

# ELT Materials for General English Classes at Japanese Universities

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## Introduction

The materials we use in our language classes should be providing students with the opportunities they need to learn the basics of English language use. How can we be certain that these books chosen to be used for a wide variety of students are appropriate for these students? This paper will discuss the questions we need to ask when considering which materials will be effective in improving second language acquisition (SLA). Universities in Japan offer general English classes to all their students therefore it may be informative to investigate questions that need to be answered when considering these materials for students who are perhaps less inclined to find these classes engaging. Masuhara and Tomlinson (in Tomlinson, ed. 2008:17-37) have investigated the coverage of these materials and how they match up with basic SLA principles by surveying teachers and learners who have used these books. The results of this investigation will be used to evaluate the effectiveness of these types of materials at the typical Japanese university in order to determine if these materials are meeting with the targets dictated by SLA principles. These results will be put forth along with the determinations made by Masuhara and Tomlinson so that we will be able to more clearly evaluate the results of these questions when applied to a small sampling of materials being used at three Japanese universities. The textbooks to be examined are all currently being used by the author at Kyushu Kyoritsu University, Kyushu Women's University or the University of Kitakyushu. Of these books two are by a Japanese publisher and two by foreign publishers. They are the following:

*New Crossroads* (Macmillan Language House)

*Experience an English Program!* (Shohakusha Publishing Company)

*What are your Travel Plans?* (Shohakusha Publishing Company)

*Communicate 2* (Macmillan-Heinemann)

**The evaluation of materials: Analysis and discussion of the questions posed by Masuhara and Tomlinson**

*1. To what extent do the materials provide exposure to English in authentic use?*

Authenticity is something that is commonly believed to be an essential aspect in classroom materials. There are difficulties in including authentic materials within a textbook; including copyright therefore it may be difficult to find authenticity within any given textbook. Since the authors actually refer to "authentic use" then we may need to consider that actual authentic materials may not be required as long as the passages within the textbook contain "authentic-like" conversations or passages where the students can practice them trying to imitate authentic situations. If the students were to choose certain vocabulary and then use this vocabulary to interview the teacher, this would then constitute authentic use since the activity involves authentic language used to acquire information of an authentic nature even when performed in the inauthentic setting of the language classroom.

Indeed, in *Experience an English Program!*, we can find no examples of authentic materials being put forth within the text. There are, however, many situations which are presented within the material that would allow for the use of authenticity to enliven and make the material "more real" to the students. Situations in the book call for checking into a hotel which would require the use of hotel registration forms or other hotel-related materials. In the unit, *Now we are international students*, Hiromi asks Nancy where the English Language Center is. This activity could be enhanced through the addition of maps or building information panels which display various locations within a building thus requiring the learner to ask questions to ascertain the location of various areas within a building. In the unit, *Hiromi finds an apartment*, ads from various newspapers for apartments could be used to provide the students with the necessary exposure to authentic language in this aspect of living in an English-speaking society. However, as the book stands it does not directly provide this access for the students, thus requiring the teacher to make efforts to provide this exposure through a little effort in searching for overseas newspapers which commonly provide this kind of information.

In *Communicate 2*, no direct exposure to authenticity can be found within the textbook itself. The emphasis on grammar may also discourage the teacher from immediately considering the use of authentic materials to support the text. Additionally, the use of humor within the dialogues tends to discourage the direct employment of authentic materials as the students are already challenged to find the humor in the conversation which may or may not be of any importance to the students or teachers. Authentic materials would need to be chosen to support the emphasis on a particular grammar point rather than to provide practice in the use of a particular set of vocabulary or to demonstrate the ability of the student to perform a particular task.

In a different type of communication book, *New Crossroads*, uses survey type questions as the opening activity of each unit. The lack of conversations for the student to emulate makes this book different from those traditionally used in conversation classes. The focus on topics however, encourages the teacher to employ authentic materials to a certain degree. Since the book focuses on Japanese university students, the topics can sometimes require the addition of authenticity to drive home a point to the students. A unit on "food" finds an adapted version of a menu while the unit on "work" finds an adapted version of an employment application. Unlike *Communicate 2*, there is a hint of authenticity within the material although it has obviously been adapted for use by college students. There are also opportunities to use authentic materials in support of various units. The section on music may allow for the introduction of music lyrics for analysis and discussion while the section on shopping will encourage the introduction of newspaper ads for shopping sales. Just as obvious is the need for introducing authentic menus as well as using segments of travel guides in the section, *Travel to Exotic Lands*.

