

An Examination of the English Language Teaching (ELT) Curriculum in Two Asian Nations

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Abstract

In order to effectively navigate global interactions and engage in various activities, it is imperative for individuals to possess proficiency in at least one language as a global citizen. English, as the global language of communication, is widely regarded as the most extensively learned foreign or second language around the globe. Nations that aspire to educate and instruct its populace in the English language develop their English Language Teaching (ELT) curriculum and implement them in order to achieve their intended outcomes. Countries design and implement their English Language Teaching (ELT) curriculum based on their specific requirements and the resources at their disposal. These curricula are regularly updated and enhanced to meet evolving needs. The present study has centered its attention on two nations, namely the Philippines, recognized as a country with a high level of proficiency in English Language Teaching (ELT), and Japan, identified as a country with a low level of proficiency in ELT based on the results of the English Proficiency Index (EPI). The data were collected through the utilization of the document analysis methodology, with the documents being sourced from both online platforms and the ministries of education of the respective countries involved. The data has undergone thorough examination, and the results on the English Language Teaching (ELT) curriculum of the respective countries have been documented. In conclusion, the author has provided a brief comparison of the situation in Turkey with that of two other countries. In conclusion, it can be deduced that the aforementioned nations, in conjunction with Turkey, have implemented similar strategies, methodologies, and protocols. The ELT curricula in Japan, Turkey, and the Philippines exhibit commonalities with regards to their aims, content, teaching and learning contexts, and assessment

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practices. In order to attain elevated levels of competence, it is imperative for countries, particularly Japan and Turkey, to undertake a thorough evaluation and revision of their English Language Teaching (ELT) curriculum, as indicated by the EFI EPI 2022. The effective implementation and continuous updating of the updated curricula are of utmost importance.

Introduction

Language is a phenomenon that determines the identity and personality of the individual and provides socialization (Köksal, 2000). Language is important since it facilitates interpersonal connection. However, in the modern world, relying solely on mother-tongue communication is insufficient, leading individuals to feel compelled to acquire proficiency in a foreign language.

The initial language acquired by an individual is sometimes referred to as their mother tongue or first language, while subsequent languages acquired are commonly referred to as foreign languages. According to Özdemir (2006), the acquisition of one's native language occurs through subconscious processes, but the learning of a new language is a conscious endeavor.

In contemporary society, the significance of acquiring proficiency in a foreign language has become unequivocal due to the prevalence of technological advancements, shifts in societal dynamics, and cultural transformations across several domains. In contemporary times, the significance of foreign languages, particularly English, has escalated due to the proliferation of the notion of global citizenship. The acquisition of language has facilitated the ability to monitor and advance in business life by utilizing literature within one's subject of interest or speciality, thus enabling the pursuit of universal values.

Foreign language instruction is the pedagogical endeavor of imparting knowledge and skills related to a language distinct from one's native tongue, characterized by divergent concepts, structures, and grammatical principles. The efficacy of foreign language instruction within educational settings is heavily contingent upon the use of many ideas, methods, and strategies. The pedagogy surrounding the instruction of foreign languages has experienced numerous substantial transformations throughout the years. In the pre-20th century era, language education methods encompassed a spectrum ranging from a conversational and comprehension-based approach to language usage to an approach centered around language analysis, namely the acquisition of grammatical rules. Throughout the 20th century, a variety

of approaches, methods, and tactics have been formulated in the field of language instruction. The present framework encompasses strategy, method, and technique. The approach is regarded as a theoretical framework in the field of language education, whereas a method is perceived as a collection of systematic procedures, and a technique is viewed as a practical tool used in the classroom to enhance instructional efficacy (Celce-Murcia, 1991).

The teaching tradition of the English language has undergone significant transformations, particularly during the course of the twentieth century. This tradition has been widely implemented in language classes across the globe for numerous centuries, making it one of the most prevalent practices in comparison to other disciplines. The teaching methodologies employed in English or language education have undergone significant changes, in contrast to the relative stability shown in other academic subjects.

