



# CREATE Lessons

Certification Recognizing English Assistant Teacher Excellence

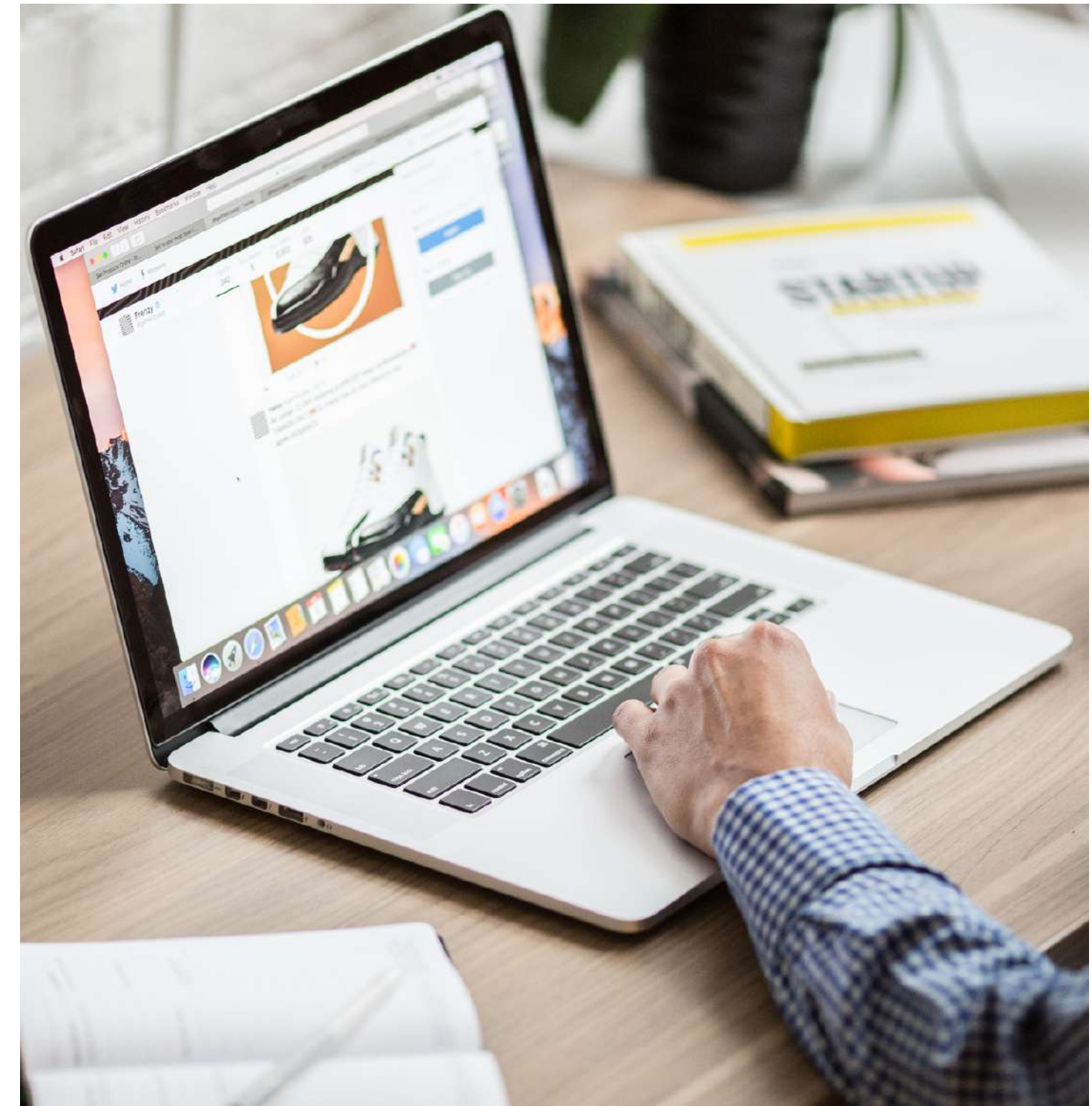
## ALT Advancement Course

Certification test for foreign  
Native English Teachers (NET)  
for work in Japanese public schools

**Developed by the 国際理解教育支援協会  
Association for Supporting International Education (ASIE)**

# Table of Contents:

1. Introduction
2. Course Overview
3. Screening Candidates
4. Writing Course
5. Essay
6. Phonics Course
7. Listening Comprehension Course
8. 40 Question Multiple Choice Questions
9. Japanese Language Course
10. Understanding of MEXT



# Introduction

Welcome to the ALT Professional Development Manual! This manual is designed to provide ALTs (Assistant Language Teachers) with valuable skills and knowledge to enhance their abilities in the classroom. The course modules covered in this manual aim to prepare ALTs for future career advancements in education or other fields in Japan.

# Course Overview

The ALT Professional Development course consists of several modules focusing on teaching and professional growth aspects. Each module is designed to build upon the skills and knowledge gained in the previous one. The course modules are as follows:

- Screening Candidates
- Writing Course:
- Essay:
- Phonics Course
- Listening Comprehension Course
- Working at schools



By completing the ALT Professional Development courses, you will gain valuable skills and knowledge that will not only enhance your performance as an ALT but also open doors for career advancement within the field of education or other fields in Japan. This manual beneficial in your professional growth journey.



## Screening Candidates

To qualify for the ALT Professional Development course, candidates must successfully pass a screening process with high marks. The screening process assesses the candidates' suitability and potential for advanced learning. Those who pass the screening become eligible to proceed with the advanced course.



## Writing

The Writing Course aims to enhance ALTs' writing skills, enabling them to communicate their thoughts and ideas effectively. This module focuses on writing styles, techniques, and best practices for creating engaging and coherent written content.



## Essay

The Essay module focuses on developing the candidates' thought processes and critical thinking skills. ALTs will learn to structure and articulate their ideas effectively through essay writing. This module encourages deep reflection and expression of personal perspectives.



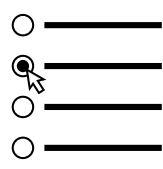
## Phonics

Phonics is considered important in many countries, including Japan. Phonics is a method of hearing the correct sounds. It helps children develop the skills to recognize and decode words by breaking them down into individual sounds.



## Listening Comprehension

The Writing Course aims to enhance ALTs' writing skills, enabling them to communicate their thoughts and ideas effectively. This module focuses on writing styles, techniques, and best practices for creating engaging and coherent written content.



## Multiple Choice Questions

The Writing Course aims to enhance ALTs' writing skills, enabling them to communicate their thoughts and ideas effectively. This module focuses on writing styles, techniques, and best practices for creating engaging and coherent written content.



## Japanese Language

The Writing Course aims to enhance ALTs' writing skills, enabling them to communicate their thoughts and ideas effectively. This module focuses on writing styles, techniques, and best practices for creating engaging and coherent written content.



## MEXT and CREATE Combo

By combining the resources and guidelines provided by MEXT with the professional development opportunities offered by CREATE, ALTs can enhance their teaching abilities and contribute to a successful English language education system.

Before enrolling candidates in the ALT Professional Development program, verifying that they satisfy the fundamental prerequisites for being an ALT in Japan is essential. This initial evaluation is vital in identifying candidates who can thrive in the role. The evaluation involves appraising the candidates' competence in fundamental grammar skills.

## Basic Grammar and Reading Comprehension Assessment

- Before proceeding to the next stage of the evaluation process, it is important to assess candidates' understanding of basic grammar and reading comprehension skills.
- This assessment will ensure that candidates have a solid foundation in grammar and can effectively comprehend English

Elementary School Level
Japanese Level 3 out of 10
Grammar: 6 or above out of 10
Reading Level: 2 or above out of 3
Spelling: 6 out of 8 words

Junior High School Level
Level 1 and above Japanese Level
Grammar: 8 out of 10
Reading Level: 3
Spelling: 7 out of 8

## Prepared Reading Test

Objective: Evaluate candidates' grammar understanding and reading comprehension skills.

- Reading passage that covers various grammar concepts and requires candidates to answer comprehension questions based on the passage.
- The passage should assess candidates' understanding of grammar rules, vocabulary usage, and their ability to articulate English effectively.

Once upon a time, a little girl named Ten lived in the land of Five. She loved to travel and explore different countries. One day, she visited the magical land of Seven, with gold-paved streets. In Seven, Ten met a talking kangaroo from Australia, who offered to be her guide. They hopped through the Outback, counting 1, 2, 3 kangaroos along the way. Next, they flew to Japan, witnessing a parade of 4, 5, and 6 colorful koi fish swimming gracefully in a pond. Their journey continued to Egypt, where they marveled at the magnificent pyramids, standing tall like giant 1, 2, 3 mountains in the desert. Finally, they reached Brazil, where Ten danced to the lively beat of the 4, 5, 6 samba dancers, twirling and spinning in their vibrant costumes. After a remarkable adventure, Ten returned home to Five, grateful for her incredible experiences and memories in the magical lands of numbers and countries.