The second Japanese-produced book, *What are your travel plans?* While offering a variety of topics directly related to overseas travel, offers nothing in the way of authenticity. The closest effort toward the introduction of authenticity comes in a section where a variety of slang phrases are explained in Japanese. While the book offers similar themes to that of *Experience an English Program!*, there are no authentic references for the students to make use of. There are indeed many topics discussed which could be enhanced through the introduction of authenticity such as menus, driving, shopping, accommodation etc. but there is little to be found in terms of authentic material. This of course, could be by specific design as an effort not to discourage the students who are beginners however the topics introduced encourage the

addition of authenticity to make the language being used more realistic for the learners.

2. *To what extent is the exposure to English in use likely to be meaningful to target learners?*

All the books discussed here offer the opportunity to personalize what they are learning which in itself helps to make the learning more authentic. Segments of the books that require the students to offer true personal information will be by its very nature authentic and thus require students to use more authentic materials to communicate with one another. *New Crossroads*, is most likely to encourage the students to personalize what they are learning as the units require that the students offer information of a personal nature. This offering of information is less likely in *Communicate 2* and also improbable in *What are your travel plans?*, or *Experience an English Program!*. This of course, is dependent upon the individual goals of the student, teachers and institutions. If the goals include encouraging the students to talk about themselves then it is likely that *New Crossroads* will be more appropriate. However, with many students interested in foreign travel, *Experience an English Program!*, will surely be of greater interest and will be more appropriate for those students. The interest of the students at particular institutions will then have to be a deciding factor when the teacher is choosing a textbook for language courses. Personalization will be of importance to the students as they try to see how the material and courses will have an impact on their own lives. However, we are warned that, "it is questionable as to whether teenagers really welcome these kinds of teenage topics" (Masuhara & Tomlinson in Tomlinson (ed.) 2008). It may be true that from institution to institution the textbook choices made will need to be done more carefully based upon what those students may view as being worthwhile to them in their studies. Students who are serious about their studies with the intent of using them in the future may be more interested in the travel books while those who are interested in primarily improving their own English skills for work or making friends may favor the more topical *New Crossroads* or the grammar-focused, *Communicate*.

3. *To what extent are the texts likely to interest the learners?*

This can be a difficult question in the best of circumstances. The makeup of classes change, attitudes change, fashions and technology can be in one day and out the other thus by the time the book is written, printed and published what was popular at the time may already have gone cold. By selecting a book that follows a particular theme as in the case of *What are your travel plans?*, or *Experience an English Program!* we can be better assured that the content will be of interest to the students for the foreseeable

future. Whereas with the topical *New Crossroads* we may be faced with topics which have become less popular over time either from saturation in the language classroom or culturally as an indication of the change in cultural focus. This will be equally true of *Communicate* as it will have no popular culture restrictions to limit its interest to learners on those grounds, at least.

To allow the teacher or institution to have more confidence in their choices in this area it may be advisable to offer some type of interest survey to the students during the year prior to the one where the book is being used. This may allow the teachers to consider which topics have become passé and which are still acceptable in the classroom. *New Crossroads* is arranged by topic thus making it easier to determine whether the book will be appropriate for a given situation in terms of topic:

*Unit One: My Life, My Likes:* offers an opportunity to go over basic introductions and to talk about oneself with a partner. This topic will probably be easily acceptable in the classroom as most courses will start in some similar fashion.

*Unit Two: New Friends:* Probably could be covered in the first unit but does allow for the inclusion of the discussion of others. This is an area where the students have a vast array of personal experiences to support them in their quest to produce language. There can be problems with this topic for students who are shy and may not have as many friends as others to talk about. It can sometimes be a deflating experience in the classroom for the teacher who thinks that this topic is bound to encourage discussion in the classroom.

*Unit Three: Music Forever:* This topic can easily go out of date when using the book. The author has reworked this unit so as not to include time-sensitive names which will be unfamiliar to many students in the near future as the interests of the pop culture environment go through another change. This may be one area where the teacher may be surprised by the lack of enthusiasm amongst the students and should probably be more likely to have a support plan in the case where this topic is met with resistance or even worse, resistance.

