite every sentence by following the instructions between (). [for instance, 'negative'] [VQ1, 37]</i></p>
5. Repeat with expansion	<p>Let's TRY!</p> <p>あなた自身について発表してみましょう。</p> <ul style="list-style-type: none"> ● I will be <u>eating lunch</u> this time tomorrow. ● I will be <u>staying with my grandparents</u> this time next month. ● I will be <u>studying English harder</u> this time next year.

	<p><i>Try using these expressions to talk about yourself!</i> [NOW, 141]</p>			
6. Retrieve from STM/working memory	<p>See example n.3: the vocabulary is immediately accessible to the learners, they just have to “recall items within a matter of seconds” (Littlejohn).</p>			
7. Retrieve from LTM	<p>8 Put the Japanese sentences into English.</p> <p>1. 私は、子どもだけでなく年配者たちも大笑いしているのを見た。 I saw _____ out loud.</p> <p>2. メアリーが来日した年は 2007 年だ。 _____ is 2007.</p> <p>3. あなたはなぜそんなに多くの余剰食糧が日本にあるか知っていますか。 Do you know _____ in Japan?</p> <p>[CR1, 73]</p> <p>Translation exercises usually require recalling linguistic items and vocabulary from a “time previous to the current lesson” (Littlejohn). For example, the first sentence here should be translated as “I saw not only children, but also elderly people laughing out loud”. The language structure “not only ~ but also” was explained in the same lesson (7 pages before this one) and the text mentioned children and old people; however, there is no mention of “laughing” in the text, meaning the students should retrieve that vocabulary item from their LTM.</p>			
8. Formulate items into larger unit	<p>TASK 4 At a conference at the United Nations, you make a speech that explains why it is necessary to collect seeds from around the world. Some countries are against your way of thinking. Explain your opinion and support your ideas with details and examples. Write about 80 to 100 words. You can refer to the WORD BOX below, or use your own words and expressions.  </p> <p>WORD BOX agriculture / collect seed / crucial / diversity / food production / future / gene pool / genetic uniformity / monoculture / store seed in a safe[secure] place / unpredictable world</p> <p>[UNI, 113]</p>			
9. Decode semantic/propositional meaning	<p> 英文を聞いて、1, 2 は会話の内容と、3 はイラストの内容と合っていれば○、合っていなければ×を書きましょう。</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table> <p><i>Listen to the English sentences and mark if they match the content of the text (1, 2) and the illustration (3) with ○ if they do and X if they don't.</i> [PAS, 30]</p>	1	2	3
1	2	3		
10. Select information	<p>Q&A</p> <ol style="list-style-type: none"> How many main characteristics does <i>washoku</i> have? Does a typical <i>washoku</i> meal have six dishes? How do people make family ties stronger during the New Year? <p>Answer the questions about the text above. [MW1, 76]</p>			
11. Calculate	<p>No examples were found in the lessons about ‘food/gastronomy’.</p>			
12. Categorise selected information	<p>2 フランス語の文をよく聴いて、ふさわしい絵を選びましょう  1-23</p> <p>1) ()   2) ()  </p> <p>3) ()  </p> <p><i>Listen carefully to the French sentences and then choose the appropriate drawing.</i> [NAV, 23]</p>			

<p>13. Hypothesise</p>	<p>LESSON <i>Collect Everything. Save Everything.</i> by Susan Dworkin</p>  <p>1. What is the danger of only growing genetically identical plants? 2. What is the Svalbard seed project in Norway?</p> <p>[UNI, 108]</p>