Throughout history, the field of English language instruction has seen numerous transformations, with the emergence of diverse pedagogical approaches corresponding to advancements in global development and technology. The objective of each approach is to effectively instruct English as a second language at an optimal proficiency level while also ensuring widespread acquisition across the population.

During the course of their development, countries that have incorporated English as a foreign or second language have formulated and refined their own English language teaching programs. These programs have been tailored to meet the specific needs of each country, taking into consideration advancements in technology. The main components of these curricula include the objective, content, learning and teaching methods, as well as the assessment dimensions.

The nations and territories surveyed in the EF English Proficiency Index (EPI) are categorized into five competency bands, ranging from very high to very low. The utilization of bands facilitates the identification of countries and regions that possess comparable levels of talent, enabling the establishment of comparisons both within and across these regions (EPI, 2022).

The EF English Proficiency Index (EF EPI) is a comprehensive assessment that ranks nations and regions based on the English language proficiency of their adult populations. The EF English Skills Index (EF EPI) holds significant value as a global benchmark for assessing the English language skills of adults on a yearly basis. The studies produced by the EF EPI provide an analysis of prevalent challenges and offer insights into the most successful approaches for enhancing English language competence (EPI, 2022).

The EF English Proficiency Index (EF EPI) utilizes data from three distinct iterations of the EF Standard English Test (EF SET) to determine the average level of English proficiency among adults in a given country or region. There are two available options that are accessible to each Internet user without charge. The third refers to an online placement test that is employed by EF as part of the enrollment procedure for English courses.

To compute a nation's EF EPI score, the individual test scores were standardized to derive the proportion of accurate responses for each test. Subsequently, the results obtained in each of the three tests were aggregated for a particular country or region, with equal importance assigned to each exam. The regional and worldwide averages were adjusted based on the relative populations of each country or region within the respective region (EPI, 2022).

The objective of this research is to analyze the ELT curriculum in the Philippines, a country that has been ranked highly in terms of ELT proficiency according to the EPI (2002). Additionally, the study will examine Japan, which has a low proficiency rating, like Turkey. Furthermore, a brief comparison will be made between our country, Turkey, and the ELT curricula of others. Based on the EF English Proficiency Index (2022), the Philippines is positioned at the 22nd spot in the ranking, indicating a high level of competence. Conversely, Japan is placed in the 80th position, signifying a comparatively lower level of proficiency.

Methodology

The research employed document analysis, one of the qualitative research methods. The process of document analysis encompasses the systematic analysis of written materials that include pertinent information regarding the events and circumstances under investigation. Historians, anthropologists, and linguists have historically employed this approach, but the field of documentary analysis has also witnessed significant contributions from sociologists and psychologists (Şimşek, 2009).

The procedure of document analysis involves the identification, comprehension, annotation, and evaluation of sources with a specific aim in mind (Karasar, 2005). The term "document analysis" encompasses a series of methodologies utilized in the scrutiny and evaluation of various forms of textual materials, encompassing both physical and digital resources, such as those accessible via computers and the internet (Bowen, 2009). This methodology is commonly known as document analysis, which involves examining written materials that contain relevant information about

the specific occurrence or phenomenon being investigated (Yıldırım & Şimşek, 2018). According to an alternative perspective, document analysis encompasses the systematic collection, examination, interrogation, and scrutiny of various written texts in order to obtain primary research material (O'Leary, 2017). The method of document analysis primarily entails the gathering and scrutiny of a wide range of written materials, papers, creations, or remnants that have been authored, prepared, or produced by external individuals or institutions in relation to the research topic (Seyidoğlu, 2016).