## Spelling Accuracy Evaluation

Objective: To evaluate candidates' spelling accuracy

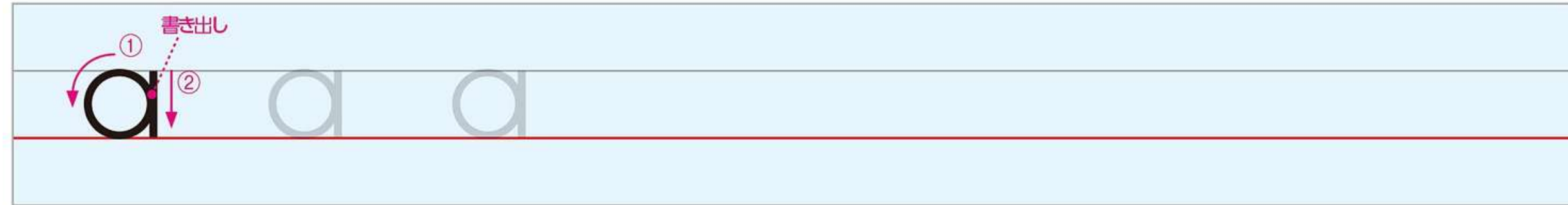
Choose 8 of the following words from different levels randomly and have candidates repeat the word and then spell it verbally.

Easy	Necessary	Separate	Weird	Beautiful	Restaurant	Believe	February	Wednesday
Hard	Pronunciation	Exaggerate	Broccoli	Committed	Accommodate	Guarantee	Rhythm	Tomorrow



## Writing Practices

Japanese people place great importance on writing skills, and it is crucial to ensure that the correct writing order is followed. In this course, we will focus on re-teaching the writing order, demonstrate how to write correctly on four lines and provide guidance on writing effectively on the chalkboard. For each letter, trace it two times and handwrite it three times.







# Writing Practices

f f f

g g g

h h h

i i i

j j j

k k k



# Writing Practices

Handwriting practice row for the letter 'l'. It features a solid black 'l' with a pink arrow and the number '1' indicating a downward stroke. To its right are two faint grey 'l's for tracing. Below the letters is a red horizontal line, and the rest of the row is blank for independent practice.

Handwriting practice row for the letter 'm'. It features a solid black 'm' with pink arrows and numbers '1', '2', and '3' indicating the stroke order: a downward stroke, followed by two humps. To its right are two faint grey 'm's for tracing. Below the letters is a red horizontal line, and the rest of the row is blank for independent practice.

Handwriting practice row for the letter 'n'. It features a solid black 'n' with pink arrows and numbers '1' and '2' indicating the stroke order: a downward stroke, followed by a hump. To its right are two faint grey 'n's for tracing. Below the letters is a red horizontal line, and the rest of the row is blank for independent practice.

Handwriting practice row for the letter 'o'. It features a solid black 'o' with a pink arrow and the number '1' indicating a counter-clockwise circular stroke. To its right are two faint grey 'o's for tracing. Below the letters is a red horizontal line, and the rest of the row is blank for independent practice.

Handwriting practice row for the letter 'p'. It features a solid black 'p' with pink arrows and numbers '1' and '2' indicating the stroke order: a downward stroke, followed by a counter-clockwise circular stroke. To its right are two faint grey 'p's for tracing. Below the letters is a red horizontal line, and the rest of the row is blank for independent practice.

Handwriting practice row for the letter 'q'. It features a solid black 'q' with pink arrows and numbers '1' and '2' indicating the stroke order: a downward stroke, followed by a counter-clockwise circular stroke. To its right are two faint grey 'q's for tracing. Below the letters is a red horizontal line, and the rest of the row is blank for independent practice.



# Writing Practices

Handwriting practice row for the letter 'r'. It features a solid black 'r' with stroke order arrows and numbers (1 for the vertical stem, 2 for the curve), followed by two grey 'r's for tracing. The row is set on a four-line grid with a red baseline.

Handwriting practice row for the letter 's'. It features a solid black 's' with stroke order arrows and numbers (1 for the starting point), followed by two grey 's's for tracing. The row is set on a four-line grid with a red baseline.

Handwriting practice row for the letter 't'. It features a solid black 't' with stroke order arrows and numbers (1 for the vertical stem, 2 for the top bar), followed by two grey 't's for tracing. The row is set on a four-line grid with a red baseline.

Handwriting practice row for the letter 'u'. The background is shaded light blue. It features a solid black 'u' with stroke order arrows and numbers (1 for the vertical stem, 2 for the curve), followed by two grey 'u's for tracing. The row is set on a four-line grid with a red baseline.

Handwriting practice row for the letter 'v'. It features a solid black 'v' with stroke order arrows and numbers (1 for the left stroke, 2 for the right stroke), followed by two grey 'v's for tracing. The row is set on a four-line grid with a red baseline.

Handwriting practice row for the letter 'w'. It features a solid black 'w' with stroke order arrows and numbers (1, 2, 3, 4 for the four strokes), followed by two grey 'w's for tracing. The row is set on a four-line grid with a red baseline.



# Writing Practices

Handwriting practice row for the letter X. It features a large black 'X' with stroke order arrows: ① for the top-left to bottom-right diagonal, and ② for the top-right to bottom-left diagonal. To its right are two grey 'X' characters for tracing. The row is set within a four-line grid with a red baseline.

Handwriting practice row for the letter Y. It features a large black 'Y' with stroke order arrows: ① for the left diagonal down, ② for the right diagonal down, and ③ for the vertical stem. To its right are two grey 'Y' characters for tracing. The row is set within a four-line grid with a red baseline.

Handwriting practice row for the letter Z. It features a large black 'Z' with stroke order arrows: ① for the top horizontal stroke, ② for the diagonal downstroke, and ③ for the bottom horizontal stroke. To its right are two grey 'Z' characters for tracing. The row is set within a four-line grid with a red baseline.

Handwriting practice row for the letter A. It features a large black 'A' with stroke order arrows: ① for the left diagonal down, ② for the right diagonal down, and ③ for the horizontal crossbar. The text '書き出し' (Start writing) is written in pink above the first stroke. To its right are two grey 'A' characters for tracing. The row is set within a four-line grid with a red baseline.

Handwriting practice row for the letter B. It features a large black 'B' with stroke order arrows: ① for the vertical stem down, ② for the top curve, and ③ for the bottom curve. To its right are two grey 'B' characters for tracing. The row is set within a four-line grid with a red baseline.

Handwriting practice row for the letter C. It features a large black 'C' with a stroke order arrow: ① for the counter-clockwise curve. To its right are two grey 'C' characters for tracing. The row is set within a four-line grid with a red baseline.



# Writing Practices

Capital letter D tracing practice. The first row shows a solid black 'D' with stroke order arrows: 1 (vertical line down) and 2 (curved line from top to bottom). This is followed by two rows of three light gray 'D's for tracing on a set of three horizontal lines.

Capital letter E tracing practice. The first row shows a solid black 'E' with stroke order arrows: 1 (vertical line down), 2 (top horizontal line right), 3 (middle horizontal line right), and 4 (bottom horizontal line right). This is followed by two rows of three light gray 'E's for tracing on a set of three horizontal lines.

Capital letter F tracing practice. The first row shows a solid black 'F' with stroke order arrows: 1 (vertical line down), 2 (top horizontal line right), and 3 (middle horizontal line right). This is followed by two rows of three light gray 'F's for tracing on a set of three horizontal lines.

Capital letter G tracing practice. The first row shows a solid black 'G' with stroke order arrows: 1 (curved line counter-clockwise) and 2 (short horizontal line right). This is followed by two rows of three light gray 'G's for tracing on a set of three horizontal lines.

Capital letter H tracing practice. The first row shows a solid black 'H' with stroke order arrows: 1 (left vertical line down), 2 (right vertical line down), and 3 (horizontal crossbar right). This is followed by two rows of three light gray 'H's for tracing on a set of three horizontal lines.

Capital letter I tracing practice. The first row shows a solid black 'I' with stroke order arrows: 1 (vertical line down), 2 (top horizontal bar right), and 3 (bottom horizontal bar right). This is followed by two rows of three light gray 'I's for tracing on a set of three horizontal lines.