<p>14. Compare samples of language</p>	<p>Enrich Your Vocabulary ()内に適切な語を入れましょう。</p> <p>1. <input type="checkbox"/> associate — <input checked="" type="checkbox"/> association ▶ I always () him with fast cars. ▶ The name Mark has no () for me.</p> <p>2. <input checked="" type="checkbox"/> awareness — <input type="checkbox"/> aware ▶ Are you () of the time? ▶ People should raise their () about AIDS.</p> <p>3. <input checked="" type="checkbox"/> consumption — <input type="checkbox"/> consume ▶ The car () a lot of fuel. ▶ Fuel () has risen dramatically these days.</p> <p><i>Enrich Your Vocabulary</i> Enter the appropriate word between ()! [NOW, 144] In this exercise, the comparison of similar sentences allows the learner to better understand the difference between nouns, verbs and adjectives.</p>
<p>15. Analyse language form</p>	<p>Pour découvrir 1 (05')</p> <p>1. 「(~するのは)好きですか」とたずねる表現に下線を引きなさい。 「好きだ」を表す動詞の原形はわかりますか。</p> <p>2. 「あまり(好きではない)」という表現に~~~~を引きなさい。</p> <p><i>To find out more 1</i> (05')</p> <p>1. Underline the interrogative expressions for “Do you like (doing something)?”. Do you know the basic form of the verb “to love”?</p> <p>2. Draw a ~~~~ under the sentences that mean “(I don’t like) very much”.</p> <p>[ALD, 18]</p>
<p>16. Formulate language rule</p>	<p>4. どんなときに Merci と言っていますか。 4. <i>When do we say merci?</i> [ALD, 19]</p>
<p>17. Apply stated language rule</p>	<p>See example n.4</p>
<p>18. Apply general knowledge</p>	<p>Anything more to say?</p> <p>1. Do you think that it is the job of the government to be sure that everyone has a place to live and enough to eat?</p> <p>2. If yes, how about people who don't want to work? If no, how should we help people who cannot take care of themselves?</p> <p>3. What is the role of charity in a rich country?</p> <p>[CR1, 71]</p>
<p>19. Negotiate</p>	<p>See example n.18, question n.2 (the fact that the authors already include opposite points of view could suggest to the students that they need to add hedges to their answers and negotiate their own opinion to anticipate and react to different ones).</p>
<p>20. Review own FL output</p>	<p>In one textbook (Navi.fr), grammar explanations are combined with exercises. Although this combination could lead to students checking their own FL production in a more direct way than with exercises that are separated from the grammar explanation, it was not considered explicit enough to be included in this category.</p>

<p>21. Attend to example/explanation</p>	<p>No other example was found in the corpus.</p> <p>音声を聞きながら、例文に目を通しましょう。次に、「Je mange / J'aime...」の構文を学習して、日本語の文をフランス語に訳しましょう。</p> <p>Lisez les phrases modèles en écoutant la piste audio. Étudiez la structure « Je mange / J'aime... ». Traduisez en français les phrases exemples.</p> <table border="1"> <tr> <td>Je mange <u>du</u> pain.</td> <td>パンを食べます。</td> </tr> <tr> <td>Je mange <u>un</u> croissant.</td> <td>クロワッサンを食べます。</td> </tr> <tr> <td>J'aime <u>le</u> pain.</td> <td>パンが好きです。</td> </tr> <tr> <td>J'aime <u>les</u> croissants.</td> <td>クロワッサンが好きです。</td> </tr> </table> <p>部分冠詞: Je mange du pain, un croissant 不定冠詞: un croissant</p> <p>定冠詞 (一般的な意味) の単数: J'aime le pain 定冠詞 (一般的な意味) の複数: J'aime les croissants</p> <p>1 朝はシリアルを食べます。シリアルが好きです。 2 納豆を食べますか?(tuを使って) 3 納豆は好きですか?(tuを使って)</p> <p>Read the sample sentences while listening to the audio track. Study the structure “Je mange / J'aime...”. Translate into French the sample sentences. [MJE, 38]</p> <p>In most cases, grammar explanation or examples are not preceded by instructions telling the students to read them. Their importance is implied.</p>	Je mange <u>du</u> pain.	パンを食べます。	Je mange <u>un</u> croissant.	クロワッサンを食べます。	J'aime <u>le</u> pain.	パンが好きです。	J'aime <u>les</u> croissants.	クロワッサンが好きです。
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J'aime <u>les</u> croissants.	クロワッサンが好きです。								
