英語
English

My dream is to help the people in need in the future and give them clean food and drinking water.

1. Multilingual DLA

❶ Purpose of DLA

・DLA (Dialogic Language Assessment) is not a test designed to measure the linguistic knowledge of Culturally and Linguistically Diverse Students (CLD students) or rank them.
・Rather, it is an assessment tool that uses dialogue to understand what CLD students can do independently and what they can do when given support.
・The aim is to gather information about how CLD students are learning, what types of support would facilitate their learning, and how to motivate them. This is achieved through a one-on-one dialogue in which the implementor provides various kinds of support.
・Ultimately, the purpose is to use the obtained information to guide and support future learning.

❷ Importance of Multilingual DLA

・In order to measure the maximum abilities of CLD students, it is essential to assess not only their Japanese language ability (which they are currently learning) but also their abilities in their native language.
・DLA was developed based on principles of bilingual education, allowing it to be implemented in multiple languages. This booklet contains The First Step of DLA and DLA Listening and Speaking in Portuguese, Chinese, Filipino, Vietnamese, Spanish, English, Nepali and Russian. If the supporter can speak the native language of the CLD students, please utilize the multilingual DLA.
・Measuring reading skills requires leveled texts in each language, not translated materials. Therefore, this booklet does not include DLA Reading in multiple languages. If you wish to assess the reading skills of CLD students in their native language, you can use DLA Reading, but it will be necessary to prepare texts appropriate for the CLD students' age and native language proficiency. For example, narrative or expository texts from the CLD students' native language textbooks can be used.
・For writing skills, until they can write theme-based essays freely on their own, it is advisable to assess students' writing skills through observation of their writing activities in class, rather than in a test format. For CLD students able to write theme compositions independently, please refer to the writing assignment on pp.186-199 of "Matrix of Language Development and Acquisition for CLD students" (KOTOBA no CHIKARA no MONOSASHI) (MEXT, 2025)

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❸ Flowchart for implementation of Multilingual DLA

First Step of DLA (5 minutes)

DLA Listening and Speaking (10-15minutes)
＊Choose cards and implement

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Introductory
conversation  →  Vocabulary
                 check        →  Basic Tasks  →  If necessary, finish here.
                                      ↓
                                 Dialogue Tasks
                                      ↓
                                 Cognition Tasks  →  If necessary, finish here.
                                      ↓
```

DLA Reading (10-25 minutes)
＊Implement DLA in the student's native language if the CLD student can read in that language and if graded texts in it can be prepared

Order of implementation for DLA Reading
・Choice of text
・Prediction/guessing
・Read aloud the designated section, then read to the end (aloud or silently)
・Retelling and confirmation of comprehension
・Questions about reading

↓

Determine the stage of "Comprehensive language ability (in multiple language)" using the "Matrix of Language Development and Acquisition for CLD students" (KOTOBA no CHIKARA no MONOSASHI)

2. The First Step of DLA

❶ Purpose

・The purpose of implementing The First Step of DLA in English is to assess the child's basic conversational skills. We use the "Introductory Conversation," which includes greetings and questions about the child, and a "Vocabulary Check" with 55 basic vocabulary questions.
・It also aims to understand the child's living and language environment.
・Another aim is to build a trusting relationship between the child and the DLA implementor, and to create a positive atmosphere to motivate the child to engage in DLA.

❷ Target group

・DLA is designed for a wide range of children growing up in multilingual environments, from those who can respond only minimally to those who speak fluently.
・DLA is especially useful for determining the child's proficiency level in their strongest language.

❸ Structure

・It includes an "Introductory Conversation," covering greetings and information about the child, and a "Vocabulary Check" with 55 basic vocabulary questions on nouns, verbs, and adjectives.
・The nouns in the "Vocabulary Check" are words that children commonly hear and use in daily life, such as body parts, food, plants and animals, and classroom objects. The vocabulary includes both high- and low-frequency words, like "eye" and "eyelash," "mouth" and "lips," as well as terms for complete objects and their individual parts, such as like "cow" and "horn" or "tree," "leaf," and "branch." The verbs and adjectives are also words that children are exposed to at home or in school.

