

Section 8 Foreign Languages

Article 1. OVERALL OBJECTIVE

To develop students' communicative competencies, such as accurately understanding and appropriately expressing and exchanging information, thoughts, etc., as outlined below through the language activities of listening, reading, speaking and writing in a foreign language and integrated language activities which combine these skills.

- (1) To deepen students' understanding of foreign language sounds, vocabulary, expressions, grammar and functions, and acquire the skill of using this knowledge in actual communication through listening, reading, speaking and writing appropriately in accordance with the purposes, scenes and situations.
- (2) To foster the ability to accurately understand the overview, main points, details of information and ideas, and a speaker's or writer's intention, etc., about everyday and social topics in the foreign language, and appropriately express and exchange information and ideas about these topics in accordance with the purposes, scenes and situations in which communication takes place.
- (3) To cultivate a willingness to communicate proactively and autonomously, deepening understanding of the culture behind the foreign language and considering the listener, reader, speaker or writer.

Articles 2. SUBJECTS

I. ENGLISH COMMUNICATION I

1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the five skill areas of listening, reading, speaking [interaction], speaking [production] and writing (hereafter referred to as the five skill areas) specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

(1) Listening

- a. Enable students to understand key information and grasp the speakers' intentions about everyday topics with the help of a lot of scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information

in the spoken English they listen to.

- b. Based on their purpose for listening, enable students to understand key information, get an overview and grasp the main points of a talk about social topics with the help of a lot of scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the talk they listen to.

(2) Reading

- a. Enable students to understand key information and grasp the writer's intention about everyday topics with the help of a lot of scaffolding activities around specific words, phrases, sentences and the amount of information in the text.
- b. Based on their purpose for reading, enable students to understand key information, get an overview and grasp the main points of a piece of writing about social topics with the help of a lot of scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

(3) Speaking [Interaction]

- a. Enable students to use basic words, phrases and sentences to orally exchange information, ideas, feelings, etc., in extended interactions about everyday topics with the help of a lot of scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use basic words, phrases and sentences to orally exchange information, ideas, feelings, etc., in a logical manner through extended interactions about social topics, with the help of a lot of scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(4) Speaking [Production]

- a. Enable students to use basic words, phrases and sentences to orally communicate information, ideas, feelings, etc., in a logical manner about everyday topics, if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to use basic words, phrases and sentences to orally communicate information, ideas, feelings, etc., in a logical manner about social topics, if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.

(5) Writing

- a. Enable students to write a passage using basic words, phrases and sentences to communicate information, ideas, feelings, etc., about everyday topics in a logical manner, if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to write a passage using basic words, phrases and sentences to communicate information, ideas, feelings, etc., in a logical manner about social topics, if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

Develop students' ability to really communicate and help them achieve the objectives of the five skill areas through linking learning materials and language activities effectively, bearing in mind the contents of the National Curriculum Standards for Elementary School (public notice of the Ministry of Education, Culture, Sports, Science and Technology No.63 of 2017) Chapter 2, Section 10 Foreign Languages, II. 2. (1), in the National Curriculum Standards for Lower Secondary School (public notice of the Ministry of Education, Culture, Sports, Science and Technology No.64 of 2017) Chapter 2, Section 9 Foreign Languages, II. 2. (1) and the contents below.

a. Sounds

- (a) Word, phrase and sentence stress
- (b) Intonation in sentences
- (c) Pauses in sentences

b. Punctuation

- (a) Commas
- (b) Colons and semicolons
- (c) Dashes

c. Words, collocations and idiomatic expressions

- (a) About 400-600 new words, in addition to the words learned at elementary and lower secondary school
- (b) Collocations
- (c) Idiomatic expressions

d. Sentence structures and grammar items

The items specified in the National Curriculum Standards for Elementary School Chapter 2, Section 10 Foreign Languages, II. 2. (1) d., the National Curriculum Standards for Lower Secondary School Chapter 2, Section 9 Foreign Languages, II. 2. (1) d. and the items below should be taught through repeated exposure via communicative activities in a meaningful context. All the items in (b) should be handled appropriately in this manner.

