

SITI SALINA MUSTAKIM, RAMLEE MUSTAPHA & OTHMAN LEBAR

A Survey on English Language Teaching in Nagoya Elementary Schools, Japan

ABSTRACT: In Japan, the Ministry of Education, Culture, Sports, Science, and Technology has announced the teaching of EFL (English as a Foreign Language) as a compulsory subject for lower age in 2008. To investigate the flexibility for schools and teachers to design their own curriculum in the teaching of EFL in Japan, this study aimed at identifying: (1) the provision of support, resources, training, and time allocation; and (2) the instructional practices employed to the Elementary Schools students in Nagoya, Japan. Instruments in this study are semi-structured interview, classroom observations, and document analysis. Findings were based on cross-sectional survey targeted at exploring the effectiveness of EFL towards teachers, second and fifth graders of students in the Elementary Schools. Results indicated that the resources provided needs improvement on the book utilised to teach. The provision of training is inadequate and requires enhancement. The time allocated needs to be revised from one contact hour in a week to a maximum of two or three contact hours. The instructional practices employed in the classroom were discussed under several categories of systematic instructional practices, diplomatic teaching, the audio-lingual method, and the communicative method of social and information type in the teaching of EFL.

KEY WORD: English as a foreign language, Nagoya Elementary Schools, support, resources, training, time allocation, and instructional practices.

IKHTISAR: “Satu Tinjauan Mengenai Pengajaran Bahasa Inggeris di Sekolah-sekolah Rendah di Nagoya, Jepun”. Di Jepun, Kementerian Pendidikan, Kebudayaan, Sukan, Sains, dan Teknologi telah mengumumkan pengajaran BIBA (Bahasa Inggeris sebagai Bahasa Asing) sebagai mata pelajaran wajib untuk umur yang lebih rendah pada tahun 2008. Bagi menyiasat fleksibiliti sekolah dan guru-guru supaya merekabentuk kurikulum sendiri dalam pengajaran BIBA di Jepun, kajian ini bertujuan untuk mengenal pasti: (1) peruntukan sokongan, sumber, latihan, dan agihan masa; serta (2) amalan pengajaran yang digunakan oleh murid-murid Sekolah Rendah di Nagoya, Jepun. Instrumen dalam kajian ini ialah temubual separa berstruktur, pemerhatian bilik darjah, dan analisis dokumen. Dapatan kajian yang berasaskan tinjauan keratan rentas disasarkan untuk meneroka keberkesanan BIBA terhadap guru, murid darjah dua dan darjah lima di Sekolah Rendah. Keputusan kajian menunjukkan bahawa sumber-sumber sedia ada perlu dipertingkatkan pada buku yang digunakan untuk mengajar. Penyediaan latihan tidaklah mencukupi dan memerlukan penambahbaikan. Peruntukkan waktu perlu disemak semula daripada satu jam pertemuan dalam seminggu kepada maksimum dua atau tiga jam pertemuan. Amalan-amalan pengajaran yang digunakan didalam bilik darjah telah dibincangkan di bawah beberapa kategori amalan pengajaran yang sistematik, pengajaran diplomatik, kaedah audio-lingual, serta kaedah komunikatif jenis sosial dan maklumat dalam pengajaran BIBA.

KATA KUNCI: Bahasa Inggeris sebagai bahasa asing, Sekolah Rendah Nagoya, sokongan, sumber, latihan, peruntukan masa, dan amalan pengajaran.

INTRODUCTION

In recent years, the utilization of English language is required and important in many fields, in contrast to previous time when it

was only required and important in some industries. This is due to its importance to the impact on one's future in employment and career advancement. English education is

About the Authors: Siti Salina Mustakim is a Ph.D. Scholar and Lecturer at the Faculty of Education and Human Development UPSI (Sultan Idris University of Education), 35900 Tanjung Malim, Perak, Malaysia; Prof. Dr. Ramlee Mustapha is President of Postgraduate Students' Association at UPSI in Tanjung Malim, Malaysia; and Prof. Dr. Othman Lebar is Lecturer at the Faculty of Education and Human Development UPSI in Tanjung Malim, Malaysia. Corresponding author is: salinamustakim@gmail.com

How to cite this article? Salina Mustakim, Siti, Ramlee Mustapha & Othman Lebar. (2014). “A Survey on English Language Teaching in Nagoya Elementary Schools, Japan” in ATIKAN: Jurnal Kajian Pendidikan, Vol.4(2) Desember, pp.239-254. Bandung, Indonesia: Minda Masagi Press, FKIP UNSUR Cianjur, and FPOK UPI Bandung, ISSN 2088-1290. Available online also at: <http://atikan-jurnal.com/2014/12/a-survey-on-english-language-teaching/>

Chronicle of the article: Accepted (September 29, 2014); Revised (October 29, 2014); and Published (December 27, 2014).

spreading and young learners are starting to learn English the earliest stages in many Asian countries. This is strongly related to the role of English as an international language in the world nowadays. The importance of English is recognized not only in Malaysia and Singapore, where English is ESL or English as a Second Language, but also in East Asia countries, where English is EFL or English as a Foreign Language (Katsuyama, Nishigaki & Wang, 2008). In relation to it, Y. Kusumoto (200) stated that in response to growing needs for appropriate English communication in EFL context, many countries, including East Asian countries such as Korea, Taiwan, Hong Kong, and Japan, have introduced a number of extensive changes in their English language policies (cf Carless, 2002, 2003, and 2006; Nunan, 2003; Butler, 2004; Butler & Iino, 2004; Su, 2006; and Igawa, 2007).

In Japan, after the great East Japan most powerful earthquake, in September 2003, Japan received much support from abroad, and every Japanese felt connected with the world as a member of the global community; and at the same time, Japan rediscovered the need for dissemination of information overseas and the importance of the English language as a tool to achieve this goal (CDFLP, 2011). Since that, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in Japan has officially announced the decision to teaching of English as a compulsory subject for lower age in March 2008. Kobayashi, in 2008, stated that English education become compulsory in all elementary schools in Japan starting in 2011 and has developed rapidly based on his research conducted on English education in Japanese elementary schools (in Fukatsu, 2011).

Pertaining to the development of English language in Japan, the Japan National Curriculum Guidelines was implemented in 2002 by MEXT. After revising the English language activities at the elementary school level, the Ministry's New Course of Study was implemented for the purpose of providing greater autonomy and flexibility to schools and teachers in designing their own curriculum. The curriculum comprises of four main pillars: (1) information processing; (2) environment studies; (3) health and welfare; and (4) international understanding.