Official documents are seen as modes of communication within or among governmental entities or private organizations and are very significant and valuable reservoirs of information. According to Hoepfl (1997), a document has the capacity to function as a representative example of several categories, such as government records, correspondence, periodicals, personal journals, and published data utilized in literature reviews. In the present era, in addition to conventional data sources, online sources have emerged as a feasible method for integrating data into document analysis (Bryman, 2012). The exploitation of electronic papers and online resources has become a crucial asset for scholars. Electronic resources and interactive technology-mediated communication tools encompass a wide range of platforms and applications. These include electronic mails, electronic mail lists, chat rooms, blogs, websites, social media platforms, websites of official or private institutions, and web pages of individuals with relevance to the subject matter (Seyidoğlu, 2016).

This study involved an examination of the publications pertaining to the English Language Teaching (ELT) curriculum of the relevant nations that are accessible on the Internet. Additionally, requests were made to the ministries of education in these countries to get certain papers. The collected data underwent classification, and the subsequent findings were duly put out.

Results and Discussion

This section of the study will include an analysis of the English Language Teaching (ELT) curricula in the respective nations. The curricula will be examined in terms of their key components, which include objectives, content, teaching and learning procedures, and evaluation.

Low Proficiency Level: Japan

The historical narrative of English language teaching (ELT) in Japan during the past century is frequently characterized by a pervasive sense

of disappointment and dissatisfaction, reflecting a consistent pattern of challenges and disarray. This phenomenon can be attributed to the fact that, on average, Japanese individuals tend to exhibit lower levels of English proficiency according to several international scales such as TOEFL and IELTS. Consequently, a significant portion of the Japanese population fails to attain a level of English proficiency that they personally find sufficient, despite investing considerable time and effort into language acquisition (Saito, 2019).

Following the aftermath of World War II, the Japanese population showed a strong commitment to diligent efforts, particularly in the realm of education, as documented by Hosoki (2011). Japan ranks 80th on the English Proficiency Index (EPI), encompassing several domains such as economy, literacy, education, and other subjects. The rate of enrollment in schools is nearly 100%, resulting in a corresponding literacy level that is likewise close to 100%.

Following the conclusion of World War II, Japan implemented a novel educational framework that bore resemblance to the educational system of the United States. The duration of compulsory education spans a period of nine years, with the educational years being categorized into three distinct stages: elementary education, lower secondary education, and upper secondary school, following a 6+3+3 structure. According to Hosoki (2011), the primary focus of education has shifted towards the acquisition of substantial knowledge through memorization and repetition since the implementation of the new education system. The significance of critical thinking and analysis has just recently been recognized. Japan, having been isolated from external influences for a span of two centuries, underwent a process of self-discovery and experienced significant advancements in its education, economy, and social dynamics. Over the course of more than two centuries of exposure to the outside world, Japanese individuals have developed a perception of other languages and foreign individuals as unfamiliar entities, leading to a tendency to distance themselves from these aspects due to an increasing conservatism. In contrast to the prevailing educational paradigm in most countries, where the student is typically seen as the focal point, Japan places emphasis on the teacher as the central figure in the educational process.

The implementation of the redesigned elementary school curriculum commenced in 2019, followed by the lower secondary curriculum in 2021 and the upper-level curriculum in 2022.

The Objectives of the ELT Curriculum in Japan

The overarching goal of the general curriculum is likewise applicable to the field of English language teaching, albeit with distinct purposes. The individuals responsible for implementing the curriculum modification in 2003 aimed to cultivate a positive attitude towards foreign language communication. This was achieved through the enhancement of students' fundamental practical communication skills, including listening and speaking. Additionally, the curriculum sought to deepen students' comprehension of language and culture while also fostering the development of their basic practical communication abilities. (Nakashima, 2021). Despite the advancements achieved in 2017, this particular development continues to be utilized.