*Unit Four: Dating and You:* This can also be a “black hole” for teachers as they may rush into the concept of boy-girl relationships as something of great interest to the students, which it obviously is, however this interest does not seem to carry over into the language classroom. It has been the author’s experience that this topic will often lead nowhere in both single-sex classes and classes of males and females.

*Unit Five: A Fantastic Weekend:* This is another topic that is common as a Monday

morning opener yet may not be a totally successful topic for a series of classes as using the textbook would demand. This unit is an indication of a topic which can be greatly overdone resulting in apathy amongst the students who either have little of interest to discuss or would rather not divulge private activities in front of a group.

*Unit Six and Unit Seven: It's on sale and What's on the menu?:* Shopping and food can also be topics that will be easily of interest to students. These topics are often well overdone in the classroom and the teacher may find that these will work on one occasion and be unsuccessful another day. However, this topic is often considered to be a reliable standby that can be counted on to produce a valuable lesson the shows results while being of interest to students.

*Unit Eight: Baseball, Corn Dogs and Yakisoba:* Sports can be a safe topic for the teacher in that it can be dealt with without causing any controversies however we can sometimes forget that there are many students who simply have no interest in sports. When dealing with this topic there is not really much we can offer these students except to include other hobbies along with sports so that all the students may be included with something to offer in the classroom. Since the unit on weekends discusses such activities and hobbies it may be better in terms of topic to lump these topics together so that all students can be included.

*Unit Nine: Finding the Right Job:* Employment in the future can be an interesting topic to most students as it is something they are all working toward and will be dealing with directly very soon. Giving the students experience in discussing work, thinking about their future and handling employment exams and interviews can all be beneficial to the students as well as being something that they will appreciate as having a direct connection to their lives. This will make the topic of great interest to almost every student even those who are not considering work that has any direct relation to English. Learning how to fill out an employment application form will be something that they may carry over into their Japanese interview experiences and thus have a beneficial impact on the students' personal lives.

*Unit Ten: I like your personality!:* This topic can be a big vocabulary builder or a big vocabulary headache. Students have the opportunity to learn a lot of vocabulary that is easy to comprehend and apply in conversation. However, the exposure to this much vocabulary at once may be problematic to some teachers as students can be overwhelmed by the volume of vocabulary to be learned. When trying to personalize this type of unit we may find that students are hesitant to tell their true feelings in

describing themselves or others, particularly when trying to have the students use vocabulary with negative connotations.

In *What are your travel plans?, and Experience an English Program!*, the nature of the material leaves us to consider the books as a whole when discussing interest to the students as there is a theme to the book itself. Students are generally interested in learning to use the language for use in overseas travel thus such books will generally appeal to the masses when applied to this question. In the case of *Communicate*, the same cannot be said as there is closer attention paid to grammar to help those students who have less confidence in the language. Those students who are concerned that they do not have the basic skills in English that they should have will have more interest in this type of material. Again, the material must be considered as a whole with a large collection of grammar-focused exercises.

#### 4. To what extent are the activities likely to provide achievable challenges to the learners?

Often we are unable to explain as to whether activities will be achievable until the course has actually begun, by which time it is too late to do much about the material except change in midstream or rely greatly on supplementary materials. Activities of two books are quite similar and will thus appeal to a certain teacher for a certain type of student. In *What are your travel plans?, and Experience an English Program!*, we find a multitude of listening activities which are followed by writing and then speaking opportunities. These types of books are aimed at students who feel less comfortable with doing a lot of speaking in the classroom but have a concern for developing listening skills to a greater extent. Indeed, much of the texts in these two books focus on the student's ability to listen to the language and write what they hear in the text. This type of exercise is quite familiar to Japanese students and thus will often be looked at in a positive light by both students and Japanese teachers of English. In *Experience an English Program* we can see how students may find this type of book much easier to navigate and thus be more open to the concepts being put forth.

#### **Experience an English Program**

**Match the words on the left with the definition on the right**

faculty	学年歴
major in	参加する
experience	國際交流
international exchange	經驗
academic calendar	学部

**At the International Exchange Center**

**Adviser:** What can I do for you girls?

**Hiromi:** We want to study \_\_\_\_\_.

**Adviser:** All right. Are you thinking about a long-term stay?

**Yukiko:** Yes. We're thinking about a one-year program \_\_\_\_\_.

**Adviser:** OK. We have several sister universities in America.

**Hiromi:** Where are they?

**Adviser:** We have ones in San Francisco, Denver, Chicago, New York, and Boston.

**Hiromi:** Oh, this is more difficult that we thought.

**True or False**

1. \_\_\_\_\_ Hiromi and Yukiko are thinking about studying in England
2. \_\_\_\_\_ Hiromi and Yukiko want to start the program next April
3. \_\_\_\_\_ There are two sister universities in America

In this material the students are given few choices, which is easier to manage for many students. The chances of being successful is more likely yet it is challenging enough as to require the students to understand that they must make a serious effort to listen and to write and also to ask questions when the need arises. There is also the issue of using Japanese within the text. The students may feel more comfortable with the material that does not look so overwhelming because of the appearance of cloze passages and their first language.