# Writing Practices

Handwriting practice row for the capital letter J. It features a solid black 'J' with a pink arrow and the number 1 indicating the downward stroke, followed by two grey 'J's for tracing. The row is set on a three-line grid with a red baseline.

Handwriting practice row for the capital letter K. It features a solid black 'K' with pink arrows and numbers 1, 2, and 3 indicating the stroke order: a vertical line down, a diagonal line down to the right, and a diagonal line up to the right. This is followed by two grey 'K's for tracing. The row is set on a three-line grid with a red baseline and a light blue shaded area below the baseline.

Handwriting practice row for the capital letter L. It features a solid black 'L' with pink arrows and numbers 1 and 2 indicating the stroke order: a vertical line down followed by a horizontal line to the right. This is followed by two grey 'L's for tracing. The row is set on a three-line grid with a red baseline.

Handwriting practice row for the capital letter M. It features a solid black 'M' with pink arrows and numbers 1, 2, 3, and 4 indicating the stroke order: a vertical line down on the left, a diagonal line down to the right, a diagonal line up to the right, and a vertical line down on the right. This is followed by two grey 'M's for tracing. The row is set on a three-line grid with a red baseline.

Handwriting practice row for the capital letter N. It features a solid black 'N' with pink arrows and numbers 1, 2, and 3 indicating the stroke order: a vertical line down on the left, a diagonal line down to the right, and a vertical line down on the right. This is followed by two grey 'N's for tracing. The row is set on a three-line grid with a red baseline.

Handwriting practice row for the capital letter O. It features a solid black 'O' with a pink arrow and the number 1 indicating a counter-clockwise circular stroke. This is followed by two grey 'O's for tracing. The row is set on a three-line grid with a red baseline.



# Writing Practices

Capital letter P writing practice. The first row shows a large 'P' with stroke order arrows: 1 (vertical line down) and 2 (curved top). This is followed by two rows of three smaller 'P's for tracing, and a final empty row for independent practice.

Capital letter Q writing practice. The first row shows a large 'Q' with stroke order arrows: 1 (counter-clockwise circle) and 2 (short diagonal tail). This is followed by two rows of three smaller 'Q's for tracing, and a final empty row for independent practice.

Capital letter R writing practice. The first row shows a large 'R' with stroke order arrows: 1 (vertical line down), 2 (curved top), and 3 (diagonal leg). This is followed by two rows of three smaller 'R's for tracing, and a final empty row for independent practice.

Capital letter S writing practice. The first row shows a large 'S' with stroke order arrow: 1 (continuous S-curve). This is followed by two rows of three smaller 'S's for tracing, and a final empty row for independent practice.

Capital letter T writing practice. The first row shows a large 'T' with stroke order arrows: 1 (vertical line down) and 2 (horizontal top bar). This is followed by two rows of three smaller 'T's for tracing, and a final empty row for independent practice.

Capital letter U writing practice. The first row shows a large 'U' with stroke order arrow: 1 (continuous U-curve). This is followed by two rows of three smaller 'U's for tracing, and a final empty row for independent practice.



# Writing Practices

Capital letter V writing practice. The first row shows a solid black 'V' with stroke order arrows: 1 (down-left) and 2 (down-right). This is followed by two rows of grey 'V' characters for tracing on a four-line grid.

Capital letter W writing practice. The first row shows a solid black 'W' with stroke order arrows: 1 (down-left), 2 (down-right), 3 (down-left), and 4 (down-right). This is followed by two rows of grey 'W' characters for tracing on a four-line grid.

Capital letter X writing practice. The first row shows a solid black 'X' with stroke order arrows: 1 (down-left) and 2 (down-right). This is followed by two rows of grey 'X' characters for tracing on a four-line grid.

Capital letter Y writing practice. The first row shows a solid black 'Y' with stroke order arrows: 1 (down-left), 2 (down-right), and 3 (down). This is followed by two rows of grey 'Y' characters for tracing on a four-line grid.

Capital letter Z writing practice. The first row shows a solid black 'Z' with stroke order arrows: 1 (right), 2 (down-left), and 3 (right). This is followed by two rows of grey 'Z' characters for tracing on a four-line grid.





**Write the following sentences on the lines.**

**I hope tomorrow will be the best day of my life.**

---

---

---

---

**Why do I have to write this down?**

---

---

---

---

**I didn't know writing on four lines was fun.**

---

---

---

---

**I feel like a kid again.**

---

---

---

---



The CREATE program presents a valuable chance for you to develop your skills as an Assistant Language Teacher, leading to promising opportunities. To assess your thought process and evaluate your handwriting, please follow the instructions below:

**Choose Three Prompts:** Select any three you feel comfortable responding to from the list of six prompts. Make sure to allocate 15 minutes for each of your chosen topics.

**Neat Handwriting:** Write your responses neatly on the designated lines provided for each prompt. Please remember your handwriting will be evaluated, so please strive for clarity and legibility.

**Time Limit:** You have 30 minutes to complete the task. Please be mindful of the time and manage it effectively to ensure you address all the chosen prompts within the given timeframe.

**Break:** After completing the writing task, a ten-minute break will be provided to relax and rejuvenate.

**Group Discussion:** Following the break, there will be a 30-minute group discussion where we will collectively review and discuss the answers. This session aims to foster a collaborative learning environment and enhance our understanding of different perspectives.

Please refer to the detailed instructions provided for more information and specific prompts.

# Essay



# Essay Topics

## **Introduction to Your Class:**

You are about to meet one of your classes for the first time, with only a few minutes to introduce yourself. Discuss the three things you want to say to the students and explain why you chose these particular reasons.

## **Learning from Students:**

Some argue that teachers can learn just as much from their students as they learn from them. Reflect on what you hope to learn during your upcoming year in Japanese schools and how the students can contribute to your personal and professional growth.

## **Dealing with an Unfriendly Teacher:**

Within the school staff, one teacher comes across as unfriendly and intimidating. Share your approach to handling this particular teacher and foster a positive working relationship within the school environment.

## **Motivating Students:**

Motivating students is crucial to an Assistant Language Teacher's job. Recollect a teacher who inspired and motivated you during your school years. Explain how you would employ similar strategies to motivate your students and create an engaging learning environment.

## **Personal Teaching Style and Skills:**

Every teacher possesses a unique style and personality. Describe the kind of teacher you aspire to be and outline the skills that will aid you in achieving your teaching goals. Discuss how your teaching style and skills will positively impact the student's learning experience.

## **Engaging Students with Differing Interests:**

Imagine having a junior high school class of 30 students, where half of them are interested in English while the other half lack enthusiasm. Propose effective strategies to engage and connect with both groups of students, ensuring that all students feel included and motivated to learn.



# Phonics

## **In Japan, teaching phonics is beneficial for several reasons:**

### **Improved Pronunciation**

Japanese is a syllabic language with a different phonetic system from English. Learning phonics can help Japanese students improve their pronunciation and intonation when speaking English by understanding the sound-symbol correspondence in the English language.

### **Reading Skills Development**

Phonics instruction helps children learn to read more effectively by enabling them to recognize and sound out words. It gives them the tools to decode unfamiliar words independently and increases their reading fluency.

### **Enhanced Spelling Abilities:**

Phonics instruction also contributes to improved spelling skills. Students can understand the relationship between sounds and letters. This knowledge becomes especially valuable as they progress to more complex vocabulary.

### **Vocabulary Expansion:**

Phonics instruction assists students in expanding their vocabulary. By decoding words based on their phonetic patterns, students can identify root words, prefixes, and suffixes, which aids in understanding the meaning of unfamiliar words. This process strengthens their overall reading comprehension.

### **Independent Learning:**

Phonics empowers students to become independent readers. Once they grasp the fundamental phonetic principles, they can apply them to decode words they have never encountered. This ability fosters a sense of confidence and encourages a lifelong love for reading.

It is worth noting that while phonics is important, it should not be the sole focus of reading instruction. A well-rounded approach to reading also includes other strategies such as comprehension skills, vocabulary development, and exposure to a wide range of literature. Nonetheless, incorporating phonics into the curriculum provides a strong foundation for reading proficiency in English for Japanese students.