The objectives for third and fourth grades have been revised and updated in light of the advancements made in 2017. The revised objectives can be summarized as follows:

1. The study of a foreign language can facilitate Japanese students in developing a more profound comprehension of culture and language. It enables them to recognize the distinctions in phonetics between Japanese and the target language, as well as familiarize themselves with the fundamental expressions and phonetics of the target language.
2. Enhancing proficiency in auditory comprehension and oral communication skills in a foreign language within the context of basic topics
3. Cultivating an appreciation and awareness of the cultural nuances and practices of foreign nations (Nakashima, 2021).

The curricular objectives for students in fifth and sixth grade have undergone change, resulting in the inclusion of a foreign language as an official subject with graded assessments. The primary aim of this endeavor is to cultivate proficiency in verbal expression, auditory comprehension, textual interpretation, and written composition within a non-native linguistic framework. The modifications can be succinctly summarized as follows:

- a) The individuals will possess knowledge regarding distinctions among sounds, letters, phrases, vocabulary, and other linguistic elements. Additionally, they will exhibit proficiency in the practice of extensive reading and writing in the target language.
- b) It is recommended that classes be conducted in the English language.

When individuals engage in reading, they may employ a strategy of inferring the meanings of unfamiliar vocabulary words.

During the seventh and eighth years, the same framework remains in place. During the upper secondary level of education, the curriculum may not be as comprehensive as that of elementary and lower secondary schools due to the non-mandatory nature of upper secondary education. The main focus of upper secondary school education is to prepare students for university admission, resulting in a limited emphasis on speaking and listening instruction (Nakashima, 2021).

The Content of the ELT Curriculum in Japan

Regarding English Language Teaching (ELT) content in Japan, it can be accurately stated that the prevailing approach is centered around literary texts, grammatical resources, and the rote memorizing of vocabulary.

Saito (2019) posits that the lack of success in English language education in Japan, as seen by its low ranking in the EFI EPI (2022), can be attributed to the predominant focus on literature and reading materials in the country's curriculum. The author substantiates their argument by asserting that English language instruction has been incorporated into the curriculum of liberal arts education in Japan. Furthermore, they argue that English language teaching (ELT) in Japan has disproportionately emphasized grammar and reading skills. Additionally, the author highlights that literature has emerged as the predominant resource for English language instruction in Japan, with literary texts being widely employed as resources for ELT purposes.

The content pertaining to fifth and sixth graders, as of the most recent revisions in 2017, is visually represented in Image 1 and Image 2.

Contents	
Introduction	1
Part One	
Songs: 1. <i>Fency Weency Spider</i>	2
2. <i>A Dog Says Bow-Wow</i>	3
1 Greetings	4
2 The Alphabet	6
3 Colors	8
4 Numbers	10
5 My Body	12
6 Action Words (Verbs)	14
7 Parties and Goodies	16
8 Storybook Characters	18
9 The Seaside	20
10 Parks and Amusement Parks	22
11 Phonics Alphabet	24
12 More Action Words (Verbs)	26
Sharing Time 1	28
Part Two	
Songs: 3. <i>Pater Piper</i>	30
4. <i>Rain, Rain, Go Away</i>	31
13 My Family and Other People	32
14 Shapes and Sizes	34
15 My Toys and Things	36
16 Food	38
17 Sensations	40
18 Pets and Common Animals	42
19 Days of the Week	44
20 Months	46
21 Seasons and Weather	48
22 Feelings	50
23 Aches and Pains	52
24 Things We Wear	54
Sharing Time 2	56
Part Three	
Songs: 5. <i>She'll Be Coming 'Round the Mountain</i>	58
6. <i>The Wheels on the Bus</i>	59
25 Opposites	60
26 Sports and Hobbies	62
27 Beautiful Nature	64
28 At the Zoo	66
29 Transport	68
30 My House	70
31 My Room	72
32 Stationery	74
33 Position Words (Prepositions)	76
34 Chores	78
35 Jobs	80
36 Time	82
Sharing Time 3	84
Word List	86

(Nakashima, 2021)

The visual evidence presented in the images indicates that the content encompasses educational material targeting individuals at the A1 and A2 proficiency levels especially for young learners. The acquisition of vocabulary through memory and the act of sharing personal experiences are both crucial to the development of speaking proficiency. It can be argued that the subject for the remaining grades is nearly identical, with a significant emphasis on memorization and grammar (Nakashima, 2021).

