

# **The Booklet of Selected Cases of Initiatives by the JET Programme's Assistant Language Teachers (JET-ALTs)**

July 2023





# Introduction

The Japan Exchange and Teaching Programme (JET Programme) is a project that aims to enhance foreign language education and promote international exchange in Japan's local communities through the collaboration of the Ministry of Internal Affairs and Communications, the Ministry of Foreign Affairs, the Ministry of Education, Culture, Sports, Science and Technology, and the Council of Local Authorities for International Relations (CLAIR). Under the program, young people are invited as its participants from around the world and employed by local governments or other organizations in Japan to work in one of the following three positions: Assistant Language Teacher (ALT), Coordinator for International Relations (CIR), or Sports Exchange Advisor (SEA). Focusing on the initiatives conducted by Assistant Language Teachers (ALTs), this booklet introduces a collection of such initiatives selected from those sent in by ALTs in response to our open call for submission.

The ALTs who came to Japan under the JET Programme (JET-ALTs) are playing active roles in many scenes including activities using foreign languages and foreign language lessons in elementary schools, junior high schools and senior high schools across Japan, while also contributing to international exchange activities in their assigned localities. In FY2022, a total of 5,277 JET-ALTs, which account for over 90% of all JET Programme participants in that fiscal year, came to Japan from all over the world. They are now working actively in 945 contracting organizations across Japan (e.g., prefectural, city, town and village governments).

As the most recent effort for JET-ALTs, CLAIR published "JET Katsuyo Manual (JET Users' Guide)" in 2007. However, since that time, circumstances surrounding internationalization of Japan's local communities have undergone significant changes, including an increase in the number of foreign residents and progression of multinationalization of communities. In addition, with the implementation of the revised Courses of Study (national curriculum standards), English became a mandatory subject for elementary school students. The use of ICTs in the classroom has also expanded.

In view of such changes that occurred since "JET Katsuyo Manual" was published, the Ministry of Internal Affairs and Communications decided to inaugurate the Working Group on Developing the Booklet of Selected Cases of Initiative by JET Programme's Assistant Language Teachers (JET-ALTs) and create this booklet, with the aim of grasping the current initiatives and activities conducted by JET-ALTs in their workplaces and promoting their utilization further. In March 2023, we invited the contracting organizations of JET-ALTs to submit the reports of their initiatives. From the submitted reports, the Working Group selected 30 initiatives as innovative cases.

We hope that this booklet will be utilized by people in organizations that are considering to employ JET-ALTs in near future or that are seeking ways to further utilize their JET-ALTs, and also by the JET-ALTs who are playing active roles in their workplaces.

Finally, we wish to express our heartfelt appreciation to the people in all the contracting organizations for their support in compiling this booklet, including writing up text and contributing photos.

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# Classifications of Selected Initiatives

- The reports of initiatives by JET-ALTs which are written and submitted by JET-ALTs working on the frontline are featured in the section titled "Reports from JET-ALTs Working on the Frontline" at the end of each chapter.
- To make this booklet a useful reference for organizations that are considering to employ or further utilize JET-ALTs, we classified all the selected initiatives as shown in the following chart, sorted based on such aspects as the driver of the initiative, the target participants for the initiative, whether the initiative is conducive to internationalization of local community, and whether the initiative is a unique one. We indicated the applicable classifications of each initiative above its title.