<p>22. Research</p>	<p>Use it あなたの学校の規則を、3つ書いてみよう。</p> <p>(例) We have to wear school uniforms. We must not use cell phones in school. We cannot bring comic books to school.</p> <p>Let's try and write three rules for your school! [VQ1, 37]</p>								
<p>23. Express own ideas/information</p>	<p>Activité 1 以下の表現を使って、普段、朝食・昼食・夕食に何を食べるのかお互いに話しましょう。Dites ce que vous mangez habituellement le matin, le midi et le soir.</p> <p>D'habitude, au petit déjeuner, je mange _____ au déjeuner, prends _____ au dîner, bois _____</p> <p>Talk to each other about what you usually eat in the morning, at noon and in the evening by using the expressions above [Japanese instructions]. Tell what you usually eat in the morning, at noon and in the evening [French instructions]. [ES1, 56]</p>								
<p>24. Translate</p>	<p>4 日本語に合うように、()内の語を並べかえて英文を完成させなさい。 (総合)</p> <p>1. すぐにジョンに手紙を書くつもりです。 I (letter / to / write / will / a / John) soon.</p> <p>2. 以前は電話で彼と話をしたものだ。 (to / I / talk / him / with / used) on the phone.</p> <p>3. 外は暗い。散歩に出掛けたいけません。 It's dark outside. (had / out / not / go / better / you) for a walk.</p> <p>Rearrange the words between () to match Japanese and complete the English sentences. [VQ1, 39]</p>								

<p>25. Learn by heart</p>	<p>●買い物リスト 1-13 </p> <table border="1" data-bbox="558 224 1069 638"> <tr><td><input type="checkbox"/> une baguette ♀</td><td>バゲット</td></tr> <tr><td><input type="checkbox"/> un croissant ♂</td><td>クロワッサン</td></tr> <tr><td><input type="checkbox"/> une brioche ♀</td><td>ブリオッシュ</td></tr> <tr><td><input type="checkbox"/> un pain aux raisins ♂</td><td>レーズンパン</td></tr> <tr><td><input type="checkbox"/> un pain au chocolat ♂</td><td>チョコレートパン</td></tr> <tr><td><input type="checkbox"/> un sandwich ♂</td><td>サンドイッチ</td></tr> <tr><td><input type="checkbox"/> un chausson aux pommes ♂</td><td>リンゴのパイ</td></tr> <tr><td><input type="checkbox"/> une quiche ♀</td><td>キッシュ</td></tr> <tr><td><input type="checkbox"/> une tarte ♀</td><td>タルト</td></tr> <tr><td><input type="checkbox"/> un millefeuille ♂</td><td>ミルフィーユ</td></tr> <tr><td><input type="checkbox"/> un éclair ♂</td><td>エクレア</td></tr> <tr><td><input type="checkbox"/> un macaron ♂</td><td>マカロン</td></tr> </table> <p><i>Shopping list.</i> [NAV, 21] In this example, the instruction ‘learn by heart’ is implicit, but the students will need the vocabulary in this box for the following exercises, so we could assume that its presence would lead to some kind of repetition and learning.</p>	<input type="checkbox"/> une baguette ♀	バゲット	<input type="checkbox"/> un croissant ♂	クロワッサン	<input type="checkbox"/> une brioche ♀	ブリオッシュ	<input type="checkbox"/> un pain aux raisins ♂	レーズンパン	<input type="checkbox"/> un pain au chocolat ♂	チョコレートパン	<input type="checkbox"/> un sandwich ♂	サンドイッチ	<input type="checkbox"/> un chausson aux pommes ♂	リンゴのパイ	<input type="checkbox"/> une quiche ♀	キッシュ	<input type="checkbox"/> une tarte ♀	タルト	<input type="checkbox"/> un millefeuille ♂	ミルフィーユ	<input type="checkbox"/> un éclair ♂	エクレア	<input type="checkbox"/> un macaron ♂	マカロン
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<input type="checkbox"/> un macaron ♂	マカロン																								
<p>26. Dictation</p>	<p>2. CD を聞いて書きとり, 言えるようにしてきなさい.  ⑦</p> <table border="1" data-bbox="550 817 1364 918"> <tr> <td>1) — () bien ?</td> <td>2) — (). Et vous ?</td> </tr> <tr> <td>— Oui, merci.</td> <td>— Je m’appelle (自分の名前).</td> </tr> </table> <p>2. Listen to the CD and write down what is said, then go ahead and say it [read it out loud]. [ALD, 11]</p>	1) — () bien ?	2) — (). Et vous ?	— Oui, merci.	— Je m’appelle (自分の名前).																				
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