MEXT suggested that foreign language, for all intents and purposes English, can be concluded as a part of international understanding, but they do not specify that school be required to teach English. It is, therefore, to introduce English in the classroom and what to teach depends on the local governments and individual school's choice (Butler, 2004). There are no official guidelines for the elementary school English curriculum, which means that each school or homeroom teacher decides what to teach (Watanabe, 2006). The teaching of English in elementary schools is not to "teach" but to provide "fun" time in English and promote familiarity with communicating with people from foreign countries. It is, therefore, there is no provision of textbook in the school. However, if there is a provision of "English notebook" to assist teachers to conduct lesson, it is at times not compulsory to utilize it in the classroom instruction.

In Japanese private schools, the curriculum is already well established, various materials are available, and teachers are trained to teach English (Kusumoto, 2008). Public schools in urban cities received more easily accessible support and resources from the government. There are also more Pilot Schools and Hub Schools chosen by MEXT, which received equal support from the government in the metropolitan area. Pilot Schools are schools which encouraged to develop their own English language course, which is different from English activity under the "international understanding" of the "period of Integrated Study" and required to have annual open classes to demonstrate and share their curriculum development; while Hub Schools are schools conducted English activity during the "period of Integrated Study", and they received financial support to supply material from the government. The Hub Schools are using trial versions of "English Notebook" since 2008, and report to MEXT their usage and suggestion for revision.

AN ACTION PLAN TO CULTIVATE JAPANESE WITH ENGLISH ABILITIES

In positioned with the decreasing number of high school and university students

studying abroad from Japan, the young people of Japan, who are recently said to be “inward-oriented”, are streamed to develop human resources for activities on a global scale through acquiring language skills and accumulating cross cultural experience by studying abroad. In the year 2003, the MEXT (Ministry of Education, Culture, Sports, Science, and Technology) adopted An Action Plan to Cultivate “Japanese with English Abilities” in the year 2008. Verification of the implementation of the Action Plan showed that certain results were achieved, but the requirements for students and English teachers in terms of English proficiency and other skills were not met in full; and that tasks and policies for English education in this country have to be revised in order to truly cultivate Japanese with English abilities (CDFLP, 2011).

One of the plans in order to achieve the target is to shift the communication skills in class from lecture style toward student-centred language activities by employing such educational forms as speeches, presentations, debates, and discussions. In relation to this study, the English language education from elementary school is based on the new Courses of Study which has started from April 2011. It is a newly introduced language in elementary schools. The number of English classes conducted in English and other innovations were introduced too. In addition, the four skills of listening, speaking, reading and writing; subject structure and contents were modified in senior high schools since the positive attitude to communication is cultivated from elementary school through senior high school; junior and senior high schools which aim at balanced learning of the four skills integrated in the learning.

It is, therefore, based on the new Courses of Study integrated in elementary school, the five proposals and specific measures for the implementation toward the year of 2016 aiming at the achievement of actual results in improvements of students’ foreign language skills, particularly, command of English is implemented. The five proposals and specific measures for developing English proficiency are listed below:

Proposal 1: English ability required of students – assessment and verification of attainment level.

Proposal 2: Promoting students’ awareness of necessity of English in the global society, and stimulating motivation for English learning.

Proposal 3: Providing students with more opportunities to use English through effective utilization of ALTs, ICT, and other means.

Proposal 4: Reinforcement of English skills and instruction abilities of English teachers / strategic improvement of English education at the level of schools and communities.

Proposal 5: Modification of university entrance exams towards global society (CDFLP, 2011).

In order to promote the establishment of an educational environment which corresponds to globalization from the elementary to lower or upper secondary education stage, the MEXT (Ministry of Education, Culture, Sports, Science, and Technology) in Japan is working to enhance English education substantially throughout elementary to lower or secondary school upon strengthening English education in elementary school in addition to further advancing English education in lower or upper secondary school. There are two plans involved in order to reach the target of globalization in English education. They are: (1) New English Education Corresponding to Globalization; and (2) Constructing Necessary Frameworks for New English Education.

Firstly, New English Education Corresponding to Globalization. In implementing the plan in elementary school, students in third and fourth grade are allocated with English language activities classes from 1 – 2 times a week, which nurture the foundations for communication skills, and will be supervised by class teacher. While for students in fifth and sixth grade, the time allocated for English Language Subject is 3 times a week, and teacher and students are provided with module classes.

The teaching and learning of English language subject is nurturing on basic English language skills. As an addition to class teachers with good English teaching skills, the teachers will be actively utilized for teachers’ courses in the teaching. This is to ensure nurturing English communication skills by establishing coherent learning achievement targets throughout elementary and lower or upper secondary

school, and to enrich educational content in relation to nurturing individual's sense of Japanese identity which focus on traditional culture and history among other things.

Secondly, **Constructing Necessary Frameworks for New English Education.** The framework for New English Education includes empowering teachers in elementary school, lower/upper secondary school, promoting utilization of external staff, and developing guidance teaching materials. As for teachers in elementary school, the framework creates measures for the additional posting and training of English education promotion leaders in elementary school. It also improves teaching skills of specialized English course teachers, improve teaching skills of elementary school class teachers, develop and provide audio teaching materials for training, and improve teacher training program and teacher employment.

Pertaining to the implementation of language teaching in Japan, previous studies conducted related to the teaching of language in elementary schools indicated that the overall findings of existing studies indicated that adequate and appropriate teacher training is the key to success in language education (Kusumoto, 2008); *training provided in the teaching of language does not successfully helping teacher to teach in the classroom instruction* (Salina Mustakim & Lebar, 2013a); *adequate and proper training has to be provided to teachers to ensure that they are confident enough to handle the needs of the teaching* (Sidhu & Fook, 2004); and *insufficient supply of resources and the delay in continuation of teaching literature to enhance language teaching* (Basree, 2009).

Y. Kusumoto (2008), in his findings on teachers' training in Japan, stated that in implementing the teaching in school, the lack of adequate and appropriate training is a major problem in Japan as well as in other Asian countries (Nunan, 2003); which in case, hardly any studies on Japanese elementary school teachers have been conducted (Kusumoto, 2008). The MEXT (Ministry of Education, Culture, Sports, Science, and Technology) in Japan recommended having a foreign Assistant Language Teacher (ALT) in order of team-

teaching for all lessons, and no grading will be conducted during the English lesson.

According to Y. Kusumoto (2008), the MEXT has stated that English at elementary school level should be "experiential learning activities that are suitable for elementary school students" (Kusumoto, 2008). Thus, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are highly promoted in elementary school level despite the research findings suggesting that many English teachers experience difficulties with CLT and TBLT (Ellis, 1996; Duff, 2001; Lamie, 2001; Carless, 2002 and 2003; Hu, 2002; Ito, 2002; Wada, 2002; Pon, Goldstein & Schechter, 2003; Morita, 2004; Samimy & Kobayashi, 2004; Singh & Doherty, 2004; Jeon & Hahn, 2006; Singh & Doherty, 2004; and Butler, 2007).