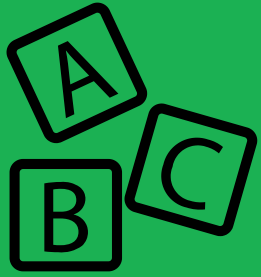


# Phonics (Test)

## In Japan, teaching phonics is beneficial for several reasons:

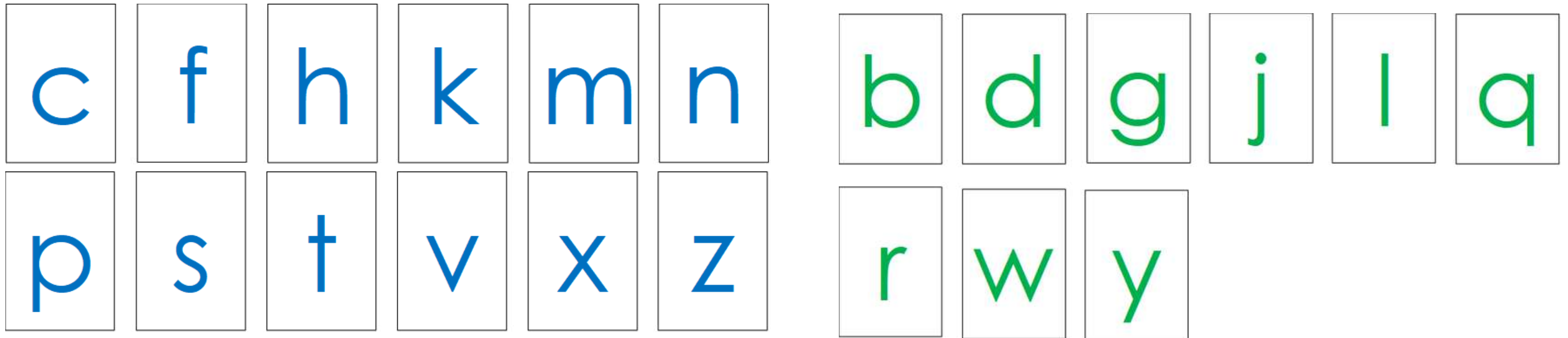
- 1) What is the main goal of learning phonics for Japanese students when studying English?
  - a) Improving writing skills
  - b) Enhancing pronunciation and intonation
  - c) Expanding vocabulary
- 2) How does phonics instruction help children improve their reading skills?
  - a) By teaching them advanced grammar rules
  - b) By enabling them to recognize and sound out words
  - c) By focusing on speed reading techniques
- 3) What is one benefit of phonics instruction for spelling abilities?
  - a) Teaching the relationship between sounds and letters
  - b) Providing exercises for improving handwriting
  - c) Introducing different writing styles
- 4) How does phonics instruction assist in vocabulary expansion?
  - a) By teaching students foreign languages
  - b) By helping them understand the meanings of unfamiliar words
  - c) By encouraging creative writing skills
- 5) What does phonics instruction empower students to become?
  - a) Independent learners
  - b) Skilled mathematicians
  - c) Proficient speakers
- 6) Which aspect should be included in a well-rounded reading instruction besides phonics?
  - a) Comprehension skills
  - b) Listening skills
  - c) Grammar rules
- 7) How does phonics contribute to a lifelong love for reading?
  - a) By teaching students different reading techniques
  - b) By fostering confidence in independent reading
  - c) By focusing on reading speed improvement
- 8) What is the recommended approach to reading instruction besides phonics?
  - a) Exclusively focusing on phonics
  - b) Ignoring vocabulary development
  - c) Incorporating various strategies and exposure to literature
- 9) What does phonics instruction provide for Japanese students studying English?
  - a) A foundation for reading proficiency
  - b) Advanced grammar exercises
  - c) Writing techniques for academic essays
- 10) Why is it important to incorporate phonics into the curriculum students studying English?
  - a) It helps improve their native language skills
  - b) It gives them a better understanding of English grammar
  - c) It provides a strong foundation for reading and pronunciation

**(Note: The correct answers are: 1-b, 2-b, 3-a, 4-b, 5-a, 6-a, 7-b, 8-c, 9-a, 10-c)**



# Phonics

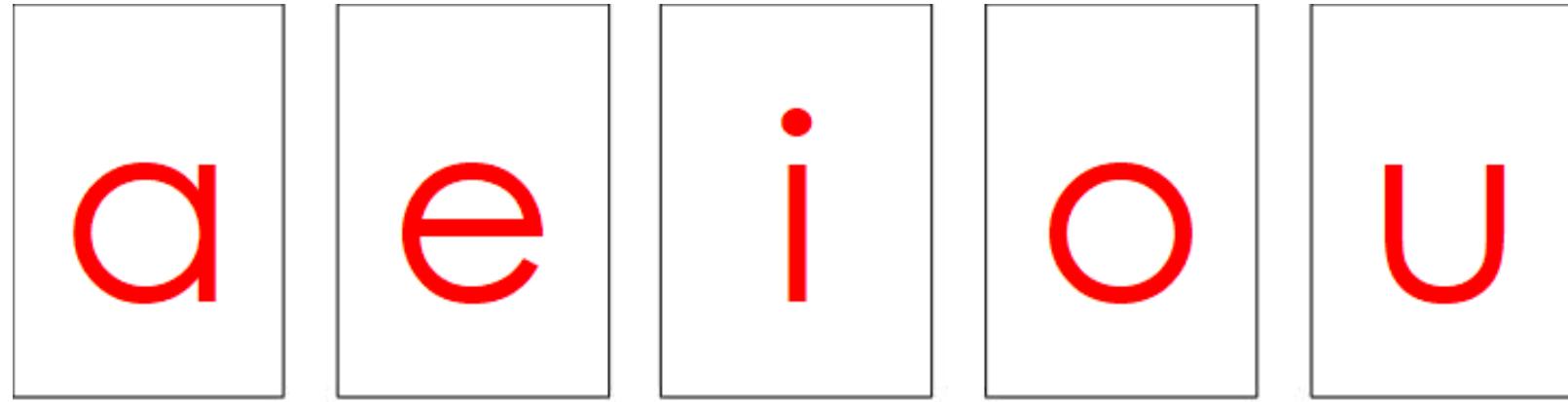
In this segment, we will delve into enhancing students' speaking proficiency. Acquiring these phonetic skills gradually will facilitate the students' sound abilities and improve their overall English language proficiency. Initially, we will engage in a practice session where each sound will be enunciated while being visually pointed out. Ensuring that the students accurately reproduce the correct sound is crucial, as any exaggerated intonation may lead them to mimic incorrect phonetic patterns. Therefore, it is very important that you, as the instructor, diligently impart the correct pronunciation to the students.



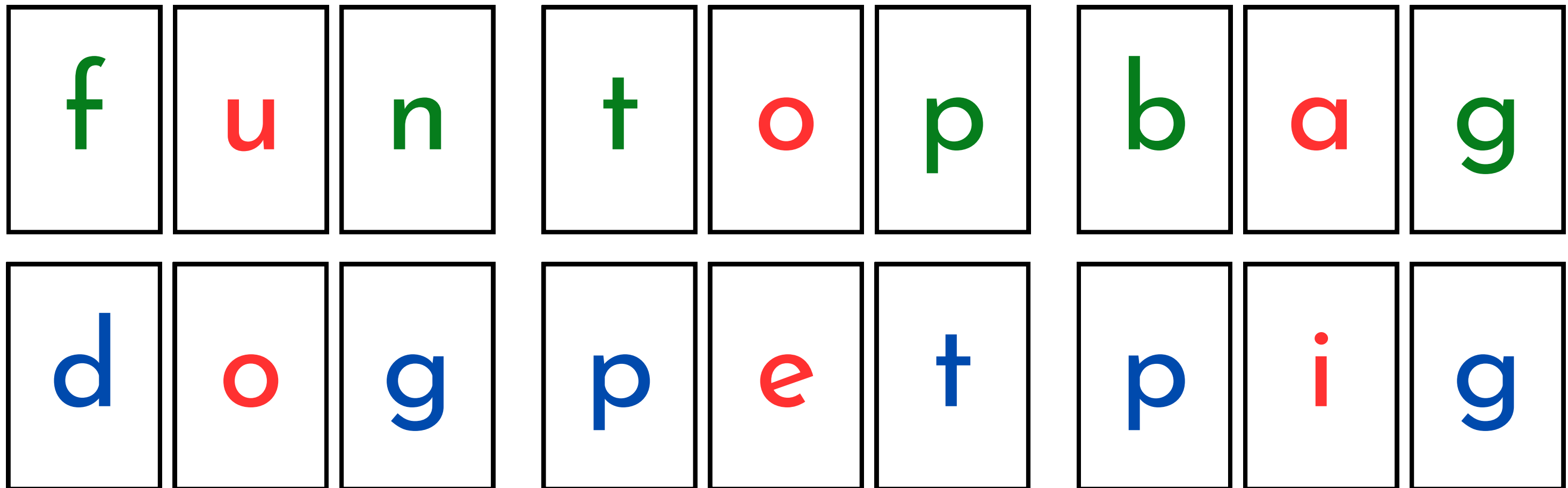


# Phonics

We will focus exclusively on studying the fundamental aspects of this sound. The brief sounds for practice will include a, such as in apple, e, such as in egg, i, such as in ink, o, such as in octopus, and u, such as in umbrella.