(a) Frequently used sentence structures

(b) Grammar items

a Usage of infinitives

b Usage of relative pronouns

c Usage of relative adverbs

d Usage of conjunctions

e Usage of auxiliary verbs

f Usage of prepositions

g Verb tense and aspect

h The subjunctive mood

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Develop ability in the following items through setting concrete tasks which encourage students to develop their own thinking through organizing information and expressing their thoughts logically in accordance with the purposes, scenes and situations in which communication takes place.

a. Based on something they have listened to or read in English, develop students' ability to accurately grasp the outline, main points and details, to understand the thoughts and intentions of the speakers or writers and to summarize their own thoughts about everyday and social topics.

b. Based on something they have listened to or read in English, develop students' ability to appropriately express information and their own thoughts and social topics through speaking and writing about everyday.

c. Develop students' ability to orally exchange information and their own thoughts about everyday and social topics through speaking and writing in English, by organizing the information to be communicated and clarifying main points and intentions.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the five skill areas, or through integrated skills activities.

a. Language activities necessary for consolidating the contents specified in the National Curriculum Standards for Lower Secondary School Chapter 2, Section 9 Foreign languages, II. 2. (3) (i)

b. Listening

(a) Activities in which students pick up necessary information and ascertain the speaker's intention about everyday topics in dialogues, broadcasts, etc., in which the rate of speech has been appropriately controlled and key expressions and sentences have been sufficiently paraphrased in basic words, phrases and sentences. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.

(b) Activities in which students pick up necessary information and grasp the outline and main points about social topics in dialogues, explanations, etc., in which the rate of speech has been appropriately controlled and key expressions and sentences have been sufficiently paraphrased in basic words, phrases and sentences. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.

c. Reading

(a) Activities in which students pick up necessary information and ascertain the writer's intention about everyday topics in emails, leaflets, etc., in which key expressions and sentences have been sufficiently paraphrased in basic words, phrases and sentences and they have listened to or read a lot of explanations about the background of the writing. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.

(b) Activities in which students pick up necessary information and grasp the outline and main points about social topics in expository, argumentative texts, etc., in which key expressions and sentences have been sufficiently paraphrased in basic words, phrases and sentences and they have listened to or read a lot of a lot of explanations about the background of the writing. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.

d. Speaking [Interaction]

- (a) Activities in which students speak spontaneously to exchange information, thoughts, feelings, etc., about everyday topics such as familiar events and family life, in situations where useful words, phrases and sentences and the interaction patterns have been sufficiently provided. In addition, activities to present and write a passage, based on their spoken interactions.
- (b) Based on listening to or reading dialogues, explanations, etc., activities in which students orally exchange information, thoughts, feelings etc., with reasons and evidence about social topics, expressing their agreement or disagreement with a position, in situations where useful words, phrases, sentences and the interaction patterns have been sufficiently provided. In addition, activities to present and write a passage about their own thoughts, etc., based on their spoken interactions.

e. Speaking [Production]

- (a) Activities in which students orally communicate information, thoughts, feelings, etc., with reasons and evidence, about everyday topics such as familiar events and family life, in situations where plenty of preparation time is given and useful words, phrases, sentences and a model outline of the presentation have been sufficiently provided. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.
- (b) Based on listening to or reading dialogues, explanations, etc., activities in which students orally communicate information, thoughts, feelings, etc., with reasons and evidence, about social topics, in situations where plenty of preparation time is given and useful words, phrases, sentences and a model outline of the presentation have been sufficiently provided. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

f. Writing

- (a) Activities in which students write a paragraph with reasons and evidence to communicate information, thoughts, feelings, etc., about everyday topics such as familiar events and family life, in situations where plenty of preparation time is given and useful words, phrases, sentences and a model outline of the writing have been sufficiently provided. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(b) Based on listening to or reading dialogues, explanations, etc., activities in which students write a paragraph with reasons and evidence to communicate information, thoughts, feelings, etc., about social topics in situations where plenty of preparation time is given and useful words, phrases, sentences and the model outlines of passages have been sufficiently provided. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

In carrying out language activities, for example, select language use situations and functions from the following list and combine them appropriately to achieve each goal of the five skill areas.

a. Examples of language use situations

(a) Situations related to students' lives

- Life at home • Learning and activities at school
- Local events • Activities at work etc.

(b) Situations in which information, etc., is obtained through various media

- Reading books, newspapers, magazines
- Watching TV, movies, videos, and listening to the radio
- Using information communications networks etc.

(c) Situations in which specific expressions are often used

- Shopping • Meals • Traveling • Answering the telephone
- Exchanging letters and emails etc.

b. Examples of language functions

(a) Facilitating communication

- Back-channel and short responses • Asking for repetition
- Repeating • Paraphrasing • Developing the topic
- Changing the topic etc.

(b) Communicating feelings

- Sympathizing • Praising • Apologizing
- Expressing gratitude • Expressing hope • Expressing surprise
- Expressing worry etc.

(c) Communicating facts and information

- Explaining • Reporting
- Describing • Giving reasons
- Summarizing • Correcting etc.

(d) Communicating thoughts and intentions

- Suggesting • Offering • Agreeing • Disagreeing
- Accepting • Refusing • Insisting • Inferring
- Making assumptions etc.

(e) Encouraging someone to do something

- Asking questions • Requesting • Inviting • Allowing
- Giving advice • Giving orders • Attracting attention
- Persuading etc.

