

Borderlink

Summer Training

ALT BOOKLET 2024

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Main Sections

1. Feedback

- **Key Topics:** Effective feedback techniques, student engagement, and communication.
- **Activities:** Role-playing feedback scenarios, group discussions on feedback strategies.
- **Important Concepts:** Constructive criticism, positive reinforcement, active listening.

2. English Immersion – Stories and Emotion


- **Key Topics:** Connecting emotions to language learning, storytelling techniques.
- **Activities:** Creating and sharing stories, emotional expression exercises.
- **Important Concepts:** Emotional engagement, immersive learning, vocabulary building.

3. Communication Skills


- **Key Topics:** Verbal and non-verbal communication, classroom instructions.
- **Activities:** Visual telephone game, gesturing exercises, classroom quirk discussions.
- **Important Concepts:** Clear instructions, body language, active participation.

Feedback

Goal	<ul style="list-style-type: none">• Understanding the Importance of Feedback• Learning Effective Feedback Techniques• Practicing Feedback Delivery
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<p>Dolphin Training</p> 	<p>What matters most in this exercise?</p> <ul style="list-style-type: none">••• <p>Where and how do we apply this to the lesson?</p> <hr/> <hr/> <hr/>
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Intro: Visual Telephone Game

<p>Feedback</p> 	<p>Adjective 1:</p> <p>Adjective 2:</p> <p>Feedback shared:</p> <ul style="list-style-type: none">•• <p>Feedback received:</p> <ul style="list-style-type: none">••
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What is effective/meaningful feedback?

Student A →

Score	Delivery	Language Use	Enjoy communication
A (5 points)	Speaks clearly English-like-intonation Natural speed	Use appropriate grammar. Small errors acceptable. You can understand what they say.	Ask questions actively, make reactions, and enjoy conversation.
B (3 Points)	Too slow to speak Takes a long time to think	There are some errors in grammar and expressions, but you can still understand the contents.	Only answer the questions. They don't make reactions.
C (1 point)	No energy	You can understand the contents but there are many mistakes.	They don't speak much, they are mostly silent.
Total:			/15

Comment:


Student B →

Score	Delivery	Language Use	Enjoy communication
A (5 points)	Speaks clearly English-like-intonation Natural speed	Use appropriate grammar. Small errors acceptable. You can understand what they say.	Ask questions actively, make reactions, and enjoy conversation.
B (3 Points)	Too slow to speak Takes a long time to think	There are some errors in grammar and expressions, but you can still understand the contents.	Only answer the questions. They don't make reactions.
C (1 point)	No energy	You can understand the contents but there are many mistakes.	They don't speak much; they are mostly silent.
Total:			/15

Comment:

Student feedback cheat sheet:

Delivery	Language use	Enjoy communication

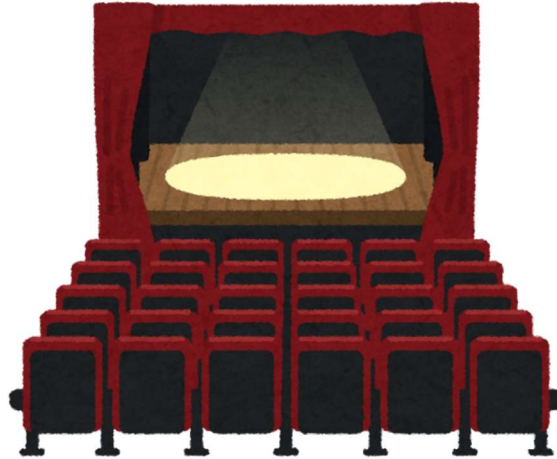
<p>Feedback Bus</p> 	<p>What was your favorite piece of feedback you received?</p>
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Summary Questions:

1. Name the top 2 benefits of using student names to give feedback?
2. Give an example of “highlighting desirable behavior in the class”

English Immersion – Stories and Emotion

Goal	<ul style="list-style-type: none"> Enhance language learning by connecting emotions to words, making vocabulary and grammar more memorable. Encourage learning through real-life situations and feelings rather than direct translation.
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Inside out

Sentence	Emotion (Not looking)	Emotion (Looking)
I have science tomorrow.		
I have English on Fridays.		
I have PE 6th period.		
I have Japanese 1st period.		
I have music on Fridays.		
What do you have on Fridays?		
I have math everyday.		
I have home economics 4th period.		
I don't have PE on Mondays.		
I have PE 1st period.		