❹ Implementation procedure

Things to prepare in advance ···
　　・Cut out the "Vocabulary Cards for the First Step of DLA" from the end of the book (pp.236-242) and prepare them as individual cards. Arrange them in numerical order and secure them with a ring (or if needed upload the data to a tablet) and show one card at a time.
　　・Practice handling the vocabulary cards at a good pace. Watch the DLA Instructional Video and observe the attitude and tempo of the implementor.
　　・Have the following materials ready: a copy of the "First Step of DLA - Practical Guide" (pp. 177-178), the "Vocabulary Cards for the First Step of DLA," a recording device, and a notepad.
Sitting position ···
　　・Sit at the desk, positioned to one side of the child rather than directly across from the child. This allows you to see the cards from the same perspective as the child and helps make the experience less intimidating.

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Conducting the conversation

- Ensure the recording device is working, turn it on and start the conversation.
- Follow the "Practical Guide to the First Step of DLA" (pp.177-178) and conduct the "Introductory Conversation" followed by the "Vocabulary Check".
- If, after attempting the First Step of DLA, you determine that the child does not have sufficient basic conversational skills, and continuing seems difficult, you may end the exercise immediately, even in the middle of the "Introductory Conversation" or "Vocabulary Check".

❺ Key points for implementation

Focus on the flow ···

- The First Step of DLA should take about 5 minutes. While it is important for the implementor to adapt to the child's level, the dialogue should remain as natural and fast-paced as possible.
- Do not interrupt, reject or correct what the child says.
- If you are already familiar with the child and feel an introduction is unnecessary, you may skip it.
- If the child does not understand the question, repeat it slowly. If they still do not understand it, say it in a shorter, easier way. Do not give a long explanation – this will just confuse them further. Do not stop the flow and proceed to the next question.
- If the child gets stuck or makes a mistake during the Vocabulary Check, do not correct them or provide the correct answer, just move on to the next card. If the child expresses interest in knowing the answer, it is acceptable to share it.
- If the child is thinking or taking a long time to respond, wait patiently.

Create a positive atmosphere ···

- Even children who speak English fluently may get nervous or even reject one-on-one interactions with adults. Try to foster a friendly atmosphere. Think of it as an enjoyable dialogue rather than a test.
- Respond to the child's answers by nodding and showing you understand them.
- The First Step of DLA is an important warm-up activity for the implementor as well. Be mindful of the need to encourage the child to speak at all times. Remember to act as a facilitator rather than a teacher.

Do not grade during the conversation ··

- Avoid grading or evaluating the child in their presence. Assess their performance only after all components (The First Step, Listening and Speaking, and Reading) have been completed.
- Make an audio or video recording to be able to conduct an accurate evaluation.

End with a compliment to the child ···

- Regardless of the child's skill level, praise their effort in speaking English and conclude the conversation on a positive note.

❻ Hints for the next step

・If the child completes 70-80% of the Introductory Conversation and Vocabulary Check, you can proceed to the next parts of DLA. If the child completes less than 20-30%, conclude the session at that point. If the child completes around 50%, continue to the next part and then decide how to proceed.

・As mentioned in Section (4) of this chapter, depending on the child's English ability, you can end the session even in the middle of the Introductory Conversation or Vocabulary Check.

❼ Grading method

・Conduct the grading for The First Step of DLA after completing the other parts (Listening and Speaking).

・Review the recording, use the Evaluation Notes and assess each aspect of the child's performance.

・When assessing the Vocabulary Check, refer to Table of answers. (p.181)

・Determine the stage of "Comprehensive language ability (in multiple languages) to support thinking, judgement and expression" as outlined in the "Matrix of Language Development and Acquisition for CLD students" (KOTOBA no CHIKARA no MONOSASHI) from a comprehensive and multidimensional perspective.

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＼ Practical guide ／

Introductory conversation

❶ **Greetings:**

> Hello. I am... (introduce yourself).

❷ **Explanation: Tell the child what you are going to do in a fun and engaging manner.**

> I'd like to find out how well you speak English! Please share anything you know. If you're unsure about something, just say, 'I don't know,' okay?

❸ **Questions:**
・Ask these questions in the following order :

> ① What's your name?
> ② Which grade are you in?
> ③ How old are you?
> ④ When is your birthday?
> ⑤ Do you have any brothers or sisters?

・When discussing siblings, tailor your answers to the child's circumstances and family structure.

