

# Curriculum Reform

2020 (小学校 - Elementary)

2021 (中学校 - Junior High School)

2022 (高校 - Senior High School)

# General changes

## 5 Language Competencies:

- ▶ Reading
- ▶ Writing
- ▶ Listening
- ▶ Speaking (Conversation)
- ▶ Speaking (Presentation)

# Elementary school changes (3<sup>rd</sup> and 4<sup>th</sup> grades)

- ▶ English about once a week
- ▶ Should only focus on listening and speaking
- ▶ Uses Let's Try 1&2
- ▶ Generally set pattern
- ▶ Should introduce the language
- ▶ Lots of songs, chants and a focus on rhythm
- ▶ Generally same level as Hi Friends 1 and parts of 2

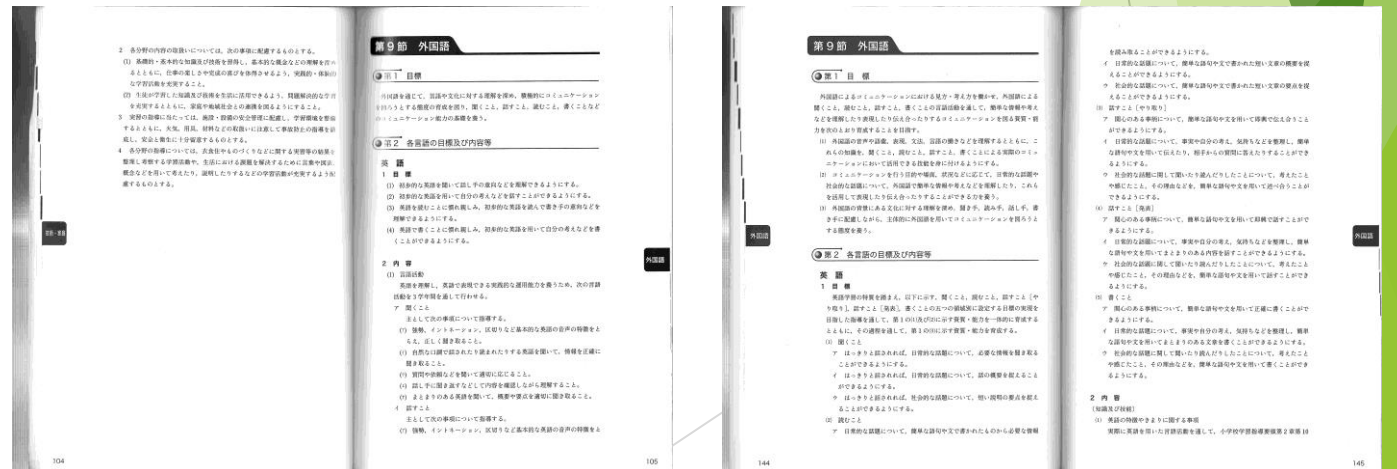
# Elementary School Changes (5<sup>th</sup> and 6<sup>th</sup> Grades)

- ▶ It's a subject.
- ▶ Has set, clearly defined goals and standards
- ▶ Gradual building of writing/reading skills
- ▶ Generally about the same level as current 1<sup>st</sup> year of JHS
- ▶ Should build on previous knowledge and connect to JHS English classes
- ▶ Listen for important words/parts



# Junior High School Changes

- ▶ Classes should be primarily run in English
- ▶ More speaking activities, 'small talk'
- ▶ Should build from the Elementary school lessons
- ▶ Will be getting new textbooks the year after next
- ▶ More rigorously defined standards and goals