3. Lesson delivery

- (1) Give comprehensive instruction through language activities in each of the five skill areas, or through integrated skills activities, which builds on the communicative competencies students developed in lower secondary school.
- (2) Especially in the early stages of this subject, consideration should be given to linking with and consolidating students' prior learning through the recycling of words, phrases, sentence patterns, grammar items, etc., studied in lower secondary school.

II. ENGLISH COMMUNICATION II

1. Objectives

To develop competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the five skill areas specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

(1) Listening

- a. Enable students to understand key information, become aware of how a talk develops and grasp the speakers' intentions about everyday topics with the help of some scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the spoken English they listen to.
- b. Based on their purpose for listening, enable students to understand key information, get an overview and grasp the main points and details of a talk about social topics with the help of some scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the talk they listen to.

(2) Reading

- a. Enable students to understand key information, become aware of how a piece of

writing develops and grasp the writer's intention about everyday topics with the help of some scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

- b. Based on their purpose for reading, enable students to understand key information, get an overview and grasp the main points and details of a piece of writing about social topics with the help of some scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

(3) Speaking [Interaction]

- a. Enable students to use a variety of words, phrases and sentences to orally exchange detailed information, ideas, feelings, etc., in extended interactions about everyday topics with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences to orally exchange detailed information, ideas, feelings, etc., in a logical manner through extended interactions about social topics, with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(4) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences to orally communicate detailed information, ideas, feelings, etc., in a logical manner about everyday topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences to orally communicate detailed information, ideas, feelings, etc., in a logical manner about social topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

(5) Writing

- a. Enable students to write a multi-paragraph passage using a variety of words, phrases and sentences to communicate detailed information, ideas, feelings, etc., in a logical manner about everyday topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences to communicate

detailed information, ideas, feelings, etc., in a logical manner about social topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

The same considerations stated in English Communication I 2. (1) should be applied. However, in addition to the words specified in English Communication I 2. (1) c. (a), about 700 - 950 new words are included. In addition, select appropriate items from the grammar points listed in English Communication I 2. (1) d. (b) in order to achieve each goal of the five skill areas.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in English Communication I 2. (2) so that students can achieve each goal of the five skill areas.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the five skill areas, or through integrated skills activities.

a. Language activities specified in English Communication I 2. (3) (i) that are necessary for consolidation of what they have studied in English Communication I

b. Listening

(a) Activities in which students pick up necessary information and ascertain how a talk develops and the speaker's intention about everyday topics in dialogues, speech, etc., in which the rate of speech has been appropriately controlled and key expressions and sentences have been paraphrased, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.

(b) Activities in which students pick up necessary information, grasp the outline, main points and details and ascertain the speaker's intention about social topics in explanations, dialogues, etc., in which the rate of speech has been appropriately controlled and key expressions and sentences have been

paraphrased, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have listened to.

c. Reading

- (a) Activities in which students pick up necessary information and ascertain how a piece of writing develops and the writer's intention about everyday topics in newspaper articles, advertisements, etc., in which key expressions and sentences have been paraphrased and they have listened to or read explanations about the background of the writing, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.
- (b) Activities in which students pick up necessary information and grasp the outline, main points and details about social topics in argumentative texts, reports, etc., in which key expressions and sentences have been paraphrased and they have listened to or read explanations about the background of the writing, if necessary. In addition, activities where students exchange their thoughts in speaking and writing about what they have read.

d. Speaking [Interaction]

- (a) Activities in which students orally exchange detailed information, thoughts, feelings, etc., about everyday topics such as personal interests and family life, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. In addition, activities to present and write a passage, based on their spoken interactions.
- (b) Based on listening to or reading explanations, debates, etc., activities in which students orally exchange detailed information, thoughts, feelings etc., with reasons and evidence about social topics, expressing their agreement or disagreement with a position, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. In addition, activities to present and write a passage about their own thoughts, etc., based on their spoken interactions.

e. Speaking [Production]

- (a) Activities in which students orally communicate detailed information, thoughts, feelings, etc., with reasons and evidence, about everyday topics such as personal interests and school life, in situations where some preparation time is given and useful words, phrases, sentences and a model outline for the presentation have been provided, if necessary. In addition, activities where

students ask and answer questions about the presentations and exchange their own opinions and impressions.