The investigation of English language teaching in elementary school is mushroomed since its' implementation in 2003. Nevertheless, the investigation via the four fundamental of support, resources, training, and time allocation is still few. It is, therefore, the primary aim of this action research is to identify the scope and quality of support, availability of resources, the provision of training, and time allocation from the management of the school.

The instructional practices of approaches and activities in the classroom instruction are investigated too. In a direct sense, this study will enlighten educators as to what extent the language teaching in Nagoya is implemented. Findings from the study will figure out the effectiveness of the language teaching, along with the strengths and weaknesses of teaching in the classroom. Thus, the administrators will make relevant changes, suggestion to improve the identified deficiencies, additions and deletions to the teaching.

The study seeks to answer the following question: (1) As to what extent the English language teaching in Nagoya, Japan is implemented?; (2) What is the effectiveness towards the students?; and (3) What type of fundamental provision teachers receives from the school management?

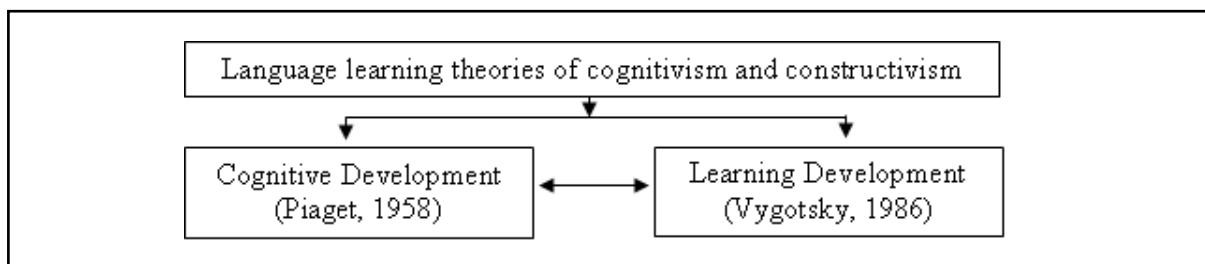


Figure 1:
The Theoretical Framework

THEORETICAL BACKGROUND

In this section, some relevant psychological theories pertaining to learning as well as the related model to evaluate the effectiveness of teaching English language in the school are discussed.

Firstly, **the Theories of Cognitivism and Constructivism**. The theories of cognitivism, constructivism, and social cognitive theory, which provide the underlying principles of the study, are integrated in the study. One of the most influential theories into children’s cognitive development is J. Piaget, which plays a great role in understanding the learning process. The relationship between the cognitivism and the language learning process is demonstrated when J. Piaget sees the child as “continually interacting with the world around him or her solving problems that are presented by the environment” and learning occurs through taking action to solve the problems (in Day, 1981).

Constructivism proposes restructured, innovative teaching approaches for students to construct knowledge themselves rather than simply receiving it from knowledgeable teachers (Roblyer, Edwards & Havriluk, 1997). In other words, constructivism is a belief that people actively construct new knowledge as they interact with their environment. It is, therefore, important to understand the theory of constructivism and how it is related to learning process in the study. In positioned, the Learning Theory by L.S. Vygotsky (1986) argued that only instruction and activities that fall within the zone of proximal development can be taught to any child.

In order to develop curriculum appropriately, a teacher must plan activities that encompass not only what children are

capable of doing on their own, but what they can learn with the help of others. In this regards, teachers can use information about both levels of L.S. Vygotsky’s zone of proximal development in organizing classroom activities via cooperative learning activities and scaffolding in a well-planned instruction (Vygotsky, 1986). Thus, this theory is relevant in understanding students’ development in language learning.

It is, therefore, the theories adopted to provide basis for the theoretical framework for the study is illustrated in figure 1.

Secondly, **the Conceptual Framework**. The conceptual framework in this study comprises two theories of B. Inhelder & J. Piaget on Cognitive Theory (1958) and L.S. Vygotsky’s Learning Theory (1986), combined with the CIPP (Context, Input, Process, and Product) Model of Evaluation by D.L. Stufflebeam et al. (1971). The two dimensions of Input and Process from the CIPP Model of Evaluation is framed by the two theories, which constitute the framework to play a great role in identifying the process of each dimension, purposely to achieve the main objective of the study.

B. Inhelder & J. Piaget’s Cognitive Theory (1958) conceives intellectual development as occurring in four distinct periods of stages: the sensorimotor period, the preoperational period, the concrete operations periods, and the formal operations period. J. Piaget stated that students cannot learn material if they have not reached a particular level of development (in Phillips Jr., 1981). M. Pulaski (1971) asserted that J. Piaget has shown in his thorough and painstaking studies of the child that verbal understanding is superficial and “deforming” learning, whether for children or their