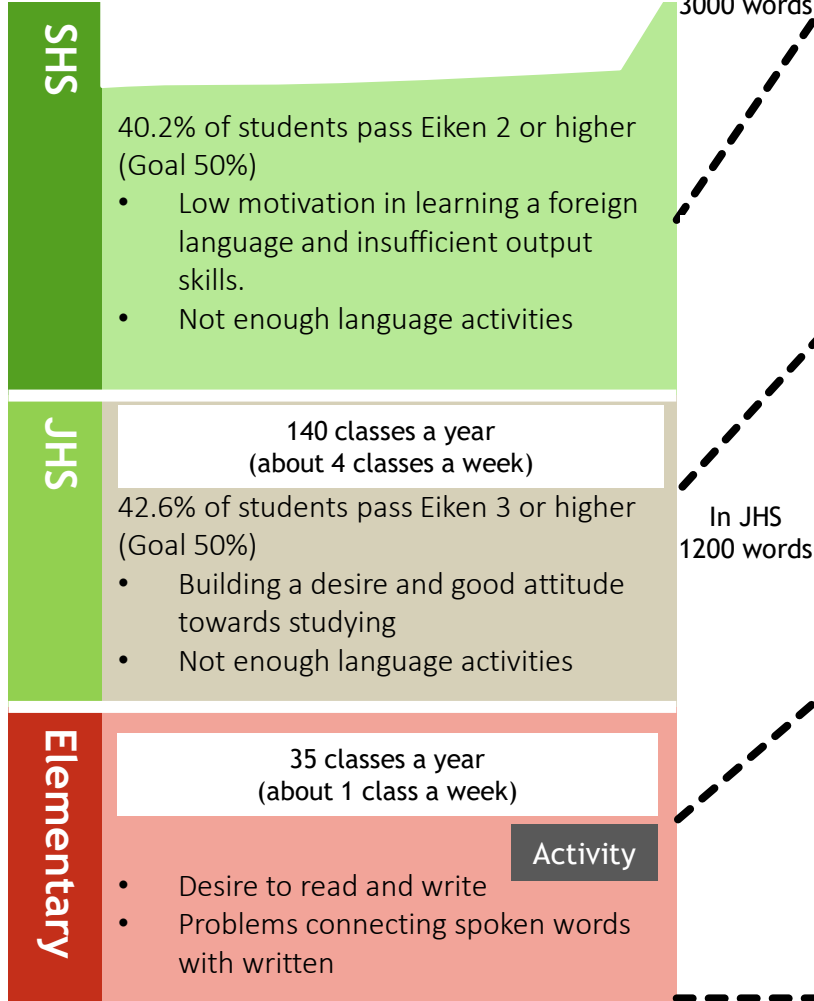
# Visualizing the Strengthening of Foreign Language Education

<b>CEFR</b>
<b>B2</b> (Eiken pre-1)
<b>B1</b> (Eiken 2)
<b>A2</b> (Eiken pre-2)
<b>A1</b> (Eiken 3-5)