- (b) Based on listening to or reading explanations, debates, etc., activities in which students orally communicate detailed information, thoughts, feelings, etc., with reasons and evidence about social topics, in situations where some preparation time is given and useful words, phrases, sentences and a model outline of the presentation have been provided, if necessary. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

f. Writing

- (a) Activities in which students write several paragraphs with reasons and evidence to communicate detailed information, thoughts, feelings, etc., about everyday topics such as personal interests and school life, in situations where some preparation time is given and useful words, phrases, sentences and a model outline of the writing have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.
- (b) Based on listening to or reading explanations, debates, etc., activities in which students write several paragraphs with reasons and evidence to communicate detailed information, thoughts, feelings, etc., about social topics in situations where some preparation time is given and useful words, phrases, sentences and the model outlines of passages have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson Delivery

Give comprehensive instruction through language activities in each of the five skill areas, or through integrated skills activities, which builds on the communicative competencies students have developed so far.

III. ENGLISH COMMUNICATION III

1. Objectives

To develop competencies specified in Article 1. (1) and (2) in an integrated way

through instruction that aims for realization of the goals set in each of the five skill areas specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

(1) Listening

- a. Enable students to understand key information, become aware of how a talk develops and grasp the speakers' intentions about everyday topics, even with minimal scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the spoken English they listen to.
- b. Based on their purpose for listening, enable students to understand key information, get an overview and grasp the main points and details of a talk about social topics, paying attention to the way the talk develops, even with minimal scaffolding activities around the rate of speech, specific words, phrases, sentences and the amount of information in the talk they listen to.

(2) Reading

- a. Enable students to understand key information, become aware of how a piece of writing develops and grasp the writer's intention about everyday topics, even with minimal scaffolding activities around specific words, phrases, sentences and the amount of information in the text.
- b. Based on their purpose for reading, enable students to understand key information, get an overview and grasp the main points and details of a piece of writing about social topics, paying attention to how the writing develops, even with minimal scaffolding activities around specific words, phrases, sentences and the amount of information in the text.

(3) Speaking [Interaction]

- a. Enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange detailed information, ideas, feelings, etc., through extended interactions and to develop a conversation about everyday topics, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange detailed information, ideas, ways for solving problems, etc., logically about social topics, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to

develop a dialogue.

(4) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally communicate detailed information, ideas, feelings, etc., logically about everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally communicate detailed information, ideas, feelings, etc., logically about social topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.

(5) Writing

- a. Enable students to write a multi-paragraph passage using a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to communicate detailed information, ideas, feelings, etc., logically about everyday topics, even with minimal preparation time and scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to communicate detailed information, ideas, feelings, etc., logically about social topics, even with minimal preparation time and scaffolding around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

The same considerations stated in English Communication I 2. (1) should be applied. A further 700 - 950 new words are to be taught in addition to the words specified in English Communication II 2. (1). In addition, select appropriate items from the grammar points listed in English Communication I 2. (1) d. (b) in order to achieve each goal of the five skill areas.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Handle the items specified in English Communication I 2. (2) so that students can achieve each goal of the five skill areas.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the five skill areas, or through integrated skills activities.

a. Language activities specified in English Communication I and II 2. (3) (i) that are necessary for consolidation of what they have studied in these subjects

b. Listening

(a) Activities in which students pick up necessary information, ascertain how a talk develops and the speaker's intention in interviews, news, etc., about everyday topics. In addition, activities where students ask and answer questions about what they have listened to, and exchange their own opinions and impressions.

(b) Activities in which students pick up necessary information and grasp the outline, main points and details from various lectures, etc., about social topics, paying attention to how a talk develops. In addition, activities where students ask and answer questions about what they have listened to, and exchange their own opinions and impressions.

c. Reading

(a) Activities in which students pick up necessary information, ascertain how a passage develops and infer the writer's intention, in newspaper articles, stories, etc., about everyday topics. In addition, activities where students ask and answer questions about what they have read, and exchange their own opinions and impressions.

(b) Activities in which students pick up necessary information, grasp the outline, main points and details from various argumentative texts, documents, etc., about social topics in order to solve problems, paying attention to how a passage develops. In addition, activities where students exchange ways of solving problems in speaking and writing about what they have read.

d. Speaking [Interaction]

(a) Activities in which students orally exchange detailed information, thoughts, feelings, etc., and develop a conversation about everyday topics such as life outside school and local communities. In addition, activities to present and write a passage, based on their spoken interactions.

(b) Based on listening to or reading news, lectures, etc., activities in which students orally exchange detailed information, thoughts, ways of solving problems, etc., with clear reasons and evidence about social topics. In addition, activities to present and write a passage about their own thoughts, etc., based on their spoken interactions.

e. Speaking [Production]

(a) Activities in which students orally communicate detailed information, thoughts, feelings, etc., with clear reasons and evidence, about everyday topics such as life outside school and local communities. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

(b) Based on listening to or reading news, lectures, etc., activities in which students orally communicate detailed information, thoughts, feelings, etc., with clear reasons and evidence, about social topics. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

f. Writing

(a) Activities in which students write several paragraphs with clear reasons and evidence to communicate detailed information, thoughts, feelings, etc., about everyday topics such as life outside school and local communities. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(b) Based on listening to or reading news, lectures, etc., activities in which students write several paragraphs with clear reasons and evidence to communicate detailed information, thoughts, feelings, etc., about social topics, clarifying their own point of view. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson Delivery

The same considerations stated in English Communication II 3. should be applied.