> ⑥ Do you have any friends?
> ⑦ Can you tell me the name of one of your friends?
> ⑧ What do you like to do with your friends?

・Using the friend's name will be necessary in the Dialogue Tasks, so take a memo of it.

> ⑨ Do you like school?
> ⑩ What do you like about it?

・If the child has attended school in their home country or was enrolled in an international school in Japan, ask about that experience and then compare it to their current school.

> ⑪ What do you like about school in Japan?
> ⑫ What do you not like about school in Japan?

・After ⑪ and ⑫ , you can ask additional questions based on the child's situation.

> ⑬ Do you speak English at home?
> ⑭ What language does your mother (or father) speak with you?
>   What language do you use to talk to your mother (or father)?

・There are many cases where the parent speaks English but the child only listens, so ask in detail about language usage at home. Also, consider the specific family structure when asking questions.

> ⑮ Can you read in English? Can you write in English?

・Check if the child has the ability to read and write in English. You may ask additional questions to assess their level of reading and writing skills.

Vocabulary check

❶ In case the vocabulary card refers to a noun (1～42)

> What is this? Yes, it's an eye. From now on, when I say "one", I want you to say "eye". When I say "two", tell me what this is (pointing to the picture on card 2). If you don't know the answer, just say "I don't know". Is everything clear? Great! Then let's begin. "One."

❷ In case the vocabulary card refers to a verb (43～50)
・ From card 43 onward, ask in this way.

> What is the person doing?

❸ In case the vocabulary card refers to an adjective (51～55)
・From card 51 onward, ask in this way.

> What kind of skirt is this?

・ If the child does not understand "what kind of", ask them in the following way.

> This is "long", right? Then what is this? (while pointing to the card for "short")

L et's continue

● If the child completed only 20-30% of the Introductory Conversation and Vocabulary Check, you can conclude the session here.

> That's it. Thank you very much.

● If the child completed more than half of the Introductory Conversation and Vocabulary Check, proceed to DLA Listening and Speaking.

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＼ Evaluation notes ∥

Ⅰntroductory conversation

Date　Y　　M　　D

Name _____　Grade(age) _____ (　　)

Implementor's questions	Gave a comprehensible response	Notes
① "What's your name?"	☐	
② "Which grade are you in?"	☐	
③ "How old are you?"	☐	
④ "When is your birthday?"	☐	
⑤ "Do you have any brothers or sisters?"	☐	
⑥ "Do you have any friends?"	☐	
⑦ "Please tell me the name of one of your friends."	☐	
⑧ "What do you like to do with your friends?"	☐	
⑨ "Do you like school?"	☐	
⑩ "What do you like about it?"	☐	
⑪ "What do you like about school in Japan?"	☐	
⑫ "What do you not like about school in Japan?"	☐	
⑬ "Do you speak English at home?"	☐	
⑭ "What language does your mother (or father) speak with you?" "What language do you use to talk to your mother (or father)?"	☐	
⑮ "Can you read English? Can you write in English?"	☐	
Comprehensible responses／Number of questions	／15	
Percentage of appropriate answers	⇒　　%	

Vocabulary check

Date　　　Y　　　M　　　D

Name _____　　Grade(age) _____ (　　　)

Number	Word	True	False	Notes	Number	Word	True	False	Notes
1	Eye	☐	☐		30	Desk	☐	☐	
2	Eyelashes	☐	☐		31	Drawer	☐	☐	
3	Mouth	☐	☐		32	Blackboard	☐	☐	
4	Lips	☐	☐		33	Blackboard eraser	☐	☐	
5	Hand	☐	☐		34	Map	☐	☐	
6	Thumb	☐	☐		35	Scissors	☐	☐	
7	Nail	☐	☐		36	Notebook	☐	☐	