	Case number	Page	Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative				
			JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization	
						Pre-school children	Elementary	Junior high	Senior high									
Diverse Initiatives of JET-ALTs in the Classroom!	No. 1	6	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="radio"/>	<input type="radio"/>				
	No. 2	8	<input type="radio"/>	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>						
	No. 3	10	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>								<input type="radio"/>			
	No. 4	12	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>					<input type="radio"/>		<input type="radio"/>			<input type="radio"/>	
	No. 5	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				<input type="radio"/>			<input type="radio"/>		<input type="radio"/>				
	No. 6	16	<input type="radio"/>		<input type="radio"/>			<input type="radio"/>				<input type="radio"/>					<input type="radio"/>	
	No. 7	18	<input type="radio"/>						<input type="radio"/>			<input type="radio"/>					<input type="radio"/>	
	No. 8	20	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>						<input type="radio"/>		<input type="radio"/>	
	No. 9	22	<input type="radio"/>	<input type="radio"/>				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>				<input type="radio"/>	<input type="radio"/>	
	No.10	24	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>							<input type="radio"/>		
	No.11	26	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>					<input type="radio"/>	<input type="radio"/>			<input type="radio"/>		
	No.12	28	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>			<input type="radio"/>		<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	
	No.13	30	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>				<input type="radio"/>		
	No.14	32	<input type="radio"/>						<input type="radio"/>			<input type="radio"/>	<input type="radio"/>				<input type="radio"/>	
	Column (1)	34	<input type="radio"/>						<input type="radio"/>								<input type="radio"/>	
	Column (2)	36	<input type="radio"/>						<input type="radio"/>	<input type="radio"/>			<input type="radio"/>					<input type="radio"/>
	Column (3)	38	<input type="radio"/>								<input type="radio"/>							
Brilliant Initiatives of JET-ALTs Outside the Classroom!	No.15	42	<input type="radio"/>		<input type="radio"/>				<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
	No.16	44	<input type="radio"/>	<input type="radio"/>				<input type="radio"/>					<input type="radio"/>				<input type="radio"/>	
	No.17	46	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>					<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	No.18	48	<input type="radio"/>	<input type="radio"/>					<input type="radio"/>									
	No.19	50	<input type="radio"/>	<input type="radio"/>				<input type="radio"/>				<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		
	No.20	52	<input type="radio"/>		<input type="radio"/>				<input type="radio"/>		<input type="radio"/>	<input type="radio"/>			<input type="radio"/>		<input type="radio"/>	
	No.21	54	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								<input type="radio"/>	
	No.22	56	<input type="radio"/>		<input type="radio"/>				<input type="radio"/>			<input type="radio"/>						
	No.23	58	<input type="radio"/>		<input type="radio"/>						<input type="radio"/>	<input type="radio"/>		<input type="radio"/>			<input type="radio"/>	
	No.24	60	<input type="radio"/>	<input type="radio"/>							<input type="radio"/>	<input type="radio"/>						
	No.25	62	<input type="radio"/>	<input type="radio"/>							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
	No.26	64	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>											<input type="radio"/>	
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## **Diverse Initiatives of JET-ALTs in the Classroom!**

In this chapter, we introduce the initiatives of JET-ALTs who make a variety of efforts to improve their lessons, including using innovative teaching methods and promoting international exchange and cross-cultural understanding in the classroom. We also introduce initiatives that utilize ICT, such as online cultural exchange.

## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.1 Publishing “ALT Journal” that reports topics from the perspectives of ALTs

Implementation period: from 2020 to present  
Contracting organization: Miyagi Prefecture

#### Main points of the initiative

- Publicizes the reports written by participants in the JET Programme, including JET-ALTs, working in Miyagi Prefecture on local topics of the prefecture that they found interesting in the “ALT Journal” published on the prefecture’s website.
- Uses the ALT Journal as English reading materials for students to learn the kind of English that is not found in their English textbooks.

#### Basic data of the contracting organization

Population: 2,264,921 (As of April 1, 2023)  
Number of JET Programme participants: 54 ALTs, 5 CIRs, 0 SEA  
Number of participating schools: 2 junior high schools, 74 senior high schools, 19 schools for special needs education

#### Background and tasks of the initiative

The Miyagi Prefectural Government decided to develop an original English workbook comprising self-study exercises titled “Miyagi English Library” with the aim of enabling its students to experience the fun of reading English, motivating them to study English on their own initiative and making them pursue English studies actively.

In the hope of providing students in Miyagi with more opportunities to be exposed to authentic English and writings other than those in English textbooks, the section titled “ALT Journal” was included in the Miyagi English Library as English reading exercise materials consisting of articles written by the JET participants in Miyagi Prefecture.