IV. LOGIC AND EXPRESSION I

1. Objectives

To develop the competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the three skill areas of speaking [interaction], speaking [production] and writing (hereafter referred to as the three skill areas) specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

(1) Speaking [Interaction]

- a. Enable students to use basic words, phrases and sentences to orally exchange information, ideas, feelings, etc., and to obtain information in extended interactions about everyday topics with the help of a lot of scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read, enable students to use basic words, phrases and sentences to orally exchange opinions, claims, etc., in a logical manner through activities such as debate and discussion about everyday and social topics, with the help of a lot of scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(2) Speaking [Production]

- a. Enable students to use basic words, phrases and sentences to orally communicate information, ideas, feelings, etc., in a logical manner about everyday topics if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read, enable students to use basic words, phrases and sentences to orally communicate opinions, claims, etc., in a logical manner through activities such as speech and presentation about everyday and social topics, if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.

(3) Writing

- a. Enable students to write a passage using basic words, phrases and sentences to communicate information, ideas, feelings, etc., in a logical manner about everyday topics, if given prior preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases, and sentences.
- b. Based on something they have listened to or read, enable students to write a passage using basic words, phrases and sentences to communicate opinions, claims, etc., in a logical manner about everyday and social topics, if given prior

preparation time and with the help of a lot of scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

Develop students' ability to really communicate and help them achieve the objectives of the three skill areas through linking learning materials and language activities effectively, bearing in mind the contents of the National Curriculum Standards for Elementary Schools Chapter 2, Section 10 Foreign Languages, II. 2. (1), in the National Curriculum Standards for Lower Secondary Schools Chapter 2, Section 9 Foreign Languages, II. 2. (1) and English Communication I 2. (1). In addition, select appropriate words and grammar points in order to achieve each goal of the three skill areas.

a. Items related to developing logical argumentation and self-expression

(a) Developing logical expressions in accordance with the purposes, scenes and situations

(b) Expressions to communicate information, thoughts, etc., effectively

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction

Develop ability in the following items through setting concrete tasks which encourage students to develop their own thinking through organizing information and expressing their thoughts logically in accordance with the purposes, scenes and situations in which communication takes place.

a. Based on the information and ideas they have obtained by listening to or reading in English, develop students' ability to express information and their own thoughts appropriately by speaking and writing about everyday and social topics.

b. To exchange information, thoughts, etc., by speaking and writing the contents to be communicated in English about everyday and social topics, clarifying the main points and the intention

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the three skill areas, or through integrated skills activities.

a. Speaking [Interaction]

- (a) Activities in which students orally exchange information, thoughts, feelings, etc., and obtain information about everyday topics such as personal interests and school life, in situations where useful words, phrases, sentences and the interaction patterns have been sufficiently provided. In addition, activities to present and write a passage, based on their spoken interactions.
- (b) Based on something students have listened to or read about everyday and social topics, debate and discussion activities in which students orally exchange opinions, claims, their advantage and disadvantages, etc., with appropriate reasons and evidence, in situations where useful words, phrases and sentences and the interaction patterns have been sufficiently provided. In addition, activities where students to present and write a passage about their own thoughts, etc., based on their spoken interactions.

b. Speaking [Production]

- (a) Activities in which students orally communicate information, thoughts, feelings, etc., with appropriate reasons and evidence, about everyday topics such as personal interests and school life, in situations where plenty of preparation time is given and useful words, phrases, sentences and a model outline for the presentation have been sufficiently provided. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.
- (b) Based on something students have listened to or read about everyday and social topics, activities in which students make brief speeches and presentations to communicate opinions, claims, etc., with appropriate reasons and evidence, following step-by-step instruction, in situations where plenty of preparation time is given and useful words, phrases, sentences and a model outline of the presentation have been sufficiently provided. In addition, activities where students ask and answer questions about the speeches and presentations and exchange their own opinions and impressions.

c. Writing

- (a) Activities in which students write a paragraph with appropriate reasons and evidence to communicate information, thoughts, feelings, etc., about everyday topics such as personal interests and school life, in situations where plenty of preparation time is given and useful words, phrases, sentences and a model outline of the writing have been sufficiently provided. In addition, activities

where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

- (b) Based on something students have listened to or read about everyday and social topics, activities in which students write a paragraph with appropriate reasons and evidence to communicate opinions, claims, etc., following step-by-step instruction from brainstorming to making revisions, in situations where plenty of preparation time is given and useful words, phrases, sentences and the model outlines of passages have been sufficiently provided. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson delivery

Give instruction mainly through language activities such as speaking and writing to improve students' ability to express and exchange information, thoughts, etc., which build on the communicative competencies they have developed so far.

