Japanese young learners spend time on language learning in after school English classes. To meet this demand, a small, private language school was launched in Nagoya in 1997.

Why has this school been chosen by local people for two decades?

**School History:** Yoko Takano opened the school and has been teaching various levels of students for two decades.

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### Introduction

30 students (16 males and 14 females, aged from 10-18) participated in the interview to describe the classroom materials, teaching methods, assessments and other elements in their learning. In addition, their parents (10 mothers) answered the questionnaire to support the research. Therefore, to explain why the school has been welcomed by the community for such a long time, both quantitative and qualitative data were collected by the presenter/researcher. While there are limitations to this study, by reviewing the comments of students and their parents, it seems their experience has been meaningful for the young learners in the community.

### Our school’s Role

- ![Help learning ▪ Support special needs students (bullied or ADHD)]()
- ![Consulting (overseas study, exams) ▪ Exposure to intercultural materials](https://www.example.com)

### Methodology

- **1997-2004** Audio Lingual Methods (ALM)  
  Songs, Chants, Games (SCG)
- **2005-2014** ALM & Grammar Translation Method  
  SCG + grammar lessons
- **2015-2019** Communicative Language Teaching  
  4 skills learning

### Feature

Students can keep on learning from 2 to 18 years old, because the teacher has knowledge to cover each context. Some students have been learning English for more than 10 years.

- S1: 2-18 (start age ---- graduate age )
- S2: 3-18
- S3: 3-17
- S4: 8-18
- S5: 10-18

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### Methods and Results

30 students (16 males and 14 females, aged from 10-18) participated in the interview to describe the classroom materials, teaching methods, assessments and other elements in their learning. In addition, their parents (10 mothers) answered the questionnaire to support the research. Therefore, to explain why the school has been welcomed by the community for such a long time, both quantitative and qualitative data were collected by the presenter/researcher. While there are limitations to this study, by reviewing the comments of students and their parents, it seems their experience has been meaningful for the young learners in the community.

### 20-year recipe (Conclusions)

**Activities are fun and useful for communication. (13yrs)**

**Debate session is exciting. (17yrs)**

**Performance tests give me pressure but I like! (15yrs)**

**Students can keep on learning from 2 to 18 years old, because the teacher has knowledge to cover each context. Some students have been learning English for more than 10 years.**

**Extensive Reading and book talk are interesting. (10yrs)**

**The school events raise global awareness(M)**

**Feeling happy to see the speaking test video of my children(M)**

**Thanks to the class, my children come to like English lessons in JH.(M)**

**Best 3 Classroom activities**

- **10-12 yrs**  
  :Game  
  :ER  
  :Writing

- **13-15 yrs**  
  :Speaking test  
  :FFI  
  :Game

- **16-18 yrs**  
  :Debate  
  :Writing  
  :Speaking test

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### Reference

**Input-based Tasks in Foreign Language Instruction for Young Learners**  
(Shintani 2016)