After the students become proficient in producing the sounds through various games and activities, they can progress to constructing three-letter words.





# Phonics

For more advanced student or junior high students can learn the long sounds of the vowels.

<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
a_e	e_e	i_e	o_e	u_e
ai	ee	ie	oa	ue
ay	ea	igh	ow	ui
	y	y	oe	ew

Controlled vowels

<b>ar</b>	<b>er</b>	<b>ir</b>	<b>or</b>	<b>ur</b>
-----------	-----------	-----------	-----------	-----------

Diphthongs





Listening comprehension for Assistant Language Teachers (ALTs) is crucial for several reasons:

**Effective Communication:**

Listening comprehension enables ALTs to understand what students, teachers, and other staff members are saying. It allows them to comprehend instructions, questions, and conversations accurately, leading to effective communication in the classroom and beyond.

**Classroom Management:**

By understanding students' spoken language, ALTs can better manage the classroom. They can respond appropriately to students' needs, provide assistance, and address any misunderstandings promptly. This contributes to a positive and productive learning environment.

**Adaptation and Adjustment:**

Listening comprehension helps ALTs adapt to the students' language level, pace, and cultural nuances. By understanding their spoken language, ALTs can tailor their teaching approaches, materials, and activities accordingly. This flexibility enhances the learning experience and fosters rapport with students.

**Pronunciation and Accent Improvement:**

Listening to native speakers and mimicking their pronunciation helps ALTs refine their own pronunciation skills. It allows them to recognize and reproduce the correct sounds, intonation patterns, and speech rhythms, enhancing their overall language proficiency.

**Cultural Understanding:**

Listening comprehension provides insights into the local culture and customs. ALTs can grasp idiomatic expressions, cultural references, and social cues through listening, enabling them to better connect with students and the broader community.

In summary, strong listening comprehension skills empower ALTs to communicate effectively, manage classrooms efficiently, adapt to students' needs, improve their own language abilities.



# Test Questions

### Listen to Story 1

Question 1: According to the passage, how many people in the United States drive to work alone every day?

- a) 1 million
- b) 10 million
- c) 50 million
- d) 100 million

Question 2: What does the author suggest about commuting to work?

- a) It can be a pleasant experience.
- b) It is the most efficient way to travel.
- c) There must be a better alternative.
- d) It is enjoyable to sit in traffic.

### Listen to Story 2

Question 1: According to the passage, what is one of the main causes of global warming?

- a) Deforestation
- b) Natural climate cycles
- c) Use of fossil fuels
- d) Solar activity

Question 2: What is the general attitude towards the use of fossil fuels mentioned in the passage?

- a) It is necessary for economic growth.
- b) It has no impact on global warming.
- c) It should be continued despite the risks.
- d) It should be replaced with eco-friendly alternatives.

### Listen to Story 3

Question 1: When was the frozen mammoth discovered in Russia?

- a) 2005
- b) 2007
- c) 2010
- d) 2012

Question 2:

Who stumbled upon the body of the baby mammoth?

- a) Yuri Khudi, a hunter
- b) A group of scientists
- c) A local villager
- d) An archeological team



# Trainer's Script

## Listen to Story 1

Get out of your car! Every day 100 million people in the United States get into their cars and drive to work alone. They sit in their cars on crowded roads, moving slowly. They look at all the other people alone in their cars, too. There must be a better way to get to work!

Answers: Question 1: d) 100 million Question 2: c) There must be a better alternative.

## Listen to Story 2

Most scientists now agree that global warming is real. The temperature of the earth has been rising year by year to dangerously high levels. One of the main causes is thought to be the use of fossil fuels. Rather than continue to rely on such fuels, many people now seek more eco-friendly sources of energy.

Answers: Question 1: c) Use of fossil fuels Question 2: d) It should be replaced with eco-friendly alternatives.

## Listen to Story 3

In 2007, a frozen mammoth was found in Russia. It was in excellent condition. Its discovery surprised people around the world. In May 2007, an Inuit man was hunting in northwestern Siberia. His name was Yuri Khudi, and he was looking for reindeer. Suddenly, he saw something on the bank of a river. It was the body of a dead animal. At first, he could not see it very clearly. He thought it was perhaps a reindeer. But as he went closer, he saw thin hair on its skin and two small tusks. It was the body of a baby mammoth!

Answers: Question 1: b) 2007 Question 2: a) Yuri Khudi, a hunter



**ALTs (Assistant Language Teachers) in Japan, who assist in English language education, can greatly benefit from learning Japanese for the following reasons:**

**Effective Communication:**

Learning Japanese enables ALTs to communicate more effectively with Japanese students, teachers, and staff. While many Japanese students study English, their proficiency level may vary, and having the ability to converse in their native language can bridge any gaps in understanding, create stronger relationships, and facilitate smoother communication with teachers.

**Cultural Exchange:**

Understanding the Japanese language provides ALTs with a deeper insight into Japanese culture, customs, and traditions. It allows you to engage more meaningfully with the local community, appreciate cultural nuances, and develop a greater understanding and appreciation for the Japanese way of life.

**Professional Growth:**

Learning Japanese demonstrates a commitment to personal and professional growth. It shows dedication to the job and a willingness to adapt to the local context. Additionally, being bilingual or having knowledge of the local language can open up more opportunities for career advancement in other the fields of English language teaching in Japan.

**Daily Life and Integration:**

Learning Japanese makes daily life in Japan more enjoyable and convenient. It enables ALTs to navigate the local environment, such as using public transportation, shopping, dining out, and engaging in social activities. It also facilitates integration into the local community, making it easier to build relationships and make friends outside of work.

**Daily Life and Integration: Learning Japanese makes daily life in Japan more enjoyable and convenient. It enables ALTs to navigate the local environment, such as using public transportation, shopping, dining out, and engaging in social activities. It also facilitates integration into the local community, making it easier to build relationships and make friends outside of work.**



## Here's a quiz about the benefits of learning Japanese as an ALT

1. Why is learning Japanese beneficial for ALTs in Japan?
  - a) It helps ALTs teach English more effectively.
  - b) It enables ALTs to communicate with Japanese students, teachers, and staff.
  - c) It allows ALTs to understand Japanese culture without any language proficiency.
2. How does learning Japanese contribute to effective communication?
  - a) It helps ALTs bridge gaps in understanding with Japanese students.
  - b) It allows ALTs to communicate more effectively in English.
  - c) It is not necessary for ALTs to learn Japanese for effective communication.
3. What is one advantage of understanding the Japanese language as an ALT?
  - a) It allows ALTs to appreciate cultural nuances.
  - b) It hinders the development of relationships with the local community.
  - c) ALTs can only engage with students who speak English fluently.
4. What does learning Japanese demonstrate for ALTs?
  - a) A commitment to personal and professional growth.
  - b) A lack of interest in the local culture.
  - c) An inability to teach English effectively.
5. How does learning Japanese enhance daily life in Japan?
  - a) It makes ALTs more popular among Japanese students.
  - b) It helps ALTs navigate the local environment and engage in social activities.
  - c) It limits ALTs' interaction with the local community.
6. Why is it important for ALTs to engage in cultural exchange?
  - a) It allows ALTs to only appreciate their own culture.
  - b) It promotes stronger relationships with Japanese students.
  - c) ALTs are not required to engage in cultural exchange.
7. What opportunities can learning Japanese provide for ALTs?
  - a) It can only lead to career advancement in English language teaching in Japan.
  - b) It has no impact on career advancement.
  - c) It can open up more opportunities in various fields.
8. How does learning Japanese facilitate integration into the local community?
  - a) It makes it easier for ALTs to build relationships and make friends.
  - b) It creates a language barrier between ALTs and the local community.
  - c) ALTs are not expected to integrate into the local community.
9. What can ALTs do with knowledge of the local language?
  - a) They can only teach English more effectively.
  - b) They can communicate with the local community and navigate daily life.
  - c) Their career options become limited.
10. What benefits does learning Japanese provide for ALTs in Japan?
  - a) Effective communication, cultural exchange, professional growth, and daily life integration.
  - b) None of the above.
  - c) ALTs should only focus on teaching English and not learning Japanese.