It is important to acknowledge that in the context of English Language Teaching (ELT) in Japan, the educational resources designed for secondary schools have been established in alignment with the national curriculum guideline known as the Courses of Study. This is due to the fact that English is one of the disciplines taught in schools. In the context of higher education, it is common practice to utilize commercially generated resources, such as textbooks, for instructional purposes (Oda, 2021).

The Teaching and Learning Situations of the ELT Curriculum in Japan

Prior to the reforms implemented in 2017, the pedagogical approach employed in the instruction of the English language relied heavily on the grammar-translation method. Additionally, the instructional framework was predominantly teacher-centric, resulting in suboptimal outcomes. Japan

has a moderate level of student population, hence facilitating the process of teaching. Nevertheless, it remains challenging to provide individualized instruction due to the continued presence of 30 to 40 kids in a single classroom (Hosoki, 2011). The primary focus of English language instruction was centered around preparing students for the mandatory examination, resulting in a limited educational experience that hindered their ability to achieve fluency and enhance their English competence. According to Hosoki (2011), students depend on the instruction and acquisition of grammar, engaging in extensive drills and repetitions as part of their learning process. In 2017, the implementation of English language teaching witnessed a shift towards the utilization of the communicative language teaching method as a means to achieve the desired level of English language proficiency. The adoption of student-centered teaching has emerged as a contemporary pedagogical approach. The implementation of the new curriculum was based on the concepts of communicative language teaching (CLT). Nevertheless, due to the recent implementation of these modifications, it is premature to assert that the Central Limit Theorem (CLT) is functioning accurately or that the instructors are adhering to the prescribed curriculum. The utilization of GTM remains prevalent among schools and educators due to its enhanced accessibility and teacher-centric approach. The passivity of students can be attributed to the concept of the “authority of the teacher. The respondents frequently refrain from providing a direct response to the inquiry due to their apprehension regarding potential errors. The primary objective is to ascertain an accurate solution (Nakashima, 2021).

The Evaluation of the ELT Curriculum in Japan

The evaluation system in Japan typically comprises test-based examinations, with a strong emphasis on classical paper and pen exams. These exams are widely utilized across all grade levels, with the exception of third and fourth graders, in order to mitigate anxiety and minimize the formation of biases against the subject of English. The examinations encompass reading, writing, and listening assessments, including a comprehensive range of skills with the exception of spoken communication (Nakashima, 2021).

The low competence of Japan, ranked 80th in the EF English Competence Index (EPI), can be attributed to the reliance on outdated teaching approaches and limited opportunities for students to actively engage with the language. This can be observed when examining the revision of the English Language Teaching (ELT) curriculum and its components. The primary emphasis of the objectives, content, teaching and learning circumstances, and evaluation

is on reading and writing skills, whereas the crucial aspect of communication, which is a fundamental talent in any language, is lacking.

There are several and complex reasons underlying the perceived “failure” of English Language Teaching (ELT) in Japan. To begin with, there is a lack of strong motivation among Japanese individuals to engage in the study of English, as they see minimal hardship in their everyday routines without possessing proficiency in the language. One potential explanation is that individuals may initially struggle with linguistic communication due to their limited proficiency. This may be attributed to their residence in a relatively homogeneous community, where nonverbal cues and little verbal exchanges suffice for mutual understanding, unlike in other contexts where greater verbal expression may be anticipated (Saito, 2019).

Despite Japan’s efforts to enhance English language teaching (ELT) and implement reforms in this area, recent research conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) indicates that the English proficiency of Japanese high-school students, specifically Grade 3 students aged 17-18, is nearly equivalent to the proficiency level expected of junior-high-school graduates as set by MEXT. This research was reported on March 17, 2015 (Saito, 2019).