In *What are your travel plans?*, the students are faced with similar challenges but at a smaller scale and more certain possibility of success. Example dialogues are shorter and the questions are more direct and to the point used in combination with cloze passages.

**What are your travel plans?**

**Question:** Who owns the Post Office in New Zealand?

\_\_\_\_\_.

**A:** In New Zealand the Post Office is owned by a (        ) (        ).

**B:** Japan is going to be that way too.

**A:** Really?

**B:** Yes. Former Prime Minister Koizumi passed a (        ) (        ) privatize Japan Post.



**Question: How is A going to find out the color of mailboxes in China?**

A: (      ) (      ) **what color mailboxes are in China?**

**B: I don't know.**

A: **I am curious to find out.**

**B: A good way to find out is (      ) (      ) a Chinese foreign student.**

The target of the activity is direct as the students are to listen, answer questions and write. It makes the task much easier to comprehend than those offered by *Communicate* or *New Crossroads* as we shall see below.

In *Communicate*, the student will be faced with a great volume of target language which can be overwhelming to some students with less confidence in the language. Each unit is focusing on a grammar point which will allow the teacher to better focus the lesson and thus make the chances of succeeding in the lesson more likely, however with the great deal of open-ended answers required, the students may often be at a loss as to how best to answer the exercise. This can be seen in a consolidation exercise from *Communicate*:

**Four Patterns**

**In your town/city**

There are too many \_\_\_\_\_,      There's too much \_\_\_\_\_.

There aren't enough \_\_\_\_\_,      There isn't enough \_\_\_\_\_.

**In your country**

There are too many \_\_\_\_\_,      There's too much \_\_\_\_\_.

There aren't enough \_\_\_\_\_,      There isn't enough \_\_\_\_\_.

**In the world**

There are too many \_\_\_\_\_,      There's too much \_\_\_\_\_.

There aren't enough \_\_\_\_\_,      There isn't enough \_\_\_\_\_.

These exercises, although similar and focusing on the point of the unit allows the student too much choice in answering to be really effective in allowing the students to consider how to answer the questions. The results of this type of activity in classes done at Kyushu Kyoritsu University were discouraging. While the students could easily

answer questions on this pattern there were not enough chances to experience this pattern in real situations to use it in this type of activity thus making it a deflating activity to end a unit. While the activity looks achievable, it required a great deal of teacher assistance and prodding to do so.

This is also a problem in the use of *New Crossroads*. As the students are allowed to personalize the material more it will require them to have a great deal of confidence in what they actually want to express in the given unit. This is not often that easily done in the language classroom in Japan.

*New Crossroads*:

**Circle the answer that best describes your feelings:**

1. Most of my friends...
  - a. Go to this school
  - b. Have a part time job
  - c. Belong to a club
  - d. Know what they want to do in the future
2. It is difficult for me to make friends of the opposite sex
  - a. Agree
  - b. Disagree
3. I have never had a serious argument with my best friend
  - a. True
  - b. False
4. A good friend should be...
  - a. Optimistic
  - b. Generous
  - c. Serious
  - d. Supportive
  - e. \_\_\_\_\_
5. A good friend should not be ...
  - a. Selfish
  - b. Shy
  - c. Talkative
  - d. Stingy

The unit follows with additional questions of a similar nature. It gives the students a chance to personalize what they are learning but also forces them to expose true feelings

about a variety of topics that the student may or may not yet be prepared to discuss. In this sense the unit on dating could be an overly sensitive topic for the student. It does give the student answers to choose from which will make the activity much easier to navigate than that shown in the *Communicate* exercise.