# Test Answers

Answers:

- b) It enables ALTs to communicate with Japanese students, teachers, and staff.
- a) It helps ALTs bridge gaps in understanding with Japanese students.
- a) It allows ALTs to appreciate cultural nuances.
- a) A commitment to personal and professional growth.
- b) It helps ALTs navigate the local environment and engage in social activities.
- b) It promotes stronger relationships with Japanese students.
- c) It can open up more opportunities in various fields.
- a) It makes it easier for ALTs to build relationships and make friends.
- b) They can communicate with the local community and navigate daily life.
- a) Effective communication, cultural exchange, professional growth, and daily life integration.



## Self-introduction:

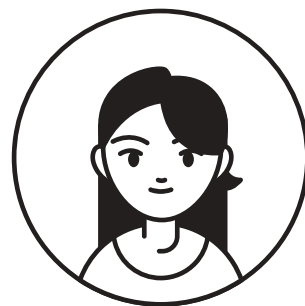
R: Jikoshōkai o onegaishimasu.  
(Introduce yourself, please.)

A: Hai, watashi no namae wa name to mōshimasu.  
Watashi wa (country) kara kimashita.  
Yoroshiku onegaishimasu.  
(Okay, my name is \_\_\_. I am from \_\_\_. Nice to meet you.)



## Hobbies:

Q: Shumi wa nan desu ka.  
(What are your hobbies?)  
A: Watashi no shumi wa haikingu desu.  
(My hobby is hiking.)



## Hobbies:

Q: Shumi wa nan desu ka.  
(What are your hobbies?)  
A: Watashi no shumi wa haikingu desu.  
(My hobby is hiking.)



## Favorite Food:

Q: Suki na tabemono wa nan desu ka.  
(What is your favorite food?)  
A: Watashi no suki na tabemono wa sukiyaki desu.  
(My favorite food is sukiyaki.)



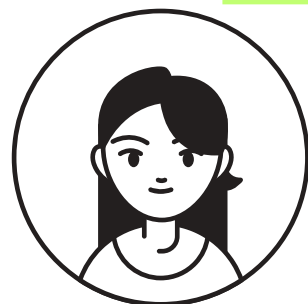


# Japanese Lesson



## Where did you come from?

Q: Doko kara kimashita ka.  
(Where did you come from?)  
A: Watashi wa country kara  
kimashimashita. (I came from \_\_.)



## Discussing extracurricular activities:

Q: Bukatsu wa nan desu ka.  
(What extracurricular activities are you  
involved in?)  
A: Watashi wa [activity name] ni sankā  
shiteimasu.  
(I am involved in [activity name].)



## Where do you live?

Q: Doko ni sunde imasu ka.  
(Where do you live?)  
A: Naisho desu.  
(That's a secret.)



## Asking about favorite school lunch:

Q: Suki na gakkō no chūshoku wa nan  
desu ka.  
(What is your favorite school lunch?)  
A: Watashi no suki na gakkō no chūshoku  
wa [dish name] desu.  
(My favorite school lunch is [dish name].)



## What is MEXT Education?

MEXT stands for the Ministry of Education, Culture, Sports, Science, and Technology in Japan. It is a government ministry responsible for overseeing education, culture, sports, science, and technology-related policies and initiatives in Japan.

MEXT Education, or more specifically, MEXT's educational programs, refer to various initiatives and opportunities provided by the Ministry of Education, Culture, Sports, Science, and Technology. These programs aim to promote education and research in Japan and foster international collaboration and cultural exchange.

### Teacher Training Programs:

Teacher Training Programs offered by MEXT aim to enhance the skills and expertise of teachers in Japan, as well as provide opportunities for foreign teachers to come to Japan and participate in professional development programs. These programs focus on improving teaching methods, curriculum development, educational research, and creating international cooperation in the field of education.

Here are some key aspects of Teacher Training Programs:

#### **In-Service Training for Japanese Teachers:**

MEXT provides training programs for teachers already working in Japanese schools. These programs focus on improving teaching skills, incorporating new educational approaches, and staying updated with the latest developments in education. The training can cover various subjects and teaching levels, from elementary to secondary education.

#### **Pre-Service Training for Future Japanese Teachers:**

MEXT offers training programs for individuals who are preparing to become teachers in Japan. These programs provide the necessary knowledge and skills to enter the teaching profession and often include practical teaching experience in schools.

#### **International Teacher Training Programs:**

MEXT facilitates opportunities for foreign teachers to come to Japan and participate in training programs. These programs promote cultural exchange, sharing of teaching methodologies, and the development of international networks among educators. They may include workshops, seminars, classroom observations, and collaborative projects with Japanese schools.

#### **Research and Development in Education:**

MEXT supports research projects and initiatives that contribute to the advancement of education in Japan. This includes funding for educational research, grants for innovative teaching methods, and collaborations with universities and research institutions.

What does MEXT stand for?

- a) Ministry of Education, Culture, Sports, Science, and Technology
- b) Ministry of Experiences, Culture, and Technology
- c) Ministry of Education, Culture, Sports, and Technology

What is the main responsibility of MEXT?

- a) Managing transportation and infrastructure projects
- b) Promoting tourism and cultural exchange
- c) Overseeing education, culture, sports, science, and technology in Japan

What do MEXT's educational programs aim to promote?

- a) Education and research in Japan
- b) Economic development and trade
- c) Environmental sustainability initiatives

What is the focus of MEXT's Teacher Training Programs?

- a) Enhancing teaching skills and expertise
- b) Providing financial support to teachers
- c) Promoting physical fitness and sports education

In-Service Training programs by MEXT target which group of teachers?

- a) Teachers already working in Japanese schools
- b) Future teachers preparing to enter the profession
- c) Foreign teachers interested in teaching in Japan

What is the purpose of Pre-Service Training programs offered by MEXT?

- a) To provide practical teaching experience in schools
- b) To enhance the skills of foreign teachers
- c) To train individuals preparing to become teachers

What is the objective of International Teacher Training Programs by MEXT?

- a) Promoting cultural exchange and sharing teaching methodologies
- b) Offering scholarships for international students
- c) Supporting research projects in education

How does MEXT support research and development in education?

- a) Funding educational research projects
- b) Providing grants for infrastructure development
- c) Organizing sports competitions for students

What are the collaborative initiatives of MEXT with universities and research institutions focused on?

- a) Advancement of education in Japan
- b) Promotion of arts and cultural events
- c) Improvement of transportation systems

What is the overall goal of MEXT's educational programs and initiatives?

- a) Enhancing education and research in Japan
- b) Boosting tourism and international trade
- c) Developing technological innovations

**(Note: The correct answers are: 1-a, 2-c, 3-a, 4-a, 5-a, 6-c, 7-a, 8-a, 9-a, 10-a)**

# MEXT: Education

## Importance of understanding expectations of Japanese school education

- ALTs are encouraged to become aware of Japanese people's expectations for school education.
- This includes understanding what students and parents expect from learning in the classroom and the tasks teachers engage in.

## Overview of the number of schools and students in Japan:

- Japan has 47 prefectures and 1,800 local governments, which include cities, towns, and villages.
- The country has 5,000 senior high schools, 10,000 junior high schools, and 20,000 elementary schools.
- Each grade has approximately 1 million students.

## Laws regarding the school education system and their role:

- Laws play an important role in shaping the Japanese education system.
- The Constitution of Japan guarantees equal education for all individuals and prohibits discrimination based on various factors.
- The Basic Act on Education establishes the aims of school education, including the development of personality and the nurturing of citizens for a peaceful and democratic society.
- The national government formulates and implements educational measures to ensure equal opportunities and maintain educational standards throughout the country.

## Three essential features sustaining education quality:

- Curriculum standards: They provide guidelines for elementary, junior high, and senior high schools, setting the overall framework, goals, and specific objectives for subjects.
- Teacher licensing and certification: Teachers in English classes at junior and senior high schools must hold a teaching license certifying their ability to provide English language education.
- Provision of textbooks: Textbooks, based on national curriculum standards, are provided free of charge to students at the compulsory education stage. Their use is stipulated by law to ensure equality and raise educational standards.

## Reflection on the importance of education laws and high expectation

- The laws enshrining the education system reflect society's high expectations for quality education for all children.
- The aim is to give students the competencies they need for life.

## National Curriculum Standards ("Course of Study")

The National Curriculum Standards, also known as the "Course of Study," serve as a guiding framework for curriculum development in Japanese schools. They outline the objectives, content, and teaching methods for each subject at the elementary, junior high, and high school levels. These standards ensure consistency in education across the country and provide a foundation for teachers to plan their lessons.