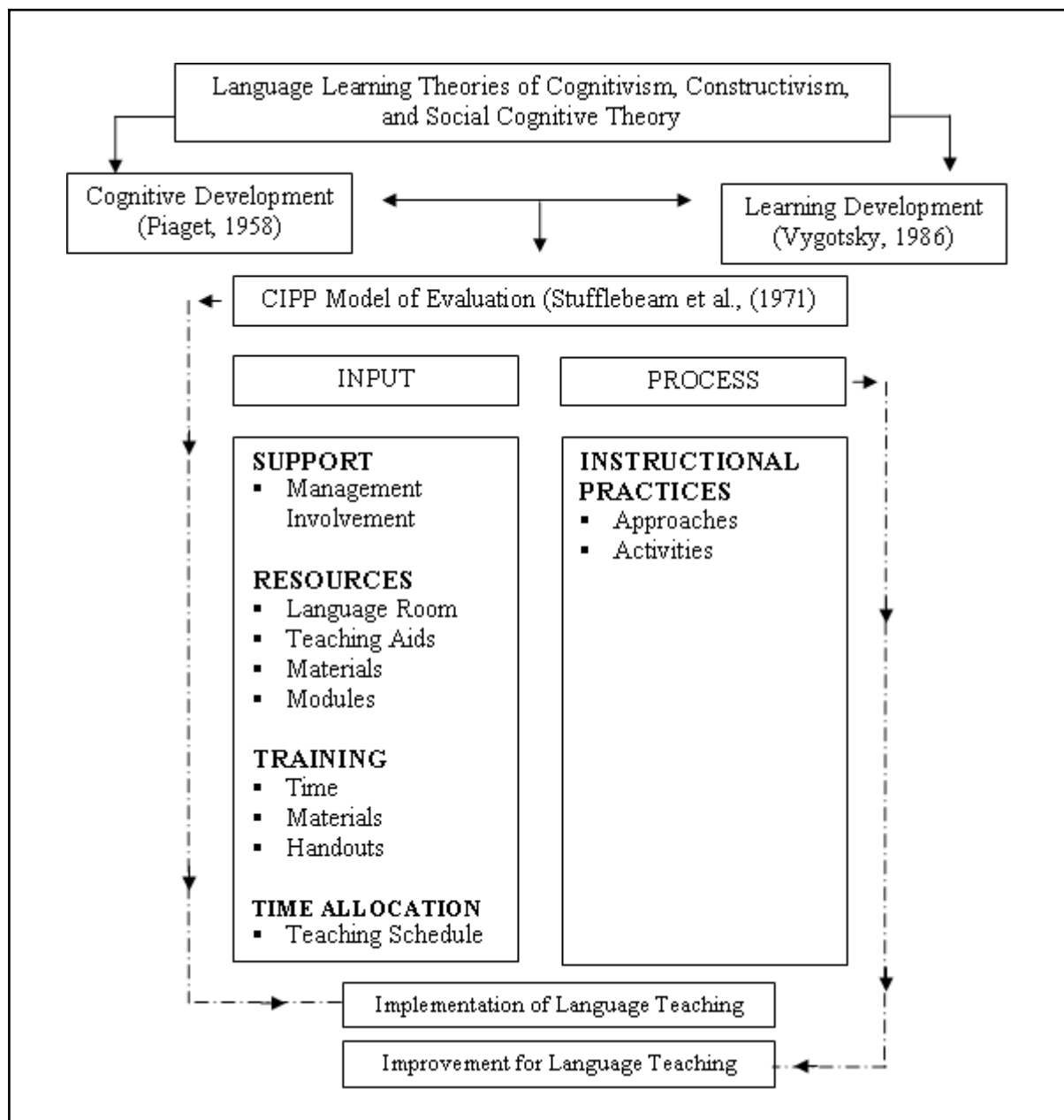


Figure 2:
 The Conceptual Framework

teachers, comes only through the subject's own activity. The ability and eagerness to learn, which part of every child's birthright is, is our greatest educational resource.

According to L.S. Vygotsky's Learning Theory (1986), humans use tools that develop from a culture, such as speech and writing to mediate their social environments. Children develop these tools to serve solely as social functions, ways to communicate needs. L.S. Vygotsky (1986) believes that the

internalization of these tools led to higher thinking skills and students advance by teaching others as they learn themselves.

There is a link between these two theories. The Cognitive Theory and the Learning Theory imply that such interaction is vital for the development of language acquisition, both in formal learning conditions and in natural setting. According to the theory of Zone of Proximal Development in L.S. Vygotsky's Learning Theory, learner will be able to

perform at a level beyond the limit of his or her potential with the scaffolding of a teacher or a more capable peer (Vygotsky, 1986).

In this study, the evaluation model utilized the input and process dimension in order to investigate the provision of support, resources, training, and time allocation by the management of the school. Also, to investigate the instructional practices employed in the classroom instruction. The preceding idea of the framework is shown in figure 2.

OBJECTIVES AND METHOD

The research aims to investigate as to what extent English language is taught in Nagoya Elementary Schools. Specifically, the study addressed to: (1) investigate the provision of support, resources, training, and time allocation of English language teaching; and (2) investigate the instructional practices employed by teachers in the classroom instruction.

This section covers an overview of methods used in the study. Areas covered include discussion of the chosen method, research design, population and sampling, data collection, and analysis.

On the Research Design. This study was based on classroom observations and interviews. The teaching and learning of English language classes were observed from May to June 2014. During the classroom observation, the researchers were the participant observers to a fifth and sixth grades of students. Utterances of the teaching and learning were video-recorded and analyzed, focusing on the interaction between teacher and students, as well as the instructional practices employed by the teacher.

On the Sampling or Place of Study and Instrumentation. Participants for the study were the English language teachers from A and B Elementary Schools. An interview protocol by Siti Salina Mustakim & Othman Lebar (2013b) consisted of three parts covering the (A) demographic background information of a respondents; (B) specific views on the teaching of English language; and (C) general views on the teaching of English language in the classroom is utilized. Data from the interview and classroom observation will be analyzed and coded manually. See also the appendix 1

and appendix 2.

On the Data Analysis Procedure. The process of analyzing the data is descriptive. Data were analyzed manually. Findings from this section are presented in three categories of: (1) Demographic Profile of Respondents; (2) The Provision of Support, Resources, Training, and Time Allocation; and (3) The Instructional Practices of Approaches and Activities.

The result is presented from the Input Dimension of CIPP (Context, Input, Process, and Product) Model of Evaluation which explains the provision of support, resources, training, and time allocation in the teaching of English language in the school (cf Stufflebeam *et al.*, 1971; and Rumelhart, 1977). Then, it is presented from the Input Dimension to explain the instructional practices of approaches and activities employed in the classroom instruction.

FINDINGS AND DISCUSSION

The following section relates the teachers' feedback of the English language teaching gathered through interviews and classroom observations.

About the Input Dimension. The Input Dimension is answering the Research Objective 1 of: To investigate the provision of support, resources, training, and time allocation of English language teaching.

Teacher in A Elementary school is Miss Sizouri Sensei who has 3 experience of teaching EFL (English as a Foreign Language) in the school. She is positioned as the Assistant of Foreign Language Activities in the school. She was previously teaching in C Elementary School before joining A. Time scheduled for the teaching of EFL in A is 40 minutes a week. Interviews are done after the classroom observation. A is a public elementary school in Nagoya, Japan.

Teachers in B Elementary school are Mr. John and Miss Lily. John is an English teacher (Denmark) who has one and half years teaching experience in the school and Lily (Sweden) has been teaching in the school for four and half years. B Elementary School hires native speakers from a private organisation to teach students in the school for EFL. These teachers have difference experience and background in the teaching of EFL. The time

The Appendix 1:
Interview Protocol for Teachers

INTRODUCTION

序論

This interview aims to obtain feedback and respond pertaining to the implementation of teaching English in Nagoya Elementary schools.

The main objective of the study is (1) to identify the scope and quality of support, resources, training and time allocation in the implementation of CCL Program, (2) to investigate the instructional practices employed in the implementation of the program, and (3) to investigate the intended and actual outcomes of teaching English in the school.

Thus, the interview is designed to obtain your opinions and views concerning aspects of teaching English.