In his work, Saito (2019) suggests the need for a theoretical framework that can effectively support the development of English Language Teaching (ELT) systems specifically designed for Japanese individuals. This framework should be flexible enough to incorporate two distinct approaches to English education: a teaching-centered approach and a self-learning-centered approach. The teaching-centered approach places greater emphasis on the role and responsibilities of school education in equipping students with fundamental abilities. In contrast, the learning-centered approach places greater emphasis on the additional opportunities for extended learning that students might pursue outside of formal schooling.

High Proficiency Level: The Philippines

According to the EFI EPI records for 2022, the Philippines demonstrates a high degree of proficiency, placing 22nd out of 111 nations included in the assessment (EPI, 2022). In contrast to many other nations, the Philippines adopts English as a second language (ESL) rather than a foreign language (EFL). The utilization of the English language as a lingua franca in the Philippines can be attributed to the nation’s diverse linguistic landscape. According to Turmudi and Hajan (2020), in addition to Filipino, English holds the status of an official language within the country. One prominent

factor contributing to this phenomenon is the historical colonization of the Philippines. The nation in question underwent colonization by both the Spanish and the United States. Although the duration of Spanish dominion was longer than that of the USA, the impact exerted by the USA surpassed that of Spain. The education system is influenced by the United States as a consequence of its dominant position. English is chosen as the medium of communication and education due to its widespread comprehension and spoken proficiency among 93% of the population (Turmudi & Hajan, 2020).

In addition to other nations, the Philippines employs English as a secondary language and as the primary medium of instruction, resulting in its pervasive use throughout all academic disciplines. The instruction of the topic commences in the English language, beginning in the third grade. One primary rationale for the exclusion of English instruction in the first and second grades is the belief that pupils should initially be immersed in their native language, such as Filipino or other indigenous languages (Turmudi & Hajan, 2020). Over the course of time, various approaches and methodologies have been employed in the realm of English teaching and learning, including the Audio-Lingual Method and Mother-Tongue-Based Multilingual Education (MTB-MLE). Nevertheless, these approaches and methods were deemed ineffective and subsequently substituted with alternative approaches and techniques. At present, no particular strategy, method, or approach has been explicitly mentioned. However, it may be inferred that communicative language teaching is being employed due to the utilization of English as the medium of instruction (Barrot, 2019).

The Objectives of the ELT Curriculum in the Philippines

The current ELTL curriculum is based on the concepts that uphold language acquisition, language learning, teaching, and evaluation, after the modifications implemented in 2013 through the K–12 Language Art and Multiliteracies Curriculum. The main objective of the English Language Teaching and Learning (ELTL) curriculum is to develop students' communicative competence, as stated by Bernardo (2017).

The objectives for elementary schools are:

1. The teaching of English to children beginning in the third grade is conducted both as a medium of instruction and as a distinct subject.
2. The enhancement of listening and speaking abilities in English is a primary focus of the teaching approach, aimed at developing

proficiency in all four language skills, even when English is classified as a second language (Turmudi & Hajan, 2020).

The objectives for secondary schools are as follows:

1. The primary objective of the 2010 Secondary Education Curriculum for English is to cultivate proficient individuals in the Philippines who possess the necessary skills to effectively navigate diverse communication contexts.
2. The ability to effectively convey thoughts and emotions through written and spoken language, as well as through non-verbal means, and to understand and provide appropriate responses in a conversational exchange
3. Enhancing the four essential language skills, namely reading, writing, speaking, and listening,
4. In order to enhance the educational process, it is recommended that educational institutions furnish students with multimedia resources and access to internet-based information. This provision serves to foster the development of creativity in the acquisition of vital knowledge (Barrot, 2019; Turmudi & Hajan, 2020).