V. LOGIC AND EXPRESSION II

1. Objectives

To develop competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the three skill areas specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

(1) Speaking [Interaction]

- a. Enable students to use a variety of words, phrases and sentences to orally exchange detailed information, ideas, feelings, etc., about everyday topics, and to negotiate with people with differing social statuses and in different settings, with the help of some scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.
- b. Based on something they have listened to or read about everyday and social topics, enable students to use a variety of words, phrases and sentences to orally exchange opinions, claims, ways for solving problems, etc., in a logical manner through activities such as debate and discussion, with the help of some scaffolding activities around appropriate words, phrases, sentences and how to

develop a dialogue.

(2) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences to orally communicate detailed information, ideas, feelings, etc., in a logical manner about everyday topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read about everyday and social topics, enable students to use a variety of words, phrases and sentences to orally communicate detailed opinions, claims, etc., in a logical manner through activities such as speech and presentation, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

(3) Writing

- a. Enable students to write a multi-paragraph passage using a variety of words, phrases and sentences to communicate detailed information, ideas, feelings, etc., in a logical manner about everyday topics, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.
- b. Based on something they have listened to or read about everyday and social topics, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences to communicate detailed opinions, claims etc., in a logical manner, if given some prior preparation time and with the help of some scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

(1) Items related to the characteristics and rules of English

The same considerations stated in Logic and Expressions I 2. (1) should be applied.

[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction.

Handle the items specified in Logic and Expression I 2. (2) so that students can achieve each goal of the three skill areas.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in

(1) through the following language activities in any one of the three skill areas, or through integrated skills activities.

a. Language activities specified in Logic and Expression I 2. (3) (i) that are necessary for consolidation of what they have studied in Logic and Expression I

b. Speaking [Interaction]

(a) Activities in which students orally exchange detailed information, thoughts, feelings, etc., about everyday topics such as life outside school and local communities, in situations where useful words, phrases, sentences and the interaction patterns have been provided, if necessary. Activities where students negotiate with others, communicating their own standpoint and requests and understanding others' opinions. In addition, activities to present or write a passage, based on their spoken interaction.

(b) Based on what they have listened to and read, activities in which students have discussions and debates about everyday and social topics, explaining the issues clearly, suggesting solutions and expressing opinions, claims, etc., with appropriate reasons and evidence in a detailed manner, in situations where useful words, phrases, sentences and the interaction pattern have been provided, if necessary. In addition, activities to present or write a passage about their own thoughts, based on their spoken interaction.

c. Speaking [Production]

(a) Activities in which students orally communicate detailed information, thoughts, feelings, etc., with appropriate reasons and evidence, about everyday topics such as life outside school and local communities, in situations where some preparation time is given and useful words, phrases, sentences and a model outline for the presentation have been provided, if necessary. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

(b) Based on something students have listened to or read about everyday and social topics, activities in which students make speeches and presentations to orally communicate detailed opinions, claims, etc., with appropriate reasons and evidence, following step-by-step instruction, in situations where some preparation time is given and useful words, phrases, sentences and a model outline of the presentation have been provided, if necessary. In addition, activities where students ask and answer questions about the speeches and presentations and exchange their own opinions and impressions.

d. Writing

(a) Activities in which students write several paragraphs with appropriate reasons and evidence to communicate detailed information, thoughts, feelings, etc., about everyday topics such as life outside school and local communities, in situations where some preparation time is given and useful words, phrases, sentences and a model outline of the writing have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(b) Based on something students have listened to or read about everyday and social topics, activities in which students write several paragraphs with appropriate reasons and evidence to communicate detailed opinions, claims, etc., following step-by-step instruction from brainstorming to making revisions, in situations where some preparation time is given and useful words, phrases, sentences and the model outlines of passages have been provided, if necessary. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson delivery

The same considerations stated in Logic and Expression I 3. should be applied.

VI. LOGIC AND EXPRESSION III

1. Objectives

To develop competencies specified in Article 1. (1) and (2) in an integrated way through instruction that aims for realization of the goals set in each of the three skill areas specified below, and foster the competencies specified in Article 1. (3) through this process, based on the specific characteristics of learning English.

(1) Speaking [Interaction]

a. Based on various sources of information about everyday topics, enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange information, ideas, feelings, etc., in order to solve problems, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

- b. Based on various sources of information about everyday and social topics, enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange detailed opinions, claims, ways for solving problems, etc., in a logical and persuasive manner through activities such as debate and discussion, even with minimal scaffolding activities around appropriate words, phrases, sentences and how to develop a dialogue.