The interview consists of three dimensions namely:

このインタビューは、名古屋小学校で実施されている英語教育に関するのフィードバックを取得するために行う。

この研究の主な目的は、(1) CCLプログラムの実施における支援の範囲と品質、リソース、トレーニング、および時間配分を調査し、(2) プログラムの実施に用いられている教育実践を調査し、また (3) 学校で英語を教える目標と実際の結果を調査する。

したがって、このインタビューは英語の教育に

して皆様のご意見を取得するために行なう。このインタビューの側面は、次の三つである。

i. Demographic Background

人口学的背景

ii. Views on teaching English's implementation

英語教育に関するご意見

iii. General views on CCL Implementation

CCLの実施に関するご意見

All information is highly confidential and no one or organization is allowed access to it. It will not be released to any other party without your consent. Your personal identity will be treated strictly as private and confidential

全ての情報は、内密であり、関係者以外のアクセスは許可されない。それは皆様のご同意なしに他の当事者に解放されることはない。皆様のごアイデンティティーは、個人情報や機密として厳密に扱う。

Your cooperation is highly appreciated and I would like to thank you for your sincerity and willingness to complete this study.

ご協力真にありがとうございます。

scheduled for the teaching of EFL in B is only 20 minutes for one session, and EFL is taught only once a week. B is a private elementary school in Nagoya, Japan. The semi-structure interview by these teachers reveals that:

First, **the Provision of Support**. Findings related to the provision of support in the teaching of English language in B indicated that, as the English language teacher, they receive a very supportive and helpful support from other teachers. Teachers will always be available if problem arises during their teaching, or if suddenly they request help. However, John stated that a dedicated classroom for the teaching of English is required. Other than that, the requirement of materials for classes' preparation, scheduling support, and good communication among foreign staff and Japanese are crucial

(interview with John, 20/5/2014). The following are responses from Lily and John related to the provision of support in the school:

The homeroom teachers and staff are generally very supportive and helpful. They don't interfere with our teaching, but are always there if there is a problem or request (interview with John, 20/5/2014).

Classroom space is required (dedicated classroom). Stationery is also required to make materials for classes. We need scheduling support. Ensures that communication between foreign staff and Japanese staff is smooth (interview with Lily, 27/5/2014).

In A Elementary School, findings reveal that teachers are provided support on how to teach using textbook using lesson plan for all levels. It was held for almost four days a year by

The Appendix 2:
Interview Table for Teachers

Dimension	Interview Questions	Document Required
Demographic background. 人口学的背景	<ol style="list-style-type: none"> 1. Name of organization/school. 所属機関 / 学校 2. Position of respondent. 職業 3. Working experience in the organization/school/agency. 組織/学校/機関で働いた経験. 	
Views on the teaching of English. 英語教育に関するご意見	<ol style="list-style-type: none"> 1. In implementing the teaching of English, what kinds of support do you receive from the schools administrator? How? 英語教育を実施する際に、あなたはどのようなサポートを受け取りますか。 2. What kinds of resources are provided by the school to help teachers in classroom instruction? 学校は教室での授業の教師を支援するために、どのようなリソースを提供していますか。 3. Do you attend any training/courses related to the teaching of English? あなたは英語教育に関連した研修/コースに参加していますか。 4. What do you think about the training? その研修/ コースについてどう思いますか。 5. Do you think the time allocated in the timetable is sufficient to improve students reading abilities? タイムテーブルの時間の割り当てが生徒の読書能力を向上させるのに十分であると思いますか。 6. What are your problems and difficulties encountered in practice in the teaching of English? 英語教育に遭遇する問題や困難は何ですか。 7. What are your suggestions to improve the standard of teaching English in the school? 学校での英語教育の水準を向上させるための提案は何ですか。 	<ol style="list-style-type: none"> i. Observation schedule. ii. Timetable allocation. iii. Modules. iv. Minutes of meetings. v. Annual report. vi. Other related documents.
General views on CCL Implementation CCLの 実施に関するご意見	<ol style="list-style-type: none"> 9. Do you have anything more to say pertaining to the implementation of the program? What are they? プログラムの実施に関する他の意見はありますか。何ですか。 	

the Nagoya City Educational Committee. The following is response from Setsuki related to the provision of support in the school:

Training how to teach or use the textbook. I am provided the training for almost four days a year by Nagoya City Educational Committee. Also, I am provided lesson plans for all classes (interview with Setsuki, 5/6/2014).

Second, the Provision of Resources. Findings related to the provision of resources reveal that teachers in B Elementary School receive full access to stationeries since the company provides everything to teachers in order to teach well in the classroom. The company even provides flashcard for every unit, curriculum, books for reading purposes, and file folders to keep record of students'

task. The following are responses from teachers to answer questions related to the provision of resources by the management of the school:

We have full access to stationery and printers/ copiers. Our company provides things like dictionaries, books, and maps for use in the classroom (interview with John, 20/5/2014).

Flashcards for every unit. A set curriculum for every grade, set goals. Reading books (though not enough for each student). File folders for students to store work (interview with Lily, 27/5/2014).

Findings related to the provision of resources in A stated that the school provides special classroom for English lesson, fully occupied with electronic devices such as

the computer, screen, audio recorders, and visualise for the teaching and learning of EFL. The following is response from Setsuki related to the provision of resources in the school:

School provides the special classroom for English class and the electronic devices, such as PC or screen, etc. (interview with Setsuki, 5/6/2014).

Third, the Provision of Training. Findings related to the provision of training reveal that the teachers did not attend any training course, while they are teaching in the school. Nevertheless, they have already attended many training when working in the past for other schools. John claimed that he prefers training related to the practicality of teaching ideas and support, not like other training sessions which focus too much on theoretical ideas (interview with John, 20/5/2014). Lily stated that she regular training at the head office three times a year and she attended various seminars throughout the year and meets other EFL (English as a Foreign Language) and exchange ideas in their teaching. She likes the training provided by the head office, because it improves the methods of teaching from discussion with several experiences teachers (interview with Lily, 27/5/2014).

The following are responses from teachers to answer questions related to the provision of training by the management:

In my current job, we don't attend any training courses. I have attended many in the past when working for other schools. I like training to focus on practical teaching ideas and support. Sometimes training sessions focus too much on theoretical ideas (interview with John, 20/5/2014).

We have regular training sessions at the head office 3 times a year. I attend various seminars throughout the year to meet with other EFL teachers and exchange ideas. It's a helpful training, good to exchange ideas with teachers of all experience levels. The in house training gives us a chance to improve the program (interview with Lily, 27/5/2014).

Findings related to the provision of training in A Elementary School stated that all the training is provided by the Nagoya City Educational Committee. Sizouri agrees on the

practicality of the training provided since she has already used the text book, and sharing the demo lesson among teachers during the training (interview with Sizouri, 12/6/2014). The following is response from teachers to answer question related support they received in the teaching of EFL (English as a Foreign Language) in the classroom instruction.

I attend the training provided by Nagoya City Educational Committee. I think it is very practical. I have training using the text book, sharing the demo lessons or ideas (interview with Sizouri, 12/6/2014).