Table Story



“One day [NAME] hopped on his/her motorbike and headed for the hills”

“Unfortunately,...” “Fortunately,...”

Student levels and abilities from MEXT and EIKEN

EIKEN Grade	CEFR Comparison	Example of recognition/use
2	B1	MEXT benchmarks for high school graduates
Pre-2	A2	
3	A1	MEXT benchmark for junior high school graduates
4		-
5		-

**The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT)*

Summary of Can-do statements – Eiken Grade 5

Below are summaries of the main features of the tasks and activities that typical **Grade 5 certificate** holders feel confident about performing in English in real-life language-use situations.

Reading	Can recognize the letters of the alphabet and punctuation marks, and can understand basic English words, phrases, and sentences.
Listening	Can understand basic English words and phrases and set expressions.
Speaking	Can use basic English words and phrases and set expressions.
Writing	Can write the letters of the alphabet and basic English words and use punctuation marks.

Summary of Can-do statements – Eiken Grade 3

Below are summaries of the main features of the tasks and activities that typical **Grade 3 certificate holders** feel confident about performing in English in real-life language-use situations.

Reading	Can understand simple stories and texts about familiar things.
Listening	Can understand instructions and talks and monologues about familiar things, provided that the speaker speaks slowly.
Speaking	Can take part in simple interaction about familiar things and talk about himself/herself.
Writing	Can write simple texts about himself/herself.

1= mostly weak, 2=more weak than strong, 3= more often strong than weak, 4= mostly strong

Name	Level appropriate ES · JHS · HS+	Emotions used 1·2·3·3+	Teacher interest level in story 1·2·3·4	Comments

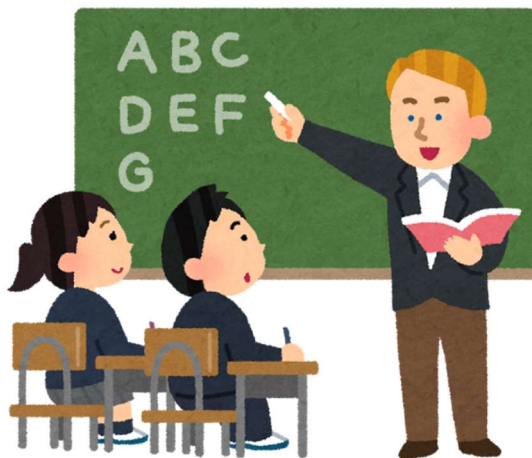
Summary Questions:

1. What do we have to keep in mind when we want to add emotions to our activities in the classroom? The use of facial expressions, tone of voice
2. How can the use of antonyms such as fortunately/unfortunately in sentences change the emotional aspect of a story? Setting expectations before introducing a sentence can influence the listener's mood and provoke positive or negative emotional reactions
3. In your own words, why do you think it is important to use emotion in our activities?

Mock Lesson Activity sharing

Goal

To share ideas and activities that have been proven to work well in the classroom.



Notes:

Communication Skills

Goal	<ul style="list-style-type: none">● To improve participants' ability to recognize and respond to cues in classroom settings.● To actively observe importance of clear instructions and concise communication in the classroom
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Warm-up:

What do we elicit with these cues?

Notes:

How are cues used differently in Japan compared to your home country?