8	Nose	☐	☐		37	Driver	☐	☐	
9	Grapes	☐	☐		38	Doctor	☐	☐	
10	Egg	☐	☐		39	Firefighter	☐	☐	
11	Shrimp	☐	☐		40	Bus	☐	☐	
12	Milk	☐	☐		41	Airplane	☐	☐	
13	Cow	☐	☐		42	Wing	☐	☐	
14	(A cow's) Horn	☐	☐		43	Swim	☐	☐	
15	(A dog's) Tail	☐	☐		44	Write	☐	☐	
16	Chicken	☐	☐		45	Brush teeth	☐	☐	
17	Horse	☐	☐		46	Wear	☐	☐	
18	Elephant	☐	☐		47	Wake up	☐	☐	
19	Mouse	☐	☐		48	Sit	☐	☐	
20	(A cat's) Whiskers	☐	☐		49	Clean	☐	☐	
21	Tree	☐	☐		50	Get angry	☐	☐	
22	Leaf	☐	☐		51	Short	☐	☐	
23	Branch	☐	☐		52	Thin	☐	☐	
24	Electric fan	☐	☐		53	Light	☐	☐	
25	Telephone	☐	☐		54	Cold	☐	☐	
26	Door	☐	☐		55	Tall	☐	☐	
27	Roof	☐	☐		Total	Appropriate answers			／**55** (　　%)
28	Stairs	☐	☐						
29	Window	☐	☐						

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Table of answers

No.	Category		Correct answer	Acceptable answers	Incorrect answers
1	Ⅰ	Parts of the body	Eye		
2			Eyelashes		Eyebrows
3			Mouth		
4			Lips		
5			Hand	Palm of the hand	
6			Thumb	Finger, fingertip	
7			Nail		
8			Nose		
9	Ⅱ	Food	Grapes		
10			Egg	Chicken egg	
11			Shrimp	Crayfish, lobster	
12			Milk		
13	Ⅲ	Animals and plants	Cow		
14			(A cow's) Horn		Cow
15			(A dog's) Tail		Dog
16			Chicken		
17			Horse		
18			Elephant		
19			Mouse	Hamster	
20			(A cat's) Whiskers		A cat's hair
21			Tree		
22			Leaf		
23			Branch	Tree branch	Stick
24	Ⅳ	Devices	Electric fan	Fan	
25			Telephone	Phone, smartphone	
26	Ⅴ	Parts of the house	Door		Gate
27			Roof	Tiles	House, Top of the house
28			Stairs		Hallways
29			Window		
30	Ⅵ	Classroom objects	Desk	Table	
31			Drawer		Inside the desk
32			Blackboard		Classroom
33			Blackboard eraser		Rubber
34			Map	World, the Earth	
35			Scissors		
36			Notebook	Student book, book	
37	Ⅶ	Professions	Driver		
38			Doctor	Medic, surgeon	
39			Firefighter	Fire brigade	Fire station
40	Ⅷ	Vehicles	Bus		Car
41			Airplane	Aircraft, jet	
42			Wing	Aircraft wing, airplane wing	
43	Ⅸ	Activities at school	Swim	Swimming, crawl	
44			Write	Writing, studying, doing homework	Pencil, draw a picture
45	Ⅹ	Everyday activities	Brush teeth	Brushing teeth	Toothbrush
46			Wear	Wearing, wearing clothes, changing clothes	
47			Wake up	Awake, waking up	Not sleep, not asleep
48			Sit	Sitting, sitting in a chair	
49	Ⅺ	Chores	Clean	Cleaning	
50	Ⅻ	Emotions	Get angry	Getting angry, angry, annoyed, mad	Bad, scary
51	ⅩⅢ	Adjectives	Short		Skirt, not long
52			Thin		Stick, not thick
53			Light		Bag, brown, not heavy
54			Cold		
55			Tall	Big	Adult

3. DLA Listening and Speaking

❶ Purpose

・The purpose of DLA Listening and Speaking in English is to determine the level of conversational ability in English, which serves as the foundation of academic language skills, as well as reading and writing skills.
・DLA Listening and Speaking aims to provide a comprehensive and multidimensional view of conversational skills by measuring three aspects: basic conversation, dialogue, and cognition.

❷ Target group

・DLA Listening and Speaking is designed for a wide range of children growing up in a multilingual environment, from those who can respond minimally to those who speak fluently.
・It is especially valuable for assessing the level of listening and speaking ability in English.
・However, it cannot be used for children who are unable to complete The First Step of DLA in English.

❸ Structure

・It includes Basic Tasks, Dialogue Tasks and Cognition Tasks.
・Basic Tasks assess fundamental conversational skills, including the use of high-frequency vocabulary and expressions, the application of grammar to form sentences, and discussions about topics related to the child's personal experiences and daily life.