The ALT Journal features local topics in Miyagi Prefecture to make students want to read them. It is hoped that, by reading the materials, students will become able to enjoy communicating in English and broaden their horizons.

#### Description of the initiative

- JET-ALTs post articles in English about local topics in Miyagi Prefecture they found interesting, writing from the perspective of a non-Japanese person living in the prefecture. They write about the places, events, and things encountered in their daily lives in Miyagi Prefecture that they found impressive (e.g., local specialty, unique experience). By featuring the topics familiar to local students, the ALT Journal aims to stimulate the students’ interest and make them feel like reading the articles. The articles written by JET-ALTs based on their experiences and perspectives make students in Miyagi realize good points and charms of their local communities, and help them gain new perspectives.
- The ALT Journal incorporates measures to prompt students to actually communicate in English, including exercises to make students think for themselves and express their thoughts in English and comments to encourage them to ask questions to JET-ALTs about the articles.
- By making JET-ALTs in various places of the prefecture write articles, the ALT Journal can provide a wide variety of topics. JET-ALTs also write about their home countries in their articles, which will also stimulate the students’ interest in overseas cultures.



## Description of the initiative (continued)

- The ALT Journal is divided into sections for different English proficiency levels in terms of readers' vocabulary richness, knowledge of grammatical elements and other elements. By taking advantage of the fact that the Journal is created by JET-ALTs, native speakers of English, the Journal uses the English phrases and expressions that are as natural as possible and incorporates words and grammatical elements appropriate for the respective English proficiency levels.
- The outcomes of this initiative are published on the website of the prefecture's Education Bureau, which can be accessed easily and utilized freely by teachers and students alike for use in the classroom, for self-studies, and for other purposes.
- Miyagi English Library also includes reading materials on topics associated with disaster prevention and handing down of the memories of the earthquake disasters to future generations, including Miyagi Disaster Handbook (for non-Japanese residents) and introduction of the ruins of the Great East Japan Earthquake. These materials were created by the teachers' consultants of the prefecture under the instructions of the ALT-PA (Prefectural Advisor) belonging to the prefecture's Compulsory Education Section.

**My two hometowns: Kami and Iowa**  
By Dakota Kelley (Kami ALT)



This winter it snowed for three days. I watched the snow to see if it would stop. It was beautiful, but the snow reminded me of my hometown, Iowa. I felt a little homesick, so I checked a highway camera in Iowa on my computer. The images showed me how much snow had fallen. I was surprised because there wasn't that much snow!

When I went back to Iowa for the winter vacation, it also snowed for three days. My home in America was just like Kami town!

In Kami, Mr. Yakurai is a good place to ski. There aren't any mountains in Iowa. But, like Kami town, Iowa has many fields that become blanketed with snow.

this year, I saw many children playing in the snow! In Iowa, children usually sled down hills, throw snowballs, and build snowmen. Kami Town's children play the same way. For me, I want to practice skiing with locals and students. (165 語)

※ Iowa: アイオワ州    homesick: ホームシック    highway camera: 道路監視カメラ  
images: 画像    blanketed with: ーンでおおわれた    field: 畑    sled down: スリズリをやる  
hills: 丘    snowballs: 雪玉    snowmen: 雪だるま

**missions**

Why did Mr. Kelley check the highway camera?

What do children in Kami Town usually do in winter?

How did you spend your last winter vacation? If you have the chance, would you like to go abroad next winter? What would you do and where would you go? Write about it.

Last winter vacation I \_\_\_\_\_

ALT Journal created by ALTs

Miyagi English Library ★★ ★ Date: \_\_\_\_\_

**Miyagi Disaster Handbook [Read and Think]**

Goal 防災ガイドブックの内容を伝えよう!

「宮城県防災ガイドブック『Miyagi Disaster Handbook』(外国人用)」を読んで、あとの問いに答えよう。

**I Main Types of Disasters and What to Do When They Happen**  
Earthquakes

Japan is one of many countries which are affected by earthquakes. Since we do not know when an earthquake will occur, we need to take daily precautions to prepare for them.