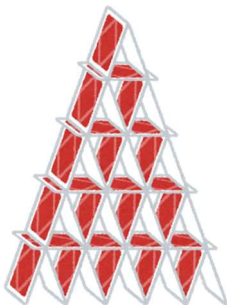
Examples

Non-examples

What are the top two cues you have noticed and acted on in the classroom?

Notes:

Chain Reactions:



Can you figure out what everyone's cue was?
What were they supposed to do?

Discussion:

What was the smallest cue used during the activity?

Notes:

Communication is a two-way street. What are your top three cues you give your students in your classes?

Notes:

Proactive vs Reactive

Define Proactive in a 4-word sentence:

Define Reactive in a 6-word sentence:

Reactive is usually painted in a negative light - How can it be a positive thing in the classroom?

Activity 2 - Classroom Quirks:

Let's play Classroom Quirks. We will make groups of 5 or 6 people, and you will discuss a simple topic of your choice (food, travel, sports and so on). Each person will get a card that explains a certain "quirk" they have, a rule they have to follow.

During the conversation, you must pay attention to what the other members are doing and figure out what their quirk is while making sure to follow your own. After time, you will discuss what you think each person's quirk was and see who can guess correctly. Each of the quirks are things we would like ALTs to be cognizant of while teaching to allow communication to flourish.

Notes:



Section 2: Classroom English Instructions

Activity:

Write down instructions for someone to play Tic-Tac-Toe.

Notes:

Reflection:

Good instructions

Notes:

- **Do you have any personal experiences you can share about times where your instructions did not go as planned.**
- **How did you recover and continue on with the class smoothly?**

Round two:

Make small groups and re-write some instructions for Tic-Tac-Toe.

Notes:



What was the biggest change you made?

What was the smallest change you made?





Which change had the most impact?





Section 3: Gesturing

Activity:

Now that we know how important it is to be concise, how far can we take it?

In groups, you will need to explain a given activity one at a time using only **25** words and nothing else. Others in the group will discuss what activity they think it is and share their thoughts afterwards.

24. Turnaround Game					
Procedure	Materials	Level			
1. Two Sts come to the front, choose a secret flashcard, and stand back-to-back, a meter apart, and holding the flashcards facing out. 2. On the count of three the Sts turn around to face each other. The first St to correctly read the other's flashcard wins.	• Flashcards	B			
For use with: Whole Class		Vocabulary			
Variation: VS.					
1. Sts make two groups and line up with the first St in each line standing and facing away from the HRT/ALT. The HRT/ALT reveals a flashcard to both Sts. Sts count to 3, and turn around to see the card. 2. Sts race to call out the answer. The fastest St sits down, and the next person in their line stands up. 3. The first group with all Sts sitting is the winning group. <small>※If a St is having trouble, allow other Sts on their team to help them or allow them to sit after a certain number of questions.</small>	• Flashcards	B			
For use with: Whole Class		Vocabulary			

63. Team Snakes & Ladders					
Procedure	Materials	Level			
1. Draw a large 4x4 grid on the board, adding a few snakes and ladders. Split the class into 2 groups and assign a magnet. Play RPS to determine order. 2. Sts answer a question producing the target language, and can move if answered correctly. If they land on a snake, the piece moves down. If they land on a ladder, the piece moves up. 3. Continue until one team has landed on the last square. <small>※ A good method to model the game for smaller group play later.</small>	• Two different colored magnets • Flashcards • Dice • Prepared list of questions • Grid Worksheet (for smaller group play)	I			
For use with: Whole Class, Groups		Q & A			

50. Concentration



Procedure

1. Divide Sts into lunch groups. Have Sts spread the cards face-down on the desks. Sts play RPS to decide order.
2. Sts flip over two cards, and say the target language/vocabulary when doing so.
3. Sts try to make pairs, the St with the most pairs is the winner.