・Dialogue Tasks evaluate the ability to interact one-on-one and speak appropriately in various situations and settings.
・Cognition Tasks measure the child's ability to express thoughts and opinions, as well as provide coherent explanations of content related to subjects studied in school.
・Three types of picture cards are used in DLA Listening and Speaking. As shown in Appendix 2, the picture cards with a pink frame are Basic Cards for Basic Tasks, those with a yellow frame are Dialogue Cards for Dialogue Tasks, and those with a blue frame are Cognition Cards for Cognition Tasks.
・Select cards based on the child's age, English proficiency level, and the time available for the session.
・It is not necessary to use all cards, so please refer to the "List of Picture Card Types and Target Age Groups" when making your selections.

❹ Implementation procedure

Things to prepare in advance

- Cut out the Basic Cards, Dialogue Cards and Cognition Cards for DLA Listening and Speaking from Reference 2 (pp.243-249) and prepare them as individual cards (or as needed upload the data into a tablet) and show one card at a time.
- Practice handling the cards at a good pace, and watch the DLA Instructional Video and observe the attitude and tempo of the implementor.
- Have the following materials ready: a copy of the DLA Listening and Speaking Practice Guide, (pp.187-189), the DLA Listening and Speaking picture cards you will be using, a recording device and a notepad.

Card arrangement and sitting position

- Arrange the cards in the order they are to be used and place them face down. Stack the cards in such a way that when the top card is flipped over, the required card appears.
- Sit at the desk, positioned to one side of the child rather than directly across from the child. This allows you to see the cards from the same perspective as the child.

Conducting the conversation

- Ensure the recording device is working and turn it on before starting DLA Listening and Speaking. If this is a continuation from The First Step of DLA, it should already be on.
- Follow the DLA Listening and Speaking Practice Guide (pp.187-189) and conduct the Basic Tasks, Dialogue Tasks, and Cognitive Tasks in that order.
- Depending on the child's level in English, you may finish with Basic Tasks or Dialogue Tasks. In some cases, you might skip the Basic Tasks and Dialogue Tasks and proceed directly to Cognition Tasks. In other cases, you may complete all tasks.

Types of cards and recommended ages for use

	Card title	Primary school years 1-2	Primary school years 3-4	Primary school years 5-6 and above
Basic Tasks	❶ Classroom	○	○	○
	❷ Sports	○	○	○
	❸ Daily routine	○	○	○
	❹ Dreams for the future	○	○	○
Dialogue Tasks	❺ Asking a question	○	○	○
	❻ A new teacher	○	○	○
	❼ Invitation	○	○	○
Cognitive Tasks	❽ Story	○	○	
	❾ Fire truck	○	○	
	❿ Food digestion	○	○	○
	⓫ Environmental problems		○	○
	⓬ Earthquake		○	○
	⓭ Water cycle			○

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Aims for each card

◇ Basic Tasks aim to see whether the child can answer questions related to themselves or familiar topics, as well as create sentences using high-frequency vocabulary and expressions. Select a card based on the available time and the child's specific situation.
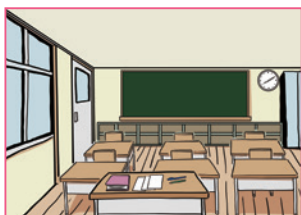
❶ Classroom card
See if the child can answer questions about the existence of objects and people using verbs of existence (is/are) and expressions using location (on, in, etc.)
For students in grades 2 and up, also check if they can read the clock and say what time it is.

❷ Sports card
See if the child can use phrases such as "I have done…," "I can/can't," and answer questions such as "Do you like/dislike this?" and "Which one do you prefer?" to talk about past experiences, abilities, and making comparisons.
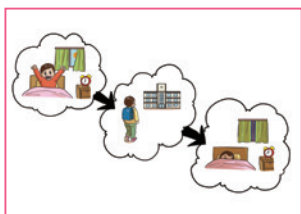
❸ Daily routine card (waking up, going to school, going to bed)
See if the child can correctly use the present tense (for habits) and the past tense (for specific events) of verbs, as well as express actions in sequence.

❹ Dreams about the future card
See if the child can talk about the future using "I want to…" and ask them to provide a reason for their choice.