(2) Speaking [Production]

- a. Enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally communicate detailed information, ideas, feelings, etc., in a logical and persuasive manner, about everyday topics, even with minimal prior preparation time and scaffolding activities around appropriate words, phrases and sentences.
- b. Based on various sources of information about everyday and social topics, enable students to use a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to orally exchange detailed opinions, claims, etc., in a logical and persuasive manner through activities such as speeches and presentations, even with minimal prior preparation time and scaffolding activities around appropriate words, phrases and sentences.

(3) Writing

- a. Enable students to write a multi-paragraph passage using a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to communicate detailed information, ideas, feelings, etc., in a logical and persuasive manner about everyday topics, even with minimal prior preparation time and scaffolding activities around appropriate words, phrases and sentences.
- b. Based on various sources of information about everyday and social topics, enable students to write a multi-paragraph passage using a variety of words, phrases and sentences appropriately in accordance with the purposes, scenes and situations to communicate detailed opinions, claims etc., in a logical and persuasive manner, even with minimal prior preparation time and scaffolding activities around appropriate words, phrases and sentences.

2. Contents

[Knowledge and skills]

- (1) Items related to the characteristics and rules of English

The same considerations stated in Logic and Expressions I 2. (1) should be applied.
[Abilities to think, make judgement and express themselves]

(2) Items related to developing thinking through organizing information, self-expression and interaction.

Handle the items specified in Logic and Expression I 2. (2) so that students can achieve each goal of the three skill areas.

(3) Items related to language activities and language functions

(i) Items related to language activities

The items specified in (2) are to be taught in the context of the items specified in (1) through the following language activities in any one of the three skill areas, or through integrated skills activities.

a. Language activities specified in Logic and Expression I and II 2. (3) (i) which are necessary for consolidation of what they have studied in these subjects.

b. Speaking [Interaction]

(a) Based on various sources of information such as news items and newspaper articles, activities in which students organize and exchange information, thoughts, feelings, etc., about everyday topics and have a discussion about ways of solving problems. In addition, activities to present or write a passage, based on their spoken interaction.

(b) Based on various sources of information such as news items and newspaper articles which they have read or listened to, activities in which students have discussions and debates about everyday and social topics. Students ask and answer questions, and express detailed opinions, claims, ways for solving problems, etc., with effective reasons and evidence in a persuasive manner. In addition, activities to present or write a passage about their own thoughts, based on their spoken interaction.

c. Speaking [Production]

(a) Activities in which students orally communicate detailed information, thoughts, feelings etc., with effective reasons and evidence in a persuasive manner about everyday topics. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

(b) Based on various sources of information such as news items and newspaper articles, activities in which students make reasonably lengthy speeches and presentations to orally communicate detailed opinions, claims, etc., with effective reasons and evidence in a persuasive manner about everyday and social

topics, following step-by-step instruction. In addition, activities where students ask and answer questions about the presentations and exchange their own opinions and impressions.

d. Writing

(a) Activities in which students write several paragraphs with effective reasons and evidence to communicate detailed information, thoughts, feelings, etc., in a persuasive manner about everyday topics. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(b) Based on various sources of information such as news items or newspaper articles, activities in which students write several paragraphs with effective reasons and evidence to communicate detailed opinions, claims, etc., in a persuasive manner about everyday and social topics, following step-by-step instruction from brainstorming to making revisions. In addition, activities where students read each other's writing, ask and answer questions and exchange their own opinions and impressions.

(ii) Items related to language functions

The same considerations stated in English Communication I 2. (3) (ii) should be applied.

3. Lesson delivery

The same considerations stated in Logic and Expression I 3. should be applied.

VII. OTHER FOREIGN LANGUAGES

1 Give instruction in subjects of other foreign languages in accordance with the objectives and the contents regarding English for each subject specified in I. to VI. and in Article 3.

2 Give appropriate instruction while being careful not to overwhelm students when schools have them take a foreign language other than English in upper secondary school for the first time.

Article 3. SYLLABUS PLANNING AND LESSON DELIVERY FOR EACH SUBJECT REGARDING ENGLISH

1 In planning the syllabus, consideration should be given to the following points while taking care to ensure that instruction is linked to what was taught in elementary and lower secondary school.