Materials

- Sets of matching or paired cards. (e.g. flag and country symbol)

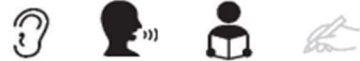
Level

B

For use with: Groups

Vocabulary

47. Card Collector



Procedure

1. Each St chooses five cards from the category of cards. (Sports, food, animals, etc.) You can instruct Sts to choose cards from 1-2 categories to make it possible Sts to collect 5 same cards.
2. Of those 5 cards, St chooses one card they want to collect five of.
3. Sts ask each other questions using the target language. If the St has the card the other asks for, answer affirmatively. If not, answer negatively.
4. If the answer is affirmative, they exchange the card the other St. wants, and receive one in return. If neither student has the card the other wants, they do not exchange cards.
5. Continue collecting cards until time is up. The students with five of the same cards are winners.

Materials

- Mini flashcards

Level

I

For use with: Whole Class

Vocabulary / Interaction

57. Information Gap



Procedure

1. Distribute sets of WS to each St. Sts interview each other using the target language to collect missing information on their worksheets.
2. The process is completed until Sts have completed the worksheet or an appropriate time limit is reached.

✂ This activity can be used in JHS with original WS and modified contents.

Materials

- Worksheet

Level

A

For use with: Whole Class

Interaction

Reflection:

How easy was it to get the meaning across with the limited number of words? How does this relate to you in the classroom?

Notes:

What would have made the exercise easier? What ideas would be useful for different levels of students?

Notes:

Round two:

Now, you will need to convey different activities using **both gestures and only 25 words**. Other ALTs will again make note of what activity they think it is and share their thoughts afterwards.

What is the purpose of gestures while giving directions? What is the purpose of speaking English while giving directions?

Notes:

Why is it that gestures and speech both work best when paired together? Put yourself in the shoes of your students.

Notes:

Summary:

- We are now going to break into three person groups. Each member of the group will have a different role. A, B, and C. We will share what each person's role will be afterwards.

“What changes can I make to my lessons that will allow me to be an outstanding teacher/role model?”

Reflection Page (group of 3)

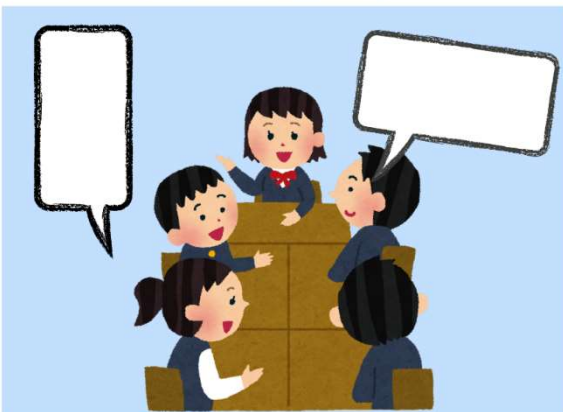
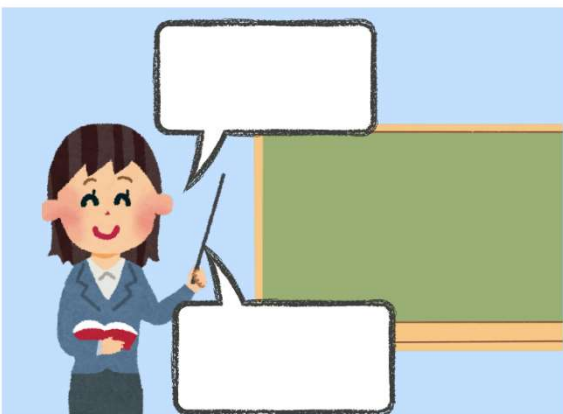
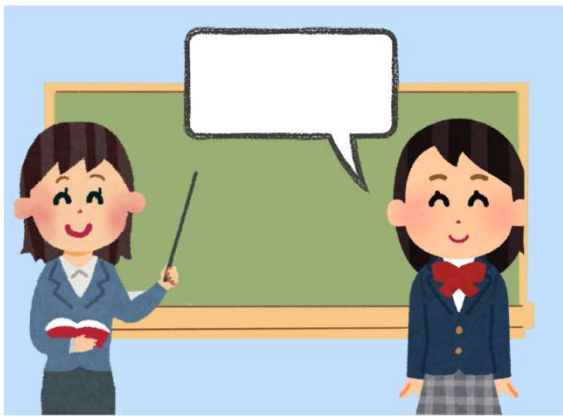
Person A:





Person B:





Person C:





Summary Comic





Summer TD











5. Number Dash		   	
Procedure	Materials	Level	
1. Divide the blackboard with one space for each row of Sts in the class. (Ex. 6 rows = 6 spaces) 2. Write numbers (within a set range e.g. 1-20) in each group's space on the blackboard. 3. The HRT/ALT calls out a number, and in the front Sts race to the board to circle the correct number. Rotate Sts and repeat. <i>※add challenge by saying a color as well. Sts then must use the correct color to circle the number.</i>	<ul style="list-style-type: none"> • Chalk in many colors 	B	
For use with: Whole Class		Vocabulary (Numbers)	





10. Simon Says		   	
Procedure	Materials	Level	
1. If an instruction has "Simon Says" the Sts do the action. Otherwise, Sts should not do the action. For example, if the HRT/ALT says "Simon says, touch your head", Sts should touch their heads. If the HRT/ALT says, "Touch your toes," Sts who do the action are 'out'. They sit down but can still practice. 2. To begin, allow Sts a practice round. The last St (or 3 Sts) standing are the winners. <i>※A St can take over the role of Simon, depending on the level of the class. Commands can also be simplified or sped up to meet the level of the class.</i>	<ul style="list-style-type: none"> • None 	B	
For use with: Whole Class		Vocabulary (Body Parts, Directions)	





13. 4 Corners		   	
Procedure	Materials	Level	
1. Flashcards are placed around the room. One St stands at the front with their eyes closed and counts to ten aloud. 2. While the St counts, the class moves to stand next to different flashcards. After counting, the St in front says a vocabulary word and eliminates the Sts standing at that card. 3. Repeat, changing the St at the front, until 1~3 Sts are left.	<ul style="list-style-type: none"> • Flashcards • Tape/magnets 	B	
For use with: Whole Class		Vocabulary	





29. Karuta		  *  
Procedure	Materials	Level
1. Divide Sts into small groups. Sts spread cards face-up across desks, central to all group members. 2. Sts place their hands on their heads. When the HRT/ALT calls a vocabulary word Sts race to touch the matching card. ※Challenge Sts with a rule that touching the wrong card loses a turn and Sts have to sit out the next round.	• Large set of cards for the board • Small sets of cards for the groups	B
For use with: Groups	Vocabulary	
Variation: Reverse Karuta		
1. Same as step 1 above. 2. The speaker says all words except for one. The missing word is the card Sts must find. 3. Sts return the recently touched card to the center. The next speaker comes up. Repeat step 2 and 3 until time is finished.	• Small sets of cards for the groups	I
For use with: Groups	Vocabulary	





36. Hot Potato		   
Procedure	Materials	Level
1. Sts stand in pairs or groups. One St has an eraser that is passed around while the HRT/ALT plays music. 2. Sts say the target language while passing the eraser. When time is up (the music stops) the person holding the eraser is out. When playing in pairs, the St not holding the eraser gets one point.	• CD and CD Player/timer •Eraser	B
For use with: Groups, Pairs	Vocabulary	
Variation: Q & A Balls		
1. Everyone makes a circle and passes balls while the music plays. When the music stops (or time runs out) the HRT/ALT yells “Stop!” 2. The St holding the Question Ball must ask a question in English, and the St holding the Answer Ball must answer the question in English. 3. Continue as long as desired.	• Two ball or beanbag (or any large soft object like a stuffed animal that is easily passed and caught.)	B
For use with: Whole Class	Vocabulary / Interaction	