◇ Dialogue Tasks aim to see if the child can lead a conversation and speak appropriately for the situation or setting. The implementor plays the role of a teacher or a friend in a role play. Select a card based on the available time and the child's situation.

❺ Asking a question card
A: See if the child can ask for permission to go to the bathroom during class.
B: See if the child can ask the teacher or a friend to borrow a textbook in case they forgot theirs.

❻ A new teacher card
See if the child can introduce themselves to the teacher and ask questions.

❼ Invitation
See if the child can invite friends to play. Assess their ability to lead a conversation by suggesting a time and a place on their own. The implementor plays the role of the friend.

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◇ Cognitive Tasks aim to see if the child can talk coherently about content related to subject matter studied at school. Select a card according to the child's age (grade). For middle or high school students, if there is no appropriate task in this list, you can ask them about a concept they have learned in a subject they are proficient in. (while taking into account their learning situation in their home country).

❽ Story card

Ask the child to choose a story they know well and observe their ability to tell it in order. If they are unfamiliar with the stories on the cards, they can choose a different one.

❾ Fire truck card

See if the child can describe the differences in the purpose of the two vehicles. Focus on whether the child is talking about their appearance (form) or their function.
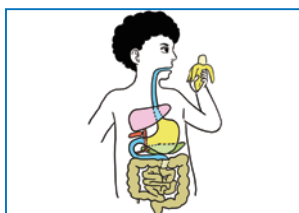
❿ Food digestion card

See if the child can talk about food digestion. For pupils in Year 5 and above, see if they can explain the mechanism using subject-specific vocabulary.

⓫ Environmental problems card

See if the child can explain what is currently happening to the Earth and express their opinions on measures to address environmental problems. For pupils in Year 5 and above, see if they can explain the mechanism using subject-specific vocabulary.
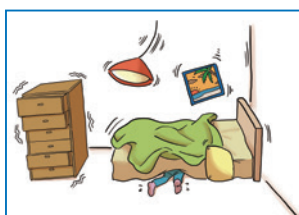
⓬ Earthquake card

See if the child can talk about their experiences with earthquakes and share their opinions on what to do in case of an earthquake. For pupils in Year 5 and above, see if they can explain the causes using subject specific vocabulary.

⓭ Water cycle card

See if the child can explain how the water cycle works using vocabulary learned at school. Ask them what would happen if the Sun (which is essential for the water cycle) did not exist, and see if they can provide reasoning for this hypothetical event.

❺ Key points for implementation

Focus on the flow ···

- ・DLA Listening and Speaking should take 10-15 minutes. Keep the conversation moving at a natural pace without taking too much time on any one question.
- ・Do not interrupt, reject or correct what the child is saying.
- ・If the child does not understand the question, repeat it slowly. If they still do not understand it, say it in a shorter, easier way. Do not give a long explanation – you will just confuse them further. Do not stop the flow and go to the next question.
- ・If the child is thinking or taking a long time to respond, wait patiently.

Create a positive atmosphere ···

- ・Try to foster a friendly atmosphere. Think of it as an enjoyable dialogue rather than a test.
- ・Respond to the child's answers by nodding and showing you understand them.

Do not grade during the conversation ···

- ・Avoid grading or evaluating the child in their presence. Assess their performance only after all components have been completed.
- ・Make a sound or video recording for an accurate evaluation.

End with a compliment to the child ··

- ・Regardless of the child's skill level, praise their effort in speaking English and conclude the conversation on a positive note.

❻ Grading method

- ・After completing DLA Listening and Speaking, review the recording you made.
- ・Use the Evaluation Notes (p.196) to assess each aspect of the child's performance.
- ・This evaluation should also consider their performance during The First Step of DLA and the percentage of accurate responses in the Vocabulary Check.
- ・Determine the stage of "Comprehensive language ability (in multiple languages) to support thinking, judgement and expression" as outlined in the "Matrix of Language Development and Acquisition for CLD students" (KOTOBA no CHIKARA no MONOSASHI) from a comprehensive and multidimensional perspective. View the Comprehensive language ability (in multiple languages) comprehensively, considering what they can do in both English and Japanese.
- ・It is important to note that DLA is not a standardized test designed to score the child's language ability or rank results. Instead, it serves as an assessment tool that uses dialogue to observe what the child can accomplish independently, what they can do with support, and how this information can guide their language education and facilitation.