Fourth, the Provision of Time Allocation. Findings relation to the provision of time allocation reveal that time provided by the school is inadequate for the teaching of EFL (English as a Foreign Language). John would like to have longer period with older students to teach, and to have specific time for reading activities (interview with John, 20/5/2014). Lily too indicated that the time allocated for the teaching of EFL is not sufficient. Teachers need to teach the four skills of reading, writing, listening and speaking, and the aspects of disciplines to students in the classroom instruction. She has limited time to practice reading to students (interview with Lily, 27/5/2014).

The following are responses from teachers to answer questions related to the provision of time allocation by the management of the school:

Not really. I would like our lessons to be longer especially with the older children. We rarely have time to do specific reading activities (interview with John, 20/5/2014).

Not sufficient. Classes are only 20 minutes per day. We cover all disciplines such as speaking, writing, listening, and reading. It's a limited time to practice reading (interview with Lily, 27/5/2014).

Findings related to the provision of time allocation in A reveals that there is no specific reading activity in the teaching and learning for EFL (English as a Foreign Language). The following is respond from the teacher to answer question related to the provision of time allocation in EFL.

No, I don't. We have no reading study in English curriculum (interview with Sizouri, 12/6/2014).

During the interview, the researchers investigated problems and difficulties encountered by teachers in the teaching of EFL (English as a Foreign Language). It was revealed in B Elementary School that teachers are lack of motivation in the teaching and learning process. They have difficulty to create and interesting teaching due to limited time of teaching. They are having difficulty to punish or warn students due to language barrier. More time is required especially for grade 4 – 6 in order for them to be able to focus on a task such as writing skill. Students have different level of abilities in one classroom learning; it is, therefore, difficult to manage in such a short time frame (20 minutes). This is because some students requires more help than others which managed to finish their task early (interview with Sizouri, 12/6/2014).

While in A Elementary School, the problems and difficulties are related to different abilities or level in English classroom. The age of students is not fit to the level of English curriculum provided for the teaching. The teacher suggested the school to arrange more classes for English language teaching as compared to the existence time that is 40 minutes teaching in a week. English too should begin as early as the students registered for school instead of to begin it from 5th grade. She is expecting more English teacher is growing in the elementary school to ensure the effectiveness of teaching English in the near future (interview with Setsuki, 5/6/2014).

About the Process Dimension and Instructional Practices in Nagoya Elementary School. The Process Dimension is answering the Research Objective 2 of: to investigate the instructional practices employed in the classroom instruction. In this section, findings are presented based on the classroom observed as it evolves in two elementary schools of A and B in Nagoya.

Classroom observations were conducted to the second, fifth, and sixth graders. Students were participating-well during the observation, so did the teacher. Lessons were carried out in twenty minutes to forty minutes only. In the context of the teaching and learning of

English language, response from students was very much required to ensure students' comprehension in the teaching. In this circumstances, teachers in this school required extra physical movement and creativity to ensure students' comprehension to the objective of particular teaching. Due to its limited time of teaching, teachers need to conduct the classroom session in-hurry in order to ensure students to be able to demonstrate an informed response to their teaching.

Teachers conducted the teaching in a very diplomatic way, utilising the teaching aids and facilities provided by the school management in the classroom instruction. It can be seen clearly that the teachers were enthusiastic in their teaching. The teaching aids and module provided by the school, a well-organised classroom setting, and students positive feedback towards the teaching brought to the development of students' comprehension about the English language teaching in that particular day.

As a whole, the instructional practices employed in these two schools is best explained in three categories. They are:

First, Teaching as Technical Act. The instructional practices employed in the classroom can be seen and categorised as a systematic teaching. Using advanced organiser in the beginning of the study with suitable teaching aids and materials, the existence of note-taking using exercise book provided; involves the psychomotor domain of the students. Teachers captivated teaching with the environment of the school; the well-organised classroom, the weather, the facial expression, and students emotional feeling in the early of their teaching. This relates to the humanism schools of thought which believes that humanist gives primacy to the study of human needs and interest, and it is necessary to study the person as a whole, especially as an individual grows and developed over the lifespan.

One's motivation and goal setting is developed if humanism in cultivated into the teaching. In relation to this, N.L. Gage & D. Berliner (1991) stated that there are five basic objectives of the humanistic view of education. They are: (1) promote positive self-direction and independence [development

of the regulatory system]; (2) develop the ability to take responsibility for whom is learned [regulatory and affective system]; (3) develop creativity [divergent thinking aspect of cognition]; (4) curiosity [exploratory behaviour, a function of imbalance or dissonance in any of the systems]; and (5) an interest in the arts [primarily to develop the affective / emotional system].

Second, Turning to People, Not to Text. One best way to describe the teaching of English in Nagoya is Diplomatic Teaching. In the era of comprehending and producing the use of English language among students, teachers in this study were employing certain theories from the field of psychology, sociology, and linguistic, which were popularly referred to as Behaviourism, Humanism, Cognitivism, and Constructivism. All these theories have a profound effect upon the teaching and learning of English. The trial and error of employing suitable methods and theories to students were suggested matching to the ability of students.

For instance, during the observation, students were given chance to express their feeling using the language regardless the suitability of the vocabulary used. Teacher praised, response, and correct whenever necessary. In the teaching, teacher was not employing Translation Method in order to practice students to feel at ease with the language. Teacher explains the best words using body gestures, and pictures to ensure students' comprehension.

This is basically referring back to the Cognitivism style of teaching that is "effective learning is context-dependent, so instruction needs to be very specific". Nevertheless, due to the time constrained in the teaching, the focus of attention to certain matter did not last long. Teacher needs to focus to another objective of particular day of teaching. This diplomatic teaching resembles the phrase of "Turning to People, Not to Text", due to the convinces of teacher-students' interaction in the classroom instruction.

Third, Language as Communication, Not for Examination. The communicative style was recognised as one of the analysis in the teaching of EFL (English as a Foreign

Language) in the two schools. It is obviously seen that the emphasis on the joint functioning of two people in a situation involving information gap exercise or guided role-play occurred (Mustapha, 2001). A communicative lesson contains activities, where learners communicate and where tasks are completed by means of interaction with other learners. To this end, there will be probably be considerable if not extensive use of pair, group, and mingling activities, with the emphasis on completing the work successfully through communication with others rather than on the accurate use of form.

In this study, during the activities, the teachers' role were facilitated and then monitored, provided feedback on the success of the communication, as well as the linguistic performance of the students. The "Pyramid" game utilised in the teaching classroom was beneficial to achieve the goal of social communicative style, which often used towards the international use of the second language.