32. Charades					
Procedure	Materials	Level			
1. Divide Sts into groups, and number each St in the group. 2. Sts take turns miming vocabulary on the flashcards, group members guess the target language or vocabulary. Rotate between group members. 3. When all Sts are done, the HRT/JTE will ask for volunteers to come to the front and demonstrate.	<ul style="list-style-type: none"> • A set of flashcards 	I			
For use with: Groups		Vocabulary			

18. Keyword Game					
Procedure	Materials	Level			
1. Sts make pairs and use 1 eraser (or other object) to grab per pair. 2. The ALT selects one vocabulary word as the "Keyword" and instructs Sts to put their hands on their heads. 3. The ALT practices vocabulary which the Sts repeat. When the ALT says the "Keyword", Sts try to be the first in their pair to grab the eraser/object.	<ul style="list-style-type: none"> • Flashcards • Object to grab (eraser, beanbag) 	B			
For use with: Pairs		Vocabulary			

42. Hot Seat					
Procedure	Materials	Level			
1. Split the class into two groups. One St from each group sits in a seat at the front of the class facing away from the board. 2. The HRT/ALT writes a word on the board, and St groups give hints to the St in the front of the class without saying the word or letters of the word. 3. When one St guesses the word, that group receives a point. The group with the most points wins.	<ul style="list-style-type: none"> • None 	I			
For use with: Whole Class		Vocabulary / Interaction			

45. Go Fish		   	
Procedure	Materials	Level	
<p>1. Divide Sts into groups, distribute 5 cards to each St and spread the rest in a pile on the desk called the “ocean.” Sts play RPS to determine order, play goes counterclockwise.</p> <p>2. Group members take turns asking the next person if they have a certain card using chosen target language.</p> <p><i>Ex.) St1: Do you have a blue cat?</i></p> <p><i>St2: Yes, I do . / No, I don't. Go fish.</i></p> <p>If St2 has none, St1 draws from the “ocean” pile. If St2 has one, St1 collects the card and places it in a pair on the desk.</p> <p>3. The St with the most pairs wins.</p> <p>※If a Sts runs out of cards, they take one from the "ocean" pile.</p>	<p>• Mini flashcards, 5 or 6 sets per group.</p>	I	
For use with: Groups		Vocabulary / Interaction	

50. Concentration		   	
Procedure	Materials	Level	
<p>1. Divide Sts into lunch groups. Have Sts spread the cards face-down on the desks. Sts play RPS to decide order.</p> <p>2. Sts flip over two cards, and say the target language/vocabulary when doing so.</p> <p>3. Sts try to make pairs, the St with the most pairs is the winner.</p>	<p>• Sets of matching or paired cards. (e.g. flag and country symbol)</p>	B	
For use with: Groups		Vocabulary	

Variation: Class Concentration																																	
<p>1. HRT/ALT places cards face-down on the blackboard so the Sts cannot see the vocabulary. HRT/ALT then makes a grid of numbers and letters.</p> <p>2. Divide Sts into groups. Each group takes turns calling out coordinates to make a match. If it is a match, Sts use the cards with the target language to make a sentence and earn points for the match.</p> <p>3. The group with the greatest number of points is the winner.</p> <p>※Use vocabulary for grid coordinates. (Example layout for blackboard)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">4</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td style="padding: 5px;">3</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td style="padding: 5px;">2</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: left; font-size: 8px;">Card(face down)</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> </tr> <tr> <td></td> <td style="padding: 5px;">A</td> <td style="padding: 5px;">B</td> <td style="padding: 5px;">C</td> <td style="padding: 5px;">D</td> <td style="padding: 5px;">E</td> </tr> </table> </div>	4						3						2						1	Card(face down)						A	B	C	D	E	<p>• A large set of matching or paired cards. (e.g. flag and country symbol)</p>	B	
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