- (1) Look over the unit as a whole and plan content and timing in accordance with which skills and competencies to focus on and how to foster proactive, interactive and authentic learning. In doing so, set specific tasks where students carry out activities with a clear awareness of the purposes, scenes and situations, communicating their own views and thoughts in the foreign language and applying their knowledge of English sounds, vocabulary, expressions and grammar in the five skill areas (the three skill areas in Logic and Expression I, II and III, as in 3.).
- (2) In principle, English Communication II should be introduced after covering English Communication I, English Communication III after covering English Communication II.
- (3) In principle, Logic and Expression II should be introduced after covering Logic and Expression I, Logic and Expression III after covering Logic and Expression II.
- (4) Properly set goals for each grade and subject in accordance with the various circumstances of the students while giving consideration not to overburden the students, and aim for realization of the overall objective of Foreign Languages while following sufficient steps through the syllabus set by the school until their graduation.
- (5) Give instruction repeatedly and consolidate what students have studied such as words, phrases, sentence structures and grammar items when actually engaging in language activities in English such as exchanging their own thoughts.
- (6) Lessons should generally be conducted in English, in order to give students more opportunities to use the language and to make the classroom a setting for genuine communication. At the same time, consideration should be taken to ensure that the English used is comprehensible to the students.
- (7) Collaborate with Japanese language teachers to increase the effectiveness of instruction and make students aware of the differences and similarities between Japanese and English words, expressions and discourse structures, and of the history, culture and customs that underlie these differences.
- (8) Devise ways to ensure that the topics in the language activities match the interests of the students, ensure links with what the students learned in other subjects such as Japanese language, Geography and History, science, etc., and develop the abilities to solve problems by utilizing English.
- (9) Provide systematic and institutional adaptations to teaching and learning activities

in accordance with the needs of students with disabilities, etc.

- (10) Collaborate with native speakers of English and local residents who are fluent in English to plan, develop and improve instruction.

2 Consideration should be given to the following items when teaching the contents of each subject.

- (1) Instruct the language materials specified in (1) of the contents section of each subject by giving students repeated exposure through communication in meaningful contexts. Avoid teaching that merely gets students to change English into Japanese, or Japanese into English. Note that, according to the developmental stages of the students, some items should be taught so that students understand them through listening and reading, and other items should be taught so that they can express themselves through speaking and writing.
- (2) Be aware that you can use phonetic notation to support the teaching of sounds, if necessary.
- (3) Devise ways to teach grammar items effectively by relating such items with the situation in which they are used and the contents students want to convey in order to utilize them in actual communication, taking into account the fact that grammar underpins communication and giving consideration so that instruction does not over-emphasize grammatical correctness and become centered on issues like explaining grammatical terminology and rules.
- (4) Use modern standard English. However, take into account the fact that various Englishes are widely used internationally as a means of communication.
- (5) When giving instruction on speaking and writing, take care to give examples of interactions, presentations, and passages in accordance with the purposes, scenes and situations and enable students to express their own thoughts by adapting the examples.
- (6) Enable students to utilize dictionaries effectively, based on the ways they learned in lower secondary school.
- (7) Use learning activities such as pair-work, group work, etc., in order to increase the opportunities for students to speak and to develop the abilities to cooperate with others. In doing so, for students who have difficulties in communicating with other people, devise instruction contents and instruction methods in accordance with the characteristics of the individual student.
- (8) Effectively utilize audio-visual teaching materials, computers, information and communication networks and educational devices, etc., to further increase the

motivation of the students, to streamline instruction and to further enhance the language activities, in accordance with the competencies that the students are to acquire, the circumstances of the students, the contents of the teaching materials, etc., by effectively introducing activities such as typing English sentences in order to enable students to become familiar with conveying information in English.

- (9) Enable students to learn proactively and autonomously through anticipating and reflecting upon lesson contents by establishing the purposes, scenes and situations in which communication takes place and clearly specifying the competencies that should be developed through the language activities when teaching each unit and lesson.

3 The following items should be taken into account regarding teaching materials.

- (1) Regarding teaching materials, clearly indicate the relationship between the goals for each of the five skill areas and the contents specified in 2. for each unity of contents and lessons such as units in each of the teaching materials and select the topics giving sufficient consideration to language use situations and the language functions, in order to comprehensively develop the competencies through language activities in each of the five skill areas and integrated language activities which combine these skill areas.

- (2) Select suitable topics about everyday life, customs and manners, stories, geography, history, traditional culture, natural science, etc., of the people of the world, mainly focusing on people who use English and of Japanese people, in accordance with the developmental stages and interests of the students. In addition, give consideration to the following factors.

(i) Teaching materials useful for deepening the students' understanding of various ways of thinking, enriching their emotions while cultivating their ability to make sound judgements.

(ii) Teaching materials which help to develop an interest in, and a deeper understanding of, the culture of Japan and the underlying culture of the English language.

(iii) Teaching materials which raise students' awareness of themselves as Japanese citizens within an increasingly globalized society, deepen overall international understanding and help to develop a spirit of international cooperation.

(iv) Teaching materials useful for deepening thoughts about human beings, society, nature, etc.