Language teaching used in these two schools has not been specified in great detail, but teachers aimed at generalised situation of students to the real life situation. Students communicated and tasks were completed by means of interaction with other students, clearly proven in the "Papa Christmas" game utilised for the second grades of the students. This is related to the emphasis of mechanical practice of language patterns, which associated with audio-lingual method to activities that engaged the learner in more meaningful and authentic language use.

The communicative style was analysed. Using the sense of two sides of the same coin, the conversation uttered in the teaching and learning requires not only someone to talk to, but also something to talk about. In general, the overall goal of communicative style is to get students to use the language, first by comprehending, then by producing. From the classroom observer, comprehension of information was seen as a goal in its own right, and as a way into fuller command of language in use. The teaching implicitly plays down the teacher's goals of language teaching, making several claims to general educational values.

In terms of classrooms, it was the teacher-dominated, with teacher supplying, in person

and through materials, the language input and the organisation of students' activities and classroom strategies. The communicative style was seen limited by physical factors in the classroom that it becomes progressively more difficult to organise its activities. The teacher too, prone to exchange idea and transferring information from listening materials. In this case, students were able to produce authentic utterance by discussing with peers or teachers from the teaching of number 1 to 20, and the teaching of possessive (i.e. it mines, it yours, and it ours).

Data obtained from interviews confirmed findings gained from the classroom observations. On the whole, findings indicated that teachers received full support from the management of the school. The provision of textbook, lesson plan (module), handouts, and materials to students helped to ensure the teaching and learning of English language reality. The same provision is given to the teachers on resources for the teaching of English language. Teachers received full access to stationery, printers, copiers, electronic devices (computer, radio, screen), dictionaries, maps, flash card, and books. Nevertheless, the provision of textbook is still crucial.

Another findings of this study is that the provision of training to teachers. Teachers attended many training when working for other schools. Even at their present job, they are attending training provided by the school management and able to exchange their thought of teaching among other teachers during training. The training to teachers is adequate.

Nevertheless, teachers in this study were dissatisfied with the time allocation provided by the school management. *Firstly*, they felt that the time provided is too short for the teaching of reading, writing, listening, and speaking; whereby, the time allocated is only for once in a week. *Secondly*, the time for practice reading is limited. They required more time to teach for students' fluency in the reading activity. Without the existence of sufficient textbook, the reading activity is not more than just a dream.

In order to motivate students to read and inculcate the reading habit, a consideration of

reading activity in the classroom is vital. This will assist students whose English language is poor. Previous research has indicated that through reading, students are exposed to authentic language and in the long run aid students to internalise the grammar and vocabulary of the target language (Hill, 1986); this study has shown the basic reading needs to be adhered, so that the structural elements of language can be internalised.

The findings of this study show that though teachers view towards the implementation of English language are positive via the provision of support, resources, and training; it has failed to meet the expectation of time allocation employed in the classroom instruction. The classroom practices failed to cater the teachers' needs. Hence, the issues of instructional practices employed in the classroom becomes overwhelming. Teachers presence in the classroom is strictly about achieving the objective of learning on that particular day. The inculcation of moral values, integration of communication skills, utilisation of testing and evaluation in the classroom is minimal. The classroom instruction, which are supposed to be student-centred and provide opportunities for student-initiated discussion and cooperative learning, have become teacher-centred classroom where students do work answering questions testing their comprehension of the teaching.

CONCLUSION¹

As the findings of the study indicate that the major constraint for the teaching and learning of English language in the school is time allocation, something needs to be done where the provision of much time is required for the teaching and learning in the classroom. The

¹**Acknowledgement:** We would like to express our heartfelt gratitude and appreciation to our Affiliate Advisor, Prof. Dr. Mina Hattori of Nagoya University, Japan, who became our refer and provided our invaluable guidance and comments on developing this study. We also greatly appreciate Ms. Noriko Hasegawa, Ms. Naomi Fukaoka, Ms. Setsukei, Mr. Manaki, Miss Lisa, and Mr. James for their generosity in providing us space to administer our research in their premises. Also, many thanks to Assoc. Prof. Dr. Andy Bangkit Setiawan and Miss Mori Junko for their help during our stay in Nagoya, Japan. The survey reported in the paper would not have been completed without these peoples' help and support. However, all contents and interpretations about this article are not related to them; in other words, it becomes solely our responsibility academically.

provision of twenty to forty minutes a week for the teaching of English should no longer be solely the choice of the school management. Perhaps, the time has come for the Ministry of Education in Japan to take the bottom-up approach in the implementation of English language, which deals with student-centred and cooperative learning in the classroom.

On the other hand, the mere reading activities should be implemented in the syllabus of teaching English. The inculcation of pre-reading, while-reading, and post-reading activities should be prioritise in the syllabus. It is cleared that the implementation of these reading activities leaves much to be desired. Regular monitoring and evaluation are the first move should be taken by the school management to ensure its implementation is successful.

To cater for students, who has the potential of high English language proficiency, efforts should be made to introduce an extensive reading program such as the Class Reader Program (CRP). The utilisation of flash card, short stories, and reading cards can be introduced to the teaching of elementary schools in Nagoya, Japan.

Furthermore, teachers should be taken along the path of teaching reading begins with the literal comprehension of text used in the classroom. In other words, teacher must be made to rediscover the joy of teaching English. Only then can they motivate their students to love learning English.