The Content of the ELT Curriculum in the Philippines

The predominant focus of English Language Teaching (ELT) in the country lies in the realm of communication. The primary objective of the 2010 Secondary Education Curriculum for English is to cultivate the skills necessary for the development of a proficient and competent Filipino individual who can adeptly navigate diverse communication contexts. The aforementioned statement highlights essential skills encompassing effective verbal and written communication, as well as non-verbal expression. Additionally, it emphasizes the capacity for independent learning, as well as the ability to read, grasp, and appropriately respond to presented ideas (Education, 2010).

The program aims to enhance the English language skills and literary appreciation of Filipino youth through the development of four competencies: linguistic, sociolinguistic, discourse, and strategic. The curriculum places particular focus on the acquisition of cognitive academic language proficiency (CALP). According to Education (2010), the macro language skills, including listening, reading, speaking, and writing, are enhanced by the utilization of multimedia and online sources. These resources serve as

tools for fostering creativity in the process of encoding crucial information while learning.

The main objective of the current English Language Teaching (ELT) curriculum is to cultivate graduates who possess a high level of communicative competence across various linguistic aspects, including grammar, sociolinguistics, discourse, pragmatics, and strategic language use. Moreover, the concept under consideration encompasses five fundamental constituents, namely the process of acquiring knowledge, proficient utilization of language, interconnectedness of macroskills, and comprehensive evaluation. It is crucial to acknowledge that each of these components plays a pivotal role in enabling learners to effectively engage in communication, thereby facilitating the attainment of communicative competence and multiliteracies in their respective native language, Filipino, and English (K-12 Curriculum Guide: English, 2015).

In the context of English Language Teaching (ELT) in the Philippines, there is an emphasis on grammatical precision, which is perceived as the accurate employment of syntactic elements. The learners are expected to exhibit grammatical awareness by their ability to accurately read, speak, and write, effectively communicating in both oral and written formats, while employing the appropriate grammatical structure of the English language (K-12 Curriculum Guide: English, 2015).

The Teaching and Learning Situations of the ELT Curriculum in the Philippines

Students in elementary schools study English for five months in the first grade and twelve months in the second grade. As previously stated, the medium of instruction during these months is not English in order to introduce children to their native language. They study music, art, physical education and health, mathematics, social science, and GMRC (good manners and right conduct) in English beginning in the third grade (Turmudi & Hajan, 2020; Gatil, 2021).

Secondary schools continue to use English as the medium of instruction. The English curriculum in the Philippines was created by the Department of Secondary Education for pupils to learn both in school and outside (Gatil, 2021).

In secondary schools, the desired outcomes of learning, understanding, and essential questions are taught in stage 1, while the assessment and product phase occurs in stage 2, and finally, learning plans for instructional activities for the student's needs are provided in stage 3 (Turmudi & Hajan, 2020).

The class size is usually 30 or more, which makes English teaching more difficult. However, the most important aspect of English education that helps teachers is that because English is a second language and a *lingua franca* in the Philippines, the instruction becomes more accessible (Barrot, 2019).

The Evaluation of the ELT Curriculum in the Philippines

Implementing the K-12 Law in 2013 provided a system known as ‘KPUP’ (Knowledge, Performance, Understanding, and Performances) (Espino et al., 2021). However, the ranking system was confusing and ineffective. The classroom-based evaluation supervised by a teacher is considered to work after multiple adjustments; yet, this system also does not meet the needs of English language teaching.

Even if a different method is employed, the multiple-choice format test is the most commonly used. Because university entrance exams, national board examinations, and job applications largely consist of multiple-choice style tests, performance-based assessments are also used.

There is criticism over testing methods, as the sample examinations aim to emphasize the importance of Standard English in academic and formal settings, but fail to raise awareness among Filipino students about the communicative roles of the local variant of English. Moreover, the examinations under examination seem to primarily focus on grammatical accuracy, so disregarding the communicative aspect of language (Bernardo, 2017).