5. *To what extent are the activities likely to engage the learners affectively?*

Each text will have its positive influence on the students. In the case of *New Crossroads*, the students will have the opportunity to consider questions usually of interest to young people and thus be motivated to use the presented vocabulary in real communication on the topics presented within the textbook. The chapters give them a focal point along with the vocabulary practice which gives them the opportunity to practice speaking about the focal points of each unit. The students should be engaged using the vocabulary as well as considering possible alternative answers to the multiple choice questions presented within each unit. Allowing the students the opportunity to gather information from each other while using the presented questions and/or vocabulary will give them the opportunity to engage in real communication which produces real results not simply reciting a given dialogue. In fact, there are few dialogues contained within the text which forces the students to create their own conversations without the aid of a model conversation. This can be helpful in allowing the students to talk on their own but can also be frustrating for the teacher who is trying to direct the students but has few given examples to offer the students as an example of good usage.

In the case of *Communicate*, there are opening dialogues throughout the text but they are not ideal for modeling as they contain comic relief which is mostly lost on all the students. The conversations for those students at this university were a bit too complex to be used as a model for further conversation but these conversations did serve as a way for the students to practice looking for information as well as answering questions on the content of various dialogues. The subsequent grammar focus activities did guide the students toward sentence structures and questions that could be emulated during their own practice and production efforts.

In both "*What are your travel plans?*" and "*Experience an English Program!*", the students are offered dialogues to practice after they have manipulated the various listening exercises. This offers the students to practice the four skills evenly and allows the teacher to view directly how the students can handle the points emphasized by each

unit. In the former text, the dialogues are of a simpler nature and much easier for the students to emulate while offering less information to deal with making for a slightly easier preparation and practice time for those students who may be having difficulty with the language. The latter text offers more practical situational dialogues which can be done as pair work and helps them to create their own dialogues from their imagination if this is what the teacher is interested in exploiting.

6. *To what extent are the activities likely to engage the learners cognitively?*

How much we can challenge the students can be a serious question that will affect the results of classroom activities. Only the individual teacher can know how far the students are able to be challenged in the classroom. The materials chosen will be an important part of that question. In the four materials discussed here we can see clear differences in how the students are engaged cognitively. *New Crossroads* has the potential to engage the students to where they are thinking for themselves to give personal information. There is more likelihood that the students will be challenged and also frustrated in using this material. *Communicate* offers the student work completely in English which in itself challenges the students cognitively and dialogues with long sentences will be more challenging than that offered by the two Japanese-produced books. Both "*What are your travel plans?*" and "*Experience an English Program!*" will provide cognitive challenges to the students in forms of vocabulary development, listening practice and using the learned dialogues for speaking and thus also listening skills (all units contain cloze passage exercises). The students will directly and indirectly have a variety of experiences which will help with their overall cognitive development.

7. *To what extent do the activities provide opportunities for the learners to make discoveries about how English is used?*

Challenges to find out how English is used can be difficult to create for the materials writer. This is such an encompassing concept that it will be impossible for the writer to give a true balanced view of how English is used in its entirety but when writers focus in one direction when offering their materials for use it can be seen that we can find examples in all four books of where the students gain an understanding about how the language is used. Sections in "*What are your travel plans?*" offer examples of how the language (phrases and idioms) are used with explanations in Japanese. This may be the best example of trying to reach out to the less experienced student by examples in L1 of how and why certain words or phrases are used in L2. This extra bit of understanding

would hopefully allow the students to make some kind of connection from what they know already with what they are learning in the current environment. In a lesser extent the same can be found in *"Experience an English Program!"* when the authors provide opportunities for the students to translate conversations from the L1 to L2. However, this seems more like an attempt to give the students practice in translation than it does in providing an insight into how the language is learned. *New Crossroads* makes a little attempt to provide these opportunities through a section called *Let's Talk* where the students are provided with cues to produce questions which they can ask other students to acquire information. This activity will result in the students learning about a variety of possible responses which other students give. They are in a sense, learning from each other in this way. *Communicate* provides many opportunities to do this because of its concentration on grammar. By allowing the students to use conversations (regardless of how authentic or inauthentic they may be) the author is providing a direct method toward seeing how the language is used. If the students are inspired by this approach may be entirely another matter but in this sense the attempt has been made to link the grammatical language with how that grammar can be used.