- ・Consequently, refrain from scoring the results seen here. Instead, view them as a stage of progress from a comprehensive and multidimensional perspective, and use the insights gathered to guide education and support aimed at reaching the next stage.

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＼ Practical Guide ／

Basic tasks

<u>It is not necessary to use all four cards.</u> Depending on the situation, select the appropriate card to use. If you assess that the student demonstrates a clear ability to complete the basic tasks, you may skip them altogether.

Implementor's questions	Points to remember
❶ Classroom card	
● "Look at these cards and tell me about them. If you do not understand what I am saying, please say "I don't understand". Let's begin." ① "Where is this?" ② "What is in this room?" ③ "Is there a desk for the teacher?" ④ "How about a chair?" ⑤ "Is there a teacher?" ⑥ "How about a child?" ⑦ "Where is the pen?" ⑧ "Is there a clock?" ⑨ "What time is it?"	・Do not change the order of the questions. ・④ ⑥Leave the question vague to elicit a "there is" response. ・⑦ If the child points to the card and says "here", turn over the card and ask the question again. Try to elicit a verbal description of its place (on the desk). ・⑦ You can say "pencil" instead of "pen" ・⑧ If the answer for number ② contains the clock, say "There is a clock, right?" ・⑨ No need to ask first-grade students.
❷ Sports card	
① "Do you like sports?" ② "What sports can you play?" ③ "How about X (sport name)" ④ "Have you played X (sport name) before?" ⑤ "Which do you prefer – X (sport name) or Y (sport name)?"	・③ If the child does not know the name of the sport (mainly younger children), point to a card and ask "How about this?" ・③ Keep the question short to elicit a "I can/can't" response.
❸ Daily routine card (waking up, going to school, going to bed)	
① "What time did you wake up today?" ② "What did you do after that?" ③ "What time do you usually go to bed?" ④ "When you get home, what do you do? Tell me about all the things you do throughout the day until you go to bed."	・① Ask about time. ・② Check understanding of past tense. ・③ Ask about habits. ・④ Check whether the child can list actions in a chronological order.
❹ Dreams for the future card	
① "When you grow up, what do you want to be?" ② "Why is that?"	・① If the child does not mention an occupation, ask "what do you want to do?", offer options e.g. "How about a teacher?" or point to the card and say "How about this?"

If there were few or no responses, finish here.

"That's it. Thank you very much!"

If the child could answer most of the questions, proceed to Dialogue or Cognitive Tasks. Decide whether to skip the Dialogue Tasks based on the time and situation.

Dialogue Tasks

<u>There is no need to use all three cards.</u> Choose which card to use based on the situation. If you determine that the student can clearly perform the dialogue tasks, you can proceed to the next steps.

Implementor's questions	Points to remember
❺ Asking a question A, B card	
A ① "Uh-oh! You need to go to the bathroom (or your stomach hurts). What do you say to the teacher? I will act as the teacher." B ① "You forgot your math textbook. You want your friend sitting next to you to let you look at theirs. What do you say to your friend?"	・A① Point to the picture of a toilet/a child with a stomachache and ask the question. ・See if the child can ask for permission. ・B① Point to the picture of a textbook and ask the question. ・See if the child can make requests.
❻ A new teacher card	
① "Today, there's a new teacher. First, please introduce yourself to them. Then, ask them two questions. I will act as the new teacher."	・The implementor plays the role of the new teacher. ・If the child does not understand "introduce", say "Tell them about yourself". If needed, gives them hints like "name?", "age?".
❼ Invitation card	
① "Today you want to play with X (a friend's name) after school. Invite them to play. Imagine you met them at the shoe cupboard."	・Use the name of the friend you heard in the Introductory Conversation. The implementor plays the role of the friend. ・The goal of this task is to see if the child can initiate a conversation, decide a time and a place and conclude the conversation independently. Therefore, the implementor should wait patiently for the child's response.

If there were few or no responses, finish here.

"That's it. Thank you very much!"

If the child was generally able to complete the task, proceed to Cognitive Tasks.

Cognitive Tasks

Select an appropriate card based on the age of the child. For middle or high school students, if there is no appropriate task in this list, you may ask them about a concept they have learned in a subject they are proficient in, while taking into account their learning situation in their home country.