### Historical Background:

The passage briefly touches upon the history of the curriculum standards. In earlier editions, English education in Japan was criticized for focusing too much on grammar and vocabulary, with limited opportunities for students to practice their communication skills. The fifth edition introduced integrated learning, allowing schools to incorporate various themes into their English curriculum. However, this led to variations in the quality and content of English education from school to school.

### Sixth Version (2011-2019):

The sixth version of the curriculum standards brought some significant changes. In elementary schools, foreign language activities were introduced to familiarize students with English through listening and speaking. In junior high schools, the total number of English classes was increased to four-unit hours per week to provide more extensive language activities. In senior high schools, it was stipulated that all English courses should be conducted in English, promoting immersive language learning.

### Seventh Version (from 2020):

The latest curriculum standards, which started in 2020, were designed to address various challenges and further improve English education. The revision focused on several key aspects:

- a. **Early English education:** The standards emphasize starting English education earlier, beginning in the third grade of elementary school, aiming to create a solid foundation for language learning from an early age.
- b. **Oral interaction and grammar:** The revised standards emphasize the importance of oral communication and promote the acquisition of grammar through actual language activities. The goal is to help students develop their ability to express their thoughts and ideas in English more spontaneously and fluently.
- c. **Enhancing production skills:** The seventh version of the standards places increased emphasis on production skills, such as speaking and writing. It aims to enhance student's ability to communicate effectively and express themselves clearly in English.

## National Curriculum Standards ("Course of Study")

**Key Points in Teaching English:** The passage concludes by highlighting three key points in teaching English based on the national curriculum standards at each stage:

**a. Learning by using English:**

Students are encouraged to learn English by actively using the language in various contexts. Language activities across the five skill areas (listening, reading, speaking, interaction, and writing) should effectively integrate grammar, vocabulary, and language skills.

**b. Authentic communication:**

Teachers are encouraged to create a classroom environment that promotes authentic communication. This involves designing specific language tasks and situations that reflect real-life communication purposes, enabling students to engage in meaningful interactions in English.

**c. Lifelong learning:**

Students are encouraged to develop autonomy and a positive attitude towards lifelong English learning. Teachers should teach students how to use English and guide them to becoming independent learners who can continue improving their English proficiency beyond the classroom.

These key points aim to provide a comprehensive and practical approach to English language education in Japan, aligning with the national curriculum standards and fostering students' language acquisition and communication skills.

The section highlights the importance of understanding the Japanese education system, curriculum standards, and the expectations placed on ALTs. This serves as the foundation for successful collaboration with the JTE. Respecting students and teachers is emphasized as it helps create positive relationships and cooperation in the classroom. ALTs are reminded of their potential impact on students' futures and their ability to bring about significant change in the classroom and the school.

### **1. Understanding the Teacher's Role in Schools:**

- The teacher's role includes organizing and implementing the curriculum for English classes in this context.
- English teachers are responsible for education and assessment, helping students develop their communicative competencies through various language activities.
- They assess students' achievements based on the national curriculum standards and use the results to improve their teaching methods.
- In addition to subject-specific teaching skills, teachers also focus on building positive relationships with each student, understanding their needs, and guiding them holistically and respectfully.
- Effective classroom management and student cooperation are essential for successful foreign language learning.

### **2. Expectations for Teachers' Professional Development:**

- Teachers are expected to continually study and improve their teaching based on the ongoing assessment of their student's progress.
- Lesson study is one method for teachers to enhance their teaching skills. It involves collaborative planning, conducting classes, observing and assisting students' performances, and reflecting on their teaching methods individually and with peers.
- Official training workshops and courses provided by the board of education are valuable opportunities for teachers to exchange information and discuss teaching practices with English teachers from different schools.
- Teachers must renew their teaching certification every ten years through courses and tests, allowing them to stay up-to-date with the latest information and trends in English and general education.

#### **4. Assisting Teachers as an ALT:**

- ALTs are asked to consider how they can assist teachers in the classroom as part of their role.
- In team teaching, the main role of the ALT is to support the HRT and JTE by following their lesson plan and using natural and modern English.
- ALTs are expected to use English to manage lessons, act as a model for students, aid in their understanding, provide framework for tasks, and give motivational feedback.
- ALTs are encouraged to use English for instructions, explanations, discussions, and interactions as much as possible, as they serve as a good model for students and increase their exposure to the language.
- It's important for ALTs to assist students in understanding difficult words and expressions by paraphrasing them in simpler English rather than relying on the constant translation by the JTE.
- ALTs should strive to motivate and praise students, helping them gain confidence and encouraging them not to worry about making mistakes.

#### **5. ALTs Mission:**

- ALT's mission goes beyond using English in lessons. Outside the classroom in the hallways or even in the playground
- ALTs are expected to motivate teachers and students to use and learn English actively.
- By being present in the school, ALTs can create an environment of authentic communication in English, allowing students to share information about their school, town, and themselves. This also provides opportunities for school teachers to improve their English proficiency.
- Learning about Japanese culture, language, and way of thinking is encouraged, as it enhances students' motivation and understanding of the language.
- ALTs are encouraged to share their experiences and discoveries in Japan with their home country, bridging the two cultures and promoting international understanding.

By following these guidelines, the teacher can contribute to creating an engaging, supportive, and culturally inclusive learning environment where students feel comfortable, motivated, and inspired to learn English.

**Creating a comfortable environment:**

Teachers must create a comfortable and relaxed atmosphere in the classroom. By bending down to the students' eye level, the teacher establishes a physical connection that can make the students feel more at ease. This approach promotes better communication and engagement during the lesson.

**Being a good model:**

The teacher must demonstrate proper English usage as the partner and model. Using correct grammar, pronunciation, and vocabulary, the teacher provides a positive example for the students—building language and communication skills and encouraging students to adopt effective English language practices.

**Supporting students:**

ALTs are encouraged to support and guide the students and the main classroom teacher. The teacher's role is to help students practice specific expressions and aid whenever needed. Being approachable and supportive, the teacher should create a collaborative learning environment where students feel comfortable asking questions and seeking help.

**Sharing personal experiences:**

ALTs should talk about their life and experiences in their home country. Sharing personal stories serves two purposes: it piques the students' curiosity about different cultures and perspectives and helps establish a connection between the teacher and the students. By sharing aspects of their culture and experiences, the teacher becomes relatable and can inspire students to explore the world beyond their borders.

**Appreciating local culture:** Besides sharing personal experiences, ALTs must highlight the good points of the student's culture and school. By affirming and enjoying their local culture, the teacher helps students develop a sense of pride in their heritage. This approach encourages students to reflect on their identity and create a positive classroom environment where cultural diversity is celebrated.

**Enjoying the teaching experience:**

The ALT expressing hope that the teacher will enjoy their time teaching and living in Japan and have successful lessons with the students and the elementary school teacher. This message serves as a reminder to the teacher to approach their role with enthusiasm and a positive mindset, as the enjoyment of teaching can greatly impact the overall learning experience for both the teacher and the students.



## QUIZ

1. Which of the following is NOT a way to create a comfortable environment in the classroom?
  - a) Bending down to the students' eye level
  - b) Demonstrating proper English usage
  - c) Sharing personal experiences
2. What is the purpose of sharing personal experiences in the classroom?
  - a) To establish a connection between the teacher and the students
  - b) To teach proper grammar and vocabulary
  - c) To encourage students to explore their own culture
3. How can teachers support and guide students in the classroom?
  - a) By creating a collaborative learning environment
  - b) By criticizing students' mistakes
  - c) By avoiding questions and seeking help
4. Why is it important for teachers to appreciate local culture?
  - a) To encourage students to explore the world beyond their borders
  - b) To make students feel uncomfortable in their own culture
  - c) To discourage cultural diversity in the classroom
5. What message does expressing enjoyment of teaching convey?
  - a) The teacher is bored and disinterested
  - b) The teacher wants to criticize the students
  - c) The teacher is enthusiastic and has a positive mindset

# Trainer's Answers

## QUIZ

1. Which of the following is NOT a way to create a comfortable environment in the classroom?
  - a) Bending down to the students' eye level
  - b) Demonstrating proper English usage**
  - c) Sharing personal experiences
2. What is the purpose of sharing personal experiences in the classroom?
  - a) To establish a connection between the teacher and the students**
  - b) To teach proper grammar and vocabulary
  - c) To encourage students to explore their own culture
3. How can teachers support and guide students in the classroom?
  - a) By creating a collaborative learning environment**
  - b) By criticizing students' mistakes
  - c) By avoiding questions and seeking help
4. Why is it important for teachers to appreciate local culture?
  - a) To encourage students to explore the world beyond their borders**
  - b) To make students feel uncomfortable in their own culture
  - c) To discourage cultural diversity in the classroom
5. What message does expressing enjoyment of teaching convey?
  - a) The teacher is bored and disinterested
  - b) The teacher wants to criticize the students**
  - c) The teacher is enthusiastic and has a positive mindset

**By following these guidelines, the teacher can contribute to creating an engaging, supportive, and culturally inclusive learning environment where students feel comfortable, motivated, and inspired to learn English.**

**1. Creating a comfortable environment:**

The scripts emphasize the teacher's importance in creating a comfortable and relaxed atmosphere in the classroom. By bending down to the students' eye level, ALT establishes a physical connection that can make the students feel more at ease. This approach promotes better communication and engagement during the lesson.