Because English is a *lingua franca*, a second language, and the medium of teaching, it may be assumed that assessments and evaluations are uncommon in ELT, although exams are used in all schools. In general, ELT evaluation is utilized for the curriculum to see how students grow in their learning. However, because the multiple-choice format is easier to assess and common in the country, all teachers and schools utilize it (Espino et al., 2021).

Generally viewed, the Philippines has launched English curriculum revisions in order to successfully react to the demands of 21st century education and the country’s present educational issues, such as poor achievement test scores and a crowded curriculum. Overall, the current curriculum may benefit from greater clarity, specificity, and internal consistency, as well as the incorporation of several key principles of 21st century learning and language teaching and learning.

It may be argued that there is a problem with the relatively short instructional time. During the 40-week academic year, students received

around 160 hours of instruction at the LAMC. This amounted to four hours of interaction per week. Unless out-of-class activities that expose students to L2 samples are explicitly given, the reduction in the English subject results in fewer contact hours than are required to show measurable development.

It is also emphasized that an evidence-based curriculum is required. This can be accomplished through a series of studies that will provide valuable data for curriculum improvement. It is proposed that future studies go beyond simple curriculum analysis by conducting empirical studies on how curriculum, teaching, learning, and assessment are realized in the Philippine context through the eyes of teachers, students, parents, and school administrators who bring their own knowledge, perspectives, experience, and values to the task (Barrot, 2019).

The Comparison of ELT Curriculum in Japan, the Philippines and Turkey

As can be observed from the information above on Japanese and Philippine ELT curricula, this study attempted to investigate countries from various areas of Asia, such as East Asia, Japan, and South Asia, the Philippines, based on levels of proficiency on the EFI EPI, 2022. Because the author of the chapter has been teaching English for over 30 years and has extensive knowledge of the ELT curriculum in Turkey, a brief comparison has been included at the end of the chapter.

Despite being in diverse parts of the world, English language teaching in all countries, including Turkey, is relatively similar. All of the countries studied previously used the Grammar Translation Method extensively, but with the development of new curricula and changes in ELT around the world, they have changed their perspectives on ELT and moved to communicative methods such as communicative language teaching, communicative-based classroom models, and student-centered approaches. Turkey and the Asian countries concerned have had nearly identical teaching and learning environments in the past and today. Coursebooks are widely used in Japan, the Philippines, and Turkey. The lessening of reliance on coursebooks is likely to be seen in the near future with the deployment of the CLT method and student-centered classroom instruction, but it is not erroneous to argue that the habit of relying on coursebooks and printed materials cannot be easily abandoned.

The new curriculum modifications are expected to raise awareness of English language teaching, particularly in Japan and Turkey. In most cases, including English language learning and teaching, both countries are

conservative. Implementing new curricula in all of the countries mentioned may make it easier for instructors to teach English, but new tactics, methods, and approaches, such as CLIL, should also be considered.

The evaluation processes employed by the aforementioned countries exhibit notable similarities due to their shared approaches and selected methodologies. Despite the stated objectives in the curricula of these countries, which emphasize the importance of evaluating four skills and employing communicative assessment, the implementation of these curricula is hindered by various constraints. These constraints include large class sizes, limited access to technology in schools, and teachers adhering to traditional teaching methods. Consequently, outdated and classical assessment methods from previous curricula persist, such as test-based evaluations that lack speaking and listening components, multiple-choice assessments, and a heavy emphasis on rote memorization of vocabulary and grammar.

In conclusion, it can be inferred that the aforementioned countries, along with Turkey, have employed comparable tactics, approaches, and procedures. The ELT curricula in Japan and Turkey and even in the Philippines share similarities in terms of their objectives, content, teaching and learning situations, and evaluation. However, in order to achieve higher proficiency levels, according to the EFI EPI 2022, countries, especially Japan and Turkey, need to review and update their ELT curricula. It is essential that the revised curricula are effectively implemented and kept up-to-date.

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