Implementor's questions	Points to remember
❽ Story card (Primary school year 1-4)	
① "A small child has asked you to tell them a story. Tell them one."	· Ask the child to choose a story they know well. If they do not know the stories from the cards, they can choose another one.
❾ Firetruck card (Primary school year 1-4)	
① "Do you know what this vehicle (car) is called?" ② "What does the vehicle (car) do? What do you use it for?" ③ "How are they similar? How are they different?"	· ① Point to the two vehicles in turn and ask questions. If the child does not know the names of the vehicles, you can teach them the names, as they will need them for the next question. · ③ Ask about similarities and differences between the two vehicles. Sometimes children may only look at the appearance (form) and overlook differences in purpose, so encourage them to consider both aspects.
❿ Food digestion card	
① "What happens to the food this person eats?" ② "Explain how digestion works." (for year 5 and above)	· For years 1-4, see if they can talk about digestion in general. For year 5 and above, see if they can use subject-specific language to describe the mechanism of digestion.
⓫ Environmental problems card (Primary school year 3 and above)	
① "What is this a picture of?" ② (about each picture) "What is this?" ③ "The Earth is crying. Why do you think it's crying?" ④ "What should/can we do to make it stop crying?" ⑤ "This is a picture of global warming. Explain why and how global warming occurs." (mainly year 5 and above)	· ① See if the child recognises that this picture is about environmental problems/global warming and see if they know the associated vocabulary. · If the child was able to answer question ①, skip question ②. If they could not, ask what each picture represents (Earth, trees being cut, car emissions, factory smoke) · If the child did not know the term "global warming" in ①, introduce it in ⑤ and see if they can explain the mechanism using subject-specific vocabulary.
⓭ Earthquake card (Primary school year 3 and above)	
① "Have you experienced an earthquake? Tell me what happened then." ② "What will you do if there is an earthquake at school?" ③ "Did you learn about earthquakes at school? Explain why they happen." (mainly year 5 and above)	· ① If the child has never experienced an earthquake, ask them to talk about their parents' experiences instead. · ③ See if the child can use subject-specific vocabulary to explain factors and mechanisms.
⓮ Water cycle card (Primary school year 5 and above)	
① "Explain about the flow of water." ② "Where do you think the water we drink comes from?" ③ "What do you think would happen to Earth if it never rained/if the Sun disappeared?"	

"That's it. Thank you very much!"

＼ Evaluation Notes ／

Date _____ Y ____ M ____ D

Name _____ Grade(age) _____ ( )

Assess the extent to which the student can listen and speak in English from the following perspectives.

Use these evaluation notes to determine their stage according to the "Matrix of Language Development and Acquisition for CLD students" (KOTOBA no CHIKARA no MONOSASHI)

Listening ability		
Basic listening ability	Can understand simple questions about themselves or familiar topics	☐Good ☐Sufficient ☐Needs work
Pronunciation and fluency		
Pronunciation and intonation	Can speak with natural pronunciation and intonation	☐Good ☐Sufficient ☐Needs work
Fluency	Interaction is smooth and natural	☐Good ☐Sufficient ☐Needs work
Speaking attitude		
Speaking attitude	Can speak proactively and lead the conversation.	☐Good ☐Sufficient ☐Needs work
Vocabulary		
Everyday vocabulary	Can use familiar everyday vocabulary and phrases.	☐Good ☐Sufficient ☐Needs work
Quality of vocabulary (subject specific vocabulary)	Can use appropriate vocabulary and phrases, including subject-specific terminology.	☐Good ☐Sufficient ☐Needs work
Grammatical accuracy		
Grammatical accuracy	Can speak with correct grammar.	☐Good ☐Sufficient ☐Needs work
Quality of sentences and paragraphs		
Sentence generation	Can create simple sentences.	☐Good ☐Sufficient ☐Needs work
Quality of paragraphs	Can create complex sentences and connect them to form coherent paragraphs.	☐Good ☐Sufficient ☐Needs work
Contents and coherence of speech		
Completion of tasks	Can complete assigned tasks.	☐Good ☐Sufficient ☐Needs work
Speech structure	Can speak in a coherent and logical order.	☐Good ☐Sufficient ☐Needs work
Coherence of speech	Can tell detailed and coherent stories, providing reasons, explanations, and opinions.	☐Good ☐Sufficient ☐Needs work

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