8. *To what extent do the activities provide opportunities for meaningful use of English?*

The students will experience the meaningful use of English in each of these books. It will be perhaps decided by the student as to what extent what they are learning is meaningful. Each book has sections which could be described as meaningful. *Communicate* makes the effort to make a connection between grammar and communication and as an added bonus throws in "Questionnaires" which make the language students are learning a little more meaningful because they are actually using it to acquire information even if there is little authenticity in the activity. *"What are your travel plans?"* and *"Experience an English Program!"* offer the students the opportunity to understand how the language will be used in foreign travel situations even if the text lacks any resemblance to authentic. It is in fact true that there is little attempt to offer any type of authenticity in these materials. However, this does not mean that they cannot be meaningful experiences to the students. *New Crossroads* provides meaningfulness by allowing communication on real information that the students bring with them. Many students will feel that learning about others is in itself a meaningful use of the language even if it is not exactly what Masuhara and Tomlinson had in mind.

9. *To what extent do the materials provide opportunities for learners to gain feedback on the effectiveness of their use of English?*

The students will be able to obtain feedback in a variety of ways. Through the use of the survey questions the students will come to understand that the language they are using can be understood. Through the cloze passages and exercises the students can see that they are able to hear and understand what is being said and will receive immediate feedback as to whether they are correctly interpreting the situation. Consolidation exercises serve to give feedback on the understanding of the grammar being focused on but do not really help with the understanding of communication activities in the materials. Each of the four books has aspects of feedback built into them which help to make the teacher's job a little easier.

*10. To what extent are the materials likely to sustain positive impact?*

The materials will sustain a positive impact when they are used to show that what they are being presented with is not that overwhelming and that they (the students) can indeed learn to use the language to communicate. Short, in-class exercises will give immediate feedback which will give a positive outlook to students. Listening activities will become easier to handle as the course proceeds as the students get more comfortable with the language. This experience will also have a positive impact on the students. If, however the teacher turns away from the book for any long period of time the students will most likely begin to be negatively affected.

*11. To what extent do the materials help the learners to make use of the English-speaking environment outside of the classroom?*

There is very little English speaking environment outside of the classroom but hopefully it will become more likely that the students will engage the teacher in conversation outside and that the teacher will encourage this type of communication outside of the classroom.

*12. To what extent do the materials help the learners to operate effectively in the English speaking environment outside of the classroom?*

The two texts that focus on overseas travel will be very likely to be helpful in allowing the students to operate in overseas situations. Direct examples of specific situations are likely to provide a confidence boost to the students and encourage them to do some type of overseas program where they will be able to use the language that they have been presented in these two books in particular.

*13. To what extent do the materials treat English as an international language?*

*New Crossroads* allows the student to use the language to communicate with others and focuses on Japan. This does not mean that it does not treat English as an

international language but recognizes the fact that the students will have few opportunities to use the language overseas while they may have chances to speak to foreigners in Japan, including their own teachers. The two travel books by their very nature will treat English as an international language as the students are to practice for use internationally. *Communicate* makes some attempt at treating the language this way through the introduction of characters of varying nationalities. Whether this really has an influence on the students may be questioned but it certainly is not a negative influence to see that people from different countries can use the language to communicate with one another.

*14. To what extent do the materials provide opportunities for cultural awareness?*

Cultural awareness is added to "What are your travel plans?" in sections of Japanese explanations of terms and sometimes customs. A variety of experiences of Hiromi and Yukiko in "Experience an English Program!" provide us with examples of the differences between Japan and America. Readings in *New Crossroads* discuss various aspects of culture and provide some insights into the experiences of some people in other countries although it may not be a widely encompassing view of a variety of cultures. *Communicate* gives examples of a variety of situations which can be compared to those experiences of young people here in Japan thus providing for an opportunity to discuss cultural differences between countries. However none of the books goes into any great detail on cultural awareness and it can be assumed that to some extent the authors may expect the teachers of these courses to provide this on their own which is not an unexpected thought process.

## **Conclusion**

We have seen that Masuhara and Tomlinson have provided an excellent method to analyze materials for General English classes in Japan. Surely we have seen that books are not all-encompassing and will need to be supplemented to a certain extent. In this admittedly extremely small sampling we can see that the type of book we use will greatly influence the impact that the material will have on what we can provide for the students in these very common General English classes. We have seen that each type of book has something to offer both the teachers and the students and it will be up to the teacher to gauge what kind of students are being taught and then which type of material may best be suited for these classes because even though these courses tend to be of a similar nature, the kind of materials we choose for a particular kind of student

body will probably be the difference between having successful and unsuccessful courses.

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