**2. Being a good model:**

The teacher must demonstrate proper English usage as the partner and model. Using correct grammar, pronunciation, and vocabulary, the ALT provides a positive example for the students. This modeling extends to language and communication skills, encouraging students to adopt effective English language practices.

**3. Supporting students:**

The ALT is encouraged to support and guide the students and the main classroom teacher. The ALTs help students practice specific expressions and aid whenever needed. Being approachable and supportive, the teacher fosters a collaborative learning environment where students feel comfortable asking questions and seeking help.

**4. Sharing personal experiences:**

ALTs should talk about their life and experiences in their home country. Sharing personal stories serves two purposes: it piques the students' curiosity about different cultures and perspectives and helps establish a connection between the teacher and the students. By sharing aspects of their culture and experiences, the teacher becomes relatable and can inspire students to explore the world beyond their borders.

**5. Appreciating local culture:**

Besides sharing personal experiences, the good points of the student's culture and school are important. The ALT helps students feel pride in their heritage by affirming and appreciating their local culture. This approach encourages students to reflect on their identity and create a positive classroom environment where cultural diversity is celebrated.

**6. Enjoying the teaching experience:**

In conclusion, they hope the ALTs will enjoy their time teaching and living in Japan and have successful lessons with the students and the elementary school teacher. This message serves as a reminder to the ALTs to approach their role with enthusiasm and a positive mindset, as the enjoyment of teaching can greatly impact the overall learning experience for both the ALTs and the students.

1) What is the teacher's role in creating a comfortable environment in the classroom?

- a) Encouraging competition among students
- b) Bending down to the students' eye level
- c) Discouraging communication and engagement

2) What does it mean for the teacher to be a good model?

- a) Using incorrect grammar and pronunciation
- b) Demonstrating proper English usage
- c) Ignoring vocabulary and communication skills

3) How can the ALT support and guide students?

- a) By avoiding helping students when needed
- b) By practicing specific expressions with students
- c) By creating a hostile learning environment

4) Why is it important for ALTs to share personal experiences?

- a) To discourage curiosity about different cultures
- b) To establish a connection with the students
- c) To limit students' exploration of the world

5) What is the significance of appreciating local culture?

- a) Promoting cultural diversity in the classroom
- b) Discouraging students from reflecting on their identity
- c) Ignoring the good points of the student's culture and school

6) What is the message for ALTs regarding their teaching experience?

- a) Approach their role with enthusiasm and a positive mindset
- b) Avoid enjoying their time teaching and living in Japan
- c) Focus on having unsuccessful lessons with the students

# Trainer's Answers

1) What is the teacher's role in creating a comfortable environment in the classroom?

- a) Encouraging competition among students
- b) Bending down to the students' eye level
- c) Discouraging communication and engagement

2) What does it mean for the teacher to be a good model?

- a) Using incorrect grammar and pronunciation
- b) **Demonstrating proper English usage**
- c) Ignoring vocabulary and communication skills

3) How can the ALT support and guide students?

- a) By avoiding helping students when needed
- b) **By practicing specific expressions with students**
- c) By creating a hostile learning environment

4) Why is it important for ALTs to share personal experiences?

- a) To discourage curiosity about different cultures
- b) **To establish a connection with the students**
- c) To limit students' exploration of the world

5) What is the significance of appreciating local culture?

- a) **Promoting cultural diversity in the classroom**
- b) Discouraging students from reflecting on their identity
- c) Ignoring the good points of the student's culture and school

6) What is the message for ALTs regarding their teaching experience?

- a) **Approach their role with enthusiasm and a positive mindset**
- b) Avoid enjoying their time teaching and living in Japan
- c) Focus on having unsuccessful lessons with the students

English classes in Japan typically involve reading various types of passages, such as biographies, explanatory texts, and articles about environmental issues or school life in foreign countries. The aim is for students to understand sentences, extract necessary information from the text, and grasp paragraphs' main points or key ideas. ALTs are expected to help students acquire these reading abilities without relying on Japanese. If students have difficulty understanding a sentence due to unknown words, ALTs can replace those words with other terms that the students are more likely to know.

### WHAT IS THE AIM OF ENGLISH CLASSES IN JAPAN?

In the speaking activity, the national curriculum standards emphasize improvisational communication rather than having students read from prepared notes. The Japanese teacher of English and the ALT in the video assist the students in speaking spontaneously. Before the speaking activity, the teachers share their thoughts and ideas with the students, expressing them in simple English phrases or sentences. This is important because it is a model for students needing help with what to say. Additionally, students can use the words and phrases the teachers use, which helps motivate them to speak without fear of making mistakes.

### HOW CAN ALTs HELP STUDENTS UNDERSTAND DIFFICULT SENTENCES?

In the writing activity, the students write down their thoughts and ideas based on their discussions in the previous speaking activity. The teacher encourages the students to reflect on life and express their opinions through writing. While the specific details of the writing activity are not provided, it is mentioned that students share their papers at the end.

The Japanese teacher of English and the ALT should create an English-only environment in the classroom, where students are encouraged to communicate solely in English. This aligns with the national curriculum standards, which emphasize using English as the primary language of instruction to provide students with ample opportunities to use and practice the language.

### WHAT TYPE OF COMMUNICATION IS EMPHASIZED IN THE NATIONAL CURRICULUM STANDARDS?

The session concludes by emphasizing three key points:

- 1. Create opportunities for students to use English by doing authentic communication in English beyond the classroom, such as during lunch breaks, cleaning time, or club activities.
- 2. Using English as the primary language of instruction in the classroom creates authentic communication and ensures students have sufficient opportunities to use English.
- 3. Help students acquire grammar and expression knowledge through actual communication and class activities.

### HOW DO THE JAPANESE TEACHER AND ALT ASSIST STUDENTS IN THE SPEAKING ACTIVITY?

The session ends by expressing well-wishes for the teachers in their work and collaboration with students and fellow teachers.

# QUIZ:

What is the aim of English classes in Japan?

- a) To learn grammar and vocabulary
- b) To practice speaking only
- c) To understand passages and grasp key ideas

How can ALTs help students understand difficult sentences?

- a) By translating the sentences into Japanese
- b) By replacing unknown words with familiar terms
- c) By asking the students to skip those sentences

What type of communication is emphasized in the national curriculum standards?

- a) Reading from prepared notes
- b) Improvisational communication
- c) Memorized speeches

How do the Japanese teacher and ALT assist students in the speaking activity?

- a) By providing prepared speeches for the students
- b) By speaking in Japanese to help the students understand
- c) By expressing thoughts and ideas in simple English phrases or sentences

What is the purpose of the writing activity?

- a) To practice handwriting skills
- b) To memorize new vocabulary words
- c) To express thoughts and ideas through writing

Why is it important to create an English-only environment in the classroom?

- a) To avoid using the students' native language
- b) To make the classroom more challenging
- c) To provide opportunities for students to practice using English

# Trainer's Answers

What is the aim of English classes in Japan?

- a) To learn grammar and vocabulary
- b) To practice speaking only
- c) To understand passages and grasp key ideas**

How can ALTs help students understand difficult sentences?

- a) By translating the sentences into Japanese
- b) By replacing unknown words with familiar terms**
- c) By asking the students to skip those sentences

What type of communication is emphasized in the national curriculum standards?

- a) Reading from prepared notes
- b) Improvisational communication**
- c) Memorized speeches

How do the Japanese teacher and ALT assist students in the speaking activity?

- a) By expressing thoughts and ideas in simple English phrases or sentences**
- b) By providing prepared speeches for the students
- c) By speaking in Japanese to help the students understand

What is the purpose of the writing activity?

- a) To practice handwriting skills
- b) To memorize new vocabulary words
- c) To express thoughts and ideas through writing**

Why is it important to create an English-only environment in the classroom?

- a) To avoid using the students' native language
- b) To provide opportunities for students to practice using English**
- c) To make the classroom more challenging



**The end of our CREATE Seminar**