① Damage Caused by Earthquakes

- ◆ Earthquakes, especially large ones, can cause various kinds of damage.
- ◆ Objects may fall on you, buildings and roads may collapse, and the ground may split/crack. Furthermore, fires may spread, and electricity, gas, and water supply may be stopped. You may not be able to use telephones and / or internet.
- ◆ Because Japan is surrounded by oceans, there is also danger of a tsunami hitting coastline regions.
- ◆ Aftershocks may continue for a long time after a big earthquake.

※ disaster handbook 防災ガイドブック what to do 対処法  
be affected 影響を受ける daily precaution 日頃の備え  
collapse 崩れる split/crack 地割れ/山崩れ  
furthermore さらに gas ガス water supply 水道 be stopped 中断される  
coastline regions 沿岸地域 aftershocks 余震 caution 注意

(1) ガイドブックの内容を下の ① にまとめました。内容と合うように①と②はガイドブックから語を抜き出し、③は適する語を書き入れて、英文を完成させましょう。

Japan is affected by earthquakes. So we have to ( ① ) for them. Earthquakes can cause various kinds of damage. You may not be able to ( ② ) telephones and / or internet. Even if a big earthquake stops, we have to ( ③ ) careful.

① \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_

3 問中

Reading materials associated with Miyagi Disaster Handbook

## Outcomes and future prospects of the initiative

This initiative would never have been possible without the cooperation of JET-ALTs in Miyagi. Our JET-ALTs are very eager to help local students improve their English skills. Based on this desire, they make various efforts to make the ALT Journal a fun read, such as including the photos they took and the interesting quizzes that make students want to work on. For the JET-ALTs as well, the Journal serves as an opportunity to play active roles in communities other than in the classroom through communicating widely to students the attractive aspects of Miyagi Prefecture that they discovered.

In the next fiscal year and beyond, we will continue to make and publish the ALT Journal by further expanding its contents so as to provide students in Miyagi with more opportunities to learn authentic English.

### Inquiries to:

International Exchange Promotion Group I, International Policy Section,  
Miyagi Prefecture

TEL: 022-211-2276

MAIL: koryu@pref.miyagi.lg.jp

URL: <https://www.pref.miyagi.jp/soshiki/gikyou/english-I.html>

(Miyagi English Library by Compulsory Education Section, Education Bureau, Miyagi Prefecture)



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative				
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children					Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high									

### No.2 Speed-reading worksheets for deepening understanding of different cultures

Implementation period: from 2018 to present  
Contracting organization: Kitakyushu City, Fukuoka Prefecture

#### Main points of the initiative

- Thirteen JET-ALTs (from seven countries) created speed-reading worksheets on which they described their countries' cultures in ways that reflect their own unique characters, with the aim of further promoting the students' interest in overseas cultures and enhancing their speed-reading skills.
- The worksheets have been distributed to English teachers across the city and the teachers utilize them daily in classes and for homework assignments.

#### Basic data of the contracting organization

Population: 917,524 (As of April 1, 2023)  
Number of JET Programme participants: 13 ALTs, 1 CIR, 0 SEA  
Number of participating schools: 127 elementary schools, 62 junior high schools, 1 senior high school, 8 schools for special needs education

#### Background and tasks of the initiative

It has been revealed that students in the city's junior high schools have issues with English reading and writing skills from the results of their academic achievement tests and other assessments. The city government had been seeking ways to address the issue.

As a measure to improve the students' speed-reading and writing skills in English, the English Education Promotion Leader of the city's board of education proposed a plan to develop speed-reading worksheets. Under this proposal, 13 JET-ALTs employed by the city each created speed-reading worksheets, which were distributed to the school management personnel and English teachers across the city.

Each worksheet features the culture or a unique event of the home country of the JET-ALT who made the sheet. Reading about them will help deepen students' understanding of overseas cultures.