## Current Curriculum

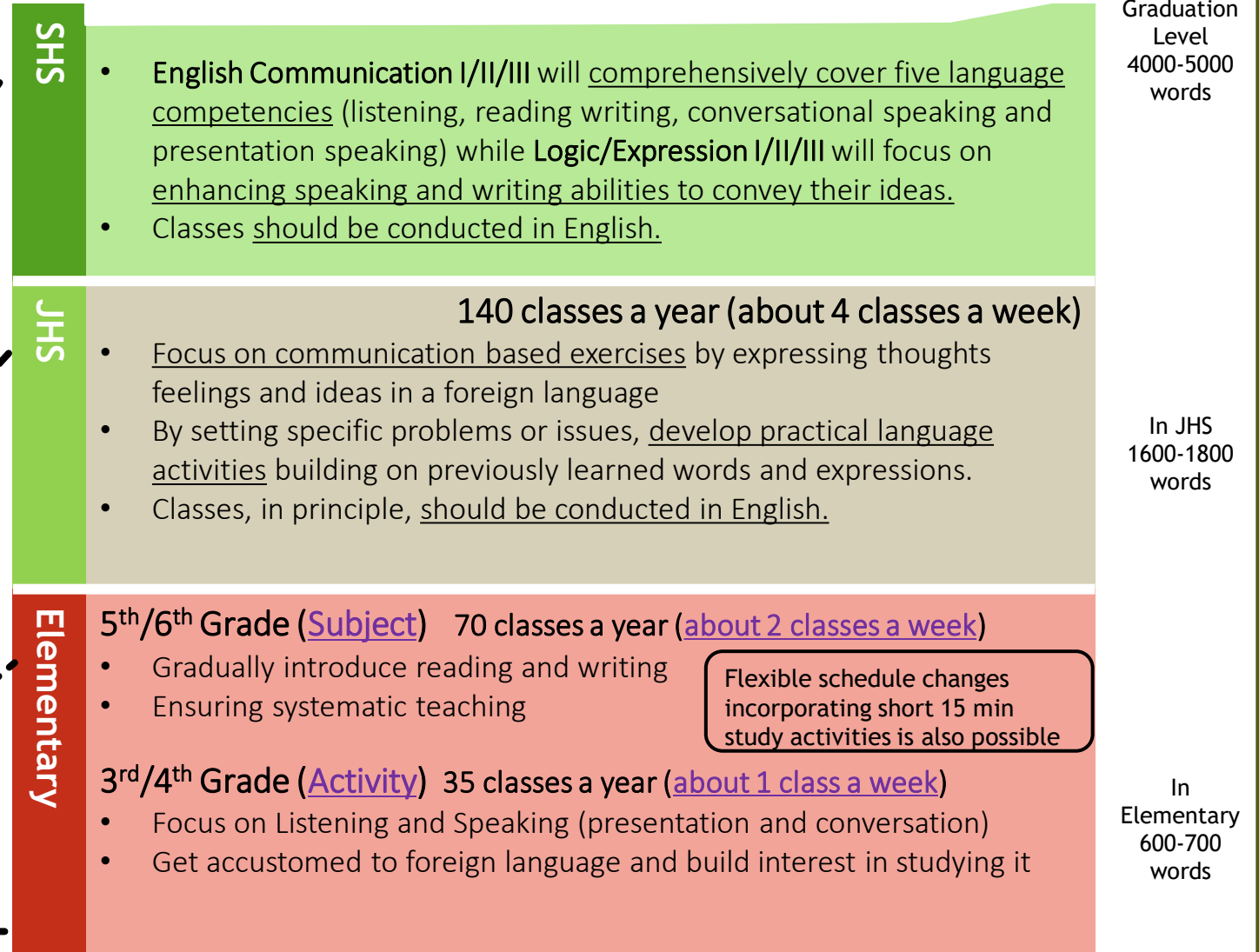
### Challenges

- Low motivation as students move up on higher grade levels.
- Less collaboration among schools.



## New Curriculum

Using the CEFR assessment to determine what learners can do, goals will be set for each five language competencies (listening, reading, writing, conversational speaking and presentation speaking) in elementary, junior and senior high school.



Flexible schedule changes incorporating short 15 min study activities is also possible

# Senior High School Reform 2022

Current Subjects  
(2019)

English Communication I, II, III

English Expression I, II, III

English Conversation

core subject

Tasks  
Weak points

- Low output skills (writing and speaking)
- Low motivation to study a foreign language
- Integrated language activities (speaking and writing based on reading and listening) are insufficient.
- In this globalized age, learning English is necessary to support students with multicultural backgrounds.

Goals

- Through foreign languages, students will deepen their understanding of language and culture; respect other people and develop a positive attitude on communicating with others.
- Students will develop their ability to accurately understand and appropriately communicate information on a wide-range of topics, including social issues.

Five language competencies (listening, reading, writing, conversational speaking and presentation speaking)

Further strengthen the development of speaking and writing skills to convey ideas.

To develop students' abilities to think/conceptualize, decide and convey information in **English**

English Communication I, II, III

- Five language competencies (balanced input and output)
- Clear lesson design and goal (identify learning milestones)
- Language activities that integrate multiple skills
- English Communication I must reinforce language abilities learned in JHS.

Systematic and specific indicators to evaluate and further enhance each language competency.

Logic/Expression I, II, III

- Developing writing skills to further strengthen conversational and presentation speaking abilities.
- Speeches, presentations and debate with emphasis on language activities such as discussions
- Integrated language activities that use information and ideas obtained through listening and reading.

Specialized schools will have General English I/II/III, Debate and Discussion I/II and Essay Writing I/II

New Curriculum (2022)

Subject contents from I-III becomes more advance and diverse.

Instructions and learning activities are designed to enable senior high school students to discover issues in the real world and in real life; explore them independently and collaboratively; and communicate thoughts and feelings in English.

# Changes in University Entrance Tests

## ▶ NOW

~~National Center Test for University Admissions~~

~~English Proficiency~~

~~▶ Listening~~

~~▶ Reading~~

## ▶ In 2020

Common Test for University Admissions

English Proficiency (private-sector tests)

▶ Listening

▶ Reading

▶ Writing

▶ Speaking

▶ Current second year SHS students will be the first batch under this system.

▶ English exams will be held twice a year (April and December of their 3<sup>rd</sup> in year in SHS)

## ▶ Private-sector Tests

▶ Educational Testing Service (TOEFL)

▶ British Council (IELTS)

▶ IDP Australia (IELTS)

▶ Cambridge English Qualifications (CEFR)

▶ Eiken

▶ Benesse (GTEC)