Bibliography

- Basree, S. (2009). "The Implementation of Contemporary Children's Literature Program (CCL) in Malaysian Primary Schools: Feedback from Stakeholders". *Unpublished paper*.
- Butler, Y. (2004). "What Level of English Proficiency Do Elementary School Teachers Need to Attain to Teach EFL? Case Studies from Korea, Taiwan, and Japan" in *TESOL Quarterly*, 38, pp.245-278.
- Butler, Y. (2007). "Foreign Language Education at Elementary Schools in Japan: Searching for Solutions Amidst Growing Diversification" in *Current Issues in Language Teaching*, 8, pp.129-147.
- Butler, Y. & M. Iino. (2004). "Current Japanese Reforms in English Language Education: The 2003 'Action Plan'" in *Language Policy*, 4, pp.25-45.
- Carless, D.R. (2002). "Implementing Task-Based Learning with Young Learners" in *ELT Journal*, 56, pp.389-396.
- Carless, D.R. (2003). "Factors in the Implementation of Task-Based Teaching in Primary Schools" in *System*, 31, pp.485-500.
- Carless, D.R. (2006). "Collaborative EFL Teaching in Primary Schools" in *ELT Journal*, 60, pp.328-354.
- CDFLP [Commission of the Development of Foreign Language Proficiency]. (2011). "Five Proposals and Specific Measures for Developing Proficiency in English for International Communication". *Provisional translation* and available [online] also at: www.ci.nii.ac.jp/en [accessed in Tanjong Malim, Malaysia: November 5, 2014].
- Day, Mary Carol. (1981). "Thinking at P. Piaget's Stage of Formal Operations" in *Educational Leadership*, pp.44-48.
- Duff, P. (2001). "The Discursive Co-Construction of Knowledge, Identity, and Difference: An Ethnography of Communication in the High School Mainstream" in *Applied Linguistics*, 23, pp.289-322.
- Ellis, G. (1996). "How Culturally Appropriate is the Communicative Approach?" in *ELT Journal*, 50, pp.213-218.
- Fukatsu, A. (2011). "English Education in Japanese Elementary Schools: An Analysis of Interactions". *Unpublished paper*, pp.23-32.
- Gage, N.L. & D. Berliner. (1991). *Educational Psychology*. Chicago: Rand Mc. Nally Gagne, fifth edition.
- Hill, J. (1986). *Teaching Literature in the Language Classroom*. New York: Macmillan Publishers Ltd.
- Hu, G.W. (2002). "Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in China" in *Language, Culture and Curriculum*, 15, pp.93-105.
- Igawa, K. (2007). "Issues in English Language Education at Korean Elementary Schools" in *Bulletin of Shitennoji Kyoto University*, pp.219-236.
- Inhelder, B. & J. Piaget. (1958). *The Growth of Logical Thinking from Childhood to Adolescence*. New York: Basic Books.
- Interview with John, an English teacher (Denmark) who has one and half years teaching experience in the school, in Nagoya, Japan, on May 20, 2014.
- Interview with Lily (Sweden), who has been teaching in the school for four and half years, in Nagoya, Japan, on May 27, 2014.
- Interview with Setsuki, who has experience of teaching EFL (English as a Foreign Language) in the school, in Nagoya, Japan, on June 5, 2014.
- Interview with Sizouri, who has experience of teaching EFL (English as a Foreign Language) in the school, in Nagoya, Japan, on June 12, 2014.
- Ito, H. (2002). "A New Framework of Culture Teaching for Teaching English as a Global Language" in *RELC Journal*, 33, pp.36-57.
- Jeon, I.J. & J.W. Hahn. (2006). "Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice" in *The Asian EFL Journal Quarterly*, 8, pp.1-27.
- Katsuyama, H., C. Nishigaki & J. Wang. (2008). "The Effectiveness of English Teaching in

- Japanese Elementary Schools: Measured by Proficiency Tests Administered to Seventh-Year Students" in *RELC Journal*, 39(3), pp.359-380. doi:10.1177/0033688208096846.
- Kusumoto, Y. (2008). "Needs Analysis : Developing a Teacher Training Program for Elementary School Homeroom Teachers in Japan University of Hawai'i at Mānoa" in *Second Language Studies*, 26(2), pp.1-44.
- Lamie, J. (2001). *Understanding Change: The Impact of In-Service Training on Teachers of English in Japan*. Huntington, NY: Nova Science.
- Morita, N. (2004). "Negotiating Participation and Identity in Second Language Academic Communities" in *TESOL Quarterly*, 38, pp.573-603.
- Mustapha, Ghazali. (2001). "Too Convergent to be Divergent in the Learning Module: EDU3043 Thinking Skills for IDEAL" (1st edition). Available [online] also at: <http://www.ideal.upm.edu.my> [accessed in Tanjong Malim, Malaysia: November 5, 2014].
- Nunan, D. (2003). "The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region" in *TESOL Quarterly*, 37, pp.589-613.
- Phillips Jr., J.L. (1981). *Piaget's Theory: A Primer*. San Francisco: W.H. Freeman.
- Pon, G., T. Goldstein & S.R. Schecter. (2003). "Interrupted by Silences: The Contemporary Education of Hong-Kong-Born Chinese Canadian" in S. Schecter & R. Bayley [eds]. *Language Socialization in Bilingual and Multilingual Societies*. Clevedon: Multilingual Matters, pp.114-127.
- Pulaski, M. (1971). *Understanding Piaget: An Introduction to Children's Cognitive Development*. New York: Harper & Row Publisher.
- Roblyer, M.D., J. Edwards & M. Havriluk. (1997). *Integrating Educational Technology into Teaching*. Upper Sadle River, N. Jersey: Merrill Prentice Hall.
- Rumelhart, D.E. (1977). "Understanding and Summarizing Brief Stories" in D. LaBerge & S.J. Samuels [eds]. *Basic Processes in Reading: Perception and Hillsdale*. New Jersey: Lawrence Erlbaum Associates.
- Salina Mustakim, Siti & Othman Lebar. (2013a). "Contemporary Children's Literature Teacher's Feedback on Support Resources Training and Time Allocation". *PDF Paper in the World Conference on Educational and Instructional Studies, WCEIS 2013, Antalya, Turkey*.
- Salina Mustakim, Siti & Othman Lebar. (2013b). "Teacher's Approaches in Teaching Literature Observations of ESL Classroom". *PDF Paper in Malaysia International Technical HRD & 9th AASVET Conference 2013, Kuching, Sarawak, Malaysia*.
- Samimy, K. & C. Kobayashi. (2004). "Toward the Development of Intercultural Communicative Competence: Theoretical and Pedagogical Implications for Japanese English Teachers" in *JALT Journal*, 26, pp.245-261.
- Sidhu, G.K. & C.Y. Fook. (2004). "Instructional Practices in Teaching Literature : Observations of ESL Classrooms in Malaysia". *Unpublished paper*.
- Singh, P. & C. Doherty. (2004). "Global Cultural Flows and Pedagogic Dilemmas: Teaching in the Global University Contact Zone" in *TESOL Quarterly*, 38, pp.9-42.
- Stufflebeam, D.L. et al. (1971). *Educational Evaluation and Decision Making*. Itasca, IL: F.E. Peacock.
- Su, Y.C. (2006). "EFL Teachers' Perceptions of English Language Policy at the Elementary Level in Taiwan" in *Educational Studies*, 32, pp.265-283.
- Vygotsky, L.S. (1986). *Thought and Language*. Cambridge, MA: MIT Press, edited and translated by A. Kozulin.
- Wada, M. (2002). "Teacher Education for Curricular Innovation in Japan" in S.J. Savignon [ed]. *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. New Haven, CT: Yale University Press, pp.31-40.
- Watanabe, T. (2006). "English for Elementary School Children: How to Teach What and Why" in *Bulletin of Toyama University: NII Electric Library Service*.



One of the Elementary Schools in Nagoya, Japan
(Source: www.google.com, 15/10/2014)

To cater for students who has the potential of high English language proficiency, efforts should be made to introduce an extensive reading program such as the Class Reader Program (CRP). The utilisation of flash card, short stories, and reading cards can be introduced to the teaching of elementary schools in Nagoya, Japan.