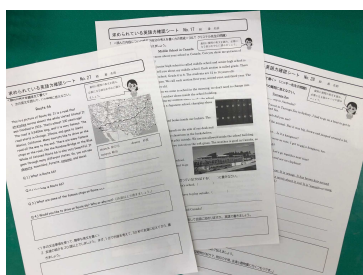
The schools can also use the help of JET-ALTs during the summer vacation period and for free time activities between classes.

#### Description of the initiative

- Each of the speed-reading worksheets comprises two parts: reading section and writing section. For the reading section of each sheet, a JET-ALT writes about the culture or a unique event of his or her home country. For the writing section, students write about the culture or a unique event of Japan in English.
- When the students finish writing, they go to the JET-ALT and read their writings aloud, one student at a time. The JET-ALT checks each student's writing on the worksheet and affixes his or her seal on it. (It gives each student a great opportunity to have one-on-one conversation with the JET-ALT. It also allows the JET-ALTs to have a chance to get to know their students in person.)
- The city has sent these speed-reading worksheets to the English teachers, principals and vice principals of all junior high schools in the city. The English teachers make use of the worksheets in their classes and for homework assignments.
- The sheets are also distributed to the city's JET-ALTs. They explain how to use the sheets to English teachers in their schools and recommend to make use of the sheets in their classes.

## Description of the initiative (continued)

- In this initiative, JET-ALTs correct the wrong parts of students' writings in their worksheets. By doing so, they can find where their students tend to struggle and intentionally conduct their lessons in ways useful to address the students' difficulties.
- Occasionally, students learn wrong English expressions by relying too much on automatic translation tools such as Google Translate. We encourage them to ask JET-ALTs and JTEs (Japanese Teacher of English) first as much as they can when they don't know how to say or express in English. We found that, when English writings become more difficult, students were able to enjoy writing and remember the experience more clearly by working in pairs or groups.
- We asked PAs (Prefectural Advisors in charge of the JET Programme) to create worksheet samples, and shared the samples among the relevant people in a monthly meeting. Then, we requested the JET-ALTs to make the worksheets. What we struggled with in this initiative was making the objectives for creating these worksheets and the roles of JET-ALTs known to all relevant people and standardizing the formats of the worksheets created by JET-ALTs.
- As for the content of the worksheets, we focused not only on having the JET-ALTs write about their home countries, attracting students' attention and helping them understand the content, but also on enabling students to improve their English skills to the level of expressing their thoughts.



The actual worksheets



English lesson using the worksheets



A JET-ALT correcting mistakes on a student's worksheet

## Outcomes and future prospects of the initiative

Through this initiative, the students become increasingly used to reading English by being exposed to the natural English expressions used by JET-ALTs and reading a certain amount of written English constantly and repeatedly. Their English writing skills, including skills to express their thoughts, are also improving through writing English compositions.

The students who participated in this initiative were able to deepen their understanding of the different views and cultures of not only the JET-ALTs in their schools but also those in other schools, who are all from different backgrounds.

Presently, the degrees of utilization of the speed-reading worksheets vary among schools and teachers. To make more students benefit from this initiative, we have focused on publicizing this initiative further by featuring the pictures of students learning English with a JET-ALT in the city's original English language education PR magazine, "Eigokyoiku Good Practice (Good Practices in English Education)" (which introduces notifications from the MEXT, examples of good English lessons and worksheets, and pictures of lessons adopting team teaching with a JET-ALT).

### Inquiries to:

School Education Section, School Education Department,  
Board of Education, Kitakyushu City  
TEL: 093-582-2368  
MAIL: [advisor01@city.kitakyushu.lg.jp](mailto:advisor01@city.kitakyushu.lg.jp)  
URL: <https://www.city.kitakyushu.lg.jp/kyouiku/index.html>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative				Internationalization of local community			Unique initiative				
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.3 Conducting “Challenge Time” to improve elementary school children’s skills for expressing their thoughts in English

Implementation period: from 2022 to present  
Contracting organization: Kashiwazaki City, Niigata Prefecture

#### Main points of the initiative

- This initiative aims to allow children to experience the fun of using English through talking about themselves and asking JET-ALTs questions, and make them more willing to communicate with others in English.
- Each child participating in this initiative enjoys a one-on-one chat for three minutes with a guest ALT by fully utilizing the knowledge obtained in one year under this initiative.

#### Basic data of the contracting organization

Population: 78,167 (As of April 1, 2023)  
Number of JET Programme participants: 2 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 20 elementary schools, 11 junior high schools

#### Background and tasks of the initiative

In the performance exercises of English in the past, students chatted with and gave presentations to the JET-ALTs with whom they regularly interacted in the classroom. Thus, the students and JET-ALTs had little need to make efforts to initiate communication by introducing themselves to the other because they already knew each other quite well. This situation made it difficult to foster children’s independent and assertive actions in English.

Thus, based on a proposal made in 2020 by a teacher specialized in teaching English, we decided to implement an initiative in which each child will converse with multiple JET-ALTs whom they never met before by introducing themselves and talking about topics of their interest. We aim to create a situation in which the children must initiate communication with a stranger, which will help develop the children’s willingness to communicate in English.

#### Description of the initiative

The following is the description of a case of this initiative at N Elementary School, one of the schools in the city where this initiative is conducted.

- Details of the Challenge Time conducted at N Public Elementary School in Kashiwazaki City
  1. Date & time: 5th and 6th periods (13:35-15:10) of February 1, 2023 (Wed)
  2. Participants: 16 fifth-graders, 6 sixth-graders
  3. Participating guest ALTs: 3 ALTs (Andy, Sheila, Joe)
    - \* Management of the schedules of the ALTs participating as guests in this initiative was done by a teachers’ consultant of the city’s board of education.
  4. Learning unit title: “Challenge Time: Let’s Introduce Yourself to People from Other Countries!”
  5. Implementation method
 

[1] Challenge Time is conducted in vacant classrooms in which a child and a guest ALT have a one-on-one talk in each room.

### Description of the initiative (continued)

[2] Each child enjoys chatting one-on-one with a guest ALT (main part of which is spent on making a self-introduction) for approx. 3 minutes by utilizing the English knowledge they have obtained in the past year.

[3] Those waiting for their turns practice speaking by themselves or by pairing up with friends.

[4] After completing the Challenge Time for three times, each child writes what they felt about the experience on the reflection sheet.

(New HORIZON Elementary 5 Check Your Step [1])

### 6. Scenes of the Challenge Time



### Outcomes and future prospects of the initiative

We provide three 3-minute chat sessions for each participating child. The more sessions they participated in, the greater their conversation quality and volume have become.

We conduct this initiative as the final activity conducted at the goal of a learning unit. Therefore, it becomes easier for teachers to structure the learning unit and make its lesson plans by thinking backwards from this goal. Children can also understand the goal to which all the lessons are leading, and participate actively in every class based on that understanding.

The example described above featured the Challenge Time conducted in a relatively small elementary school. However, we want to conduct this initiative at larger elementary schools and junior high schools by increasing the number of participating ALTs and making changes to the implementation method.

#### Inquiries to:

School Education Department, Board of Education, Kashiwazaki City

TEL: 0257-43-9132

MAIL: [gakkyo@city.kashiwazaki.lg.jp](mailto:gakkyo@city.kashiwazaki.lg.jp)

URL: <https://www.city.kashiwazaki.lg.jp/soshikiichiran/kyoikuiinkai/gakkokyoikuka/index.html>





## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative		
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children					Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high	Teachers						
							Community residents						

### No.4 “Try One-on-One Talk with ALT,” the online English conversation sessions for elementary school students

Implementation period: from 2022 to present  
Contracting organization: Miyazaki City, Miyazaki Prefecture

#### Main points of the initiative

- We provide online English lessons in the form of one-on-one conversation between a student and a JET-ALT for sixth graders of the city's public elementary schools during the summer vacation period.
- The initiative provides a good opportunity for each participating child to experience the joy of successfully communicating with a JET-ALT, which will further stimulate their motivation for learning English.

#### Basic data of the contracting organization

Population: 397,898 (As of April 1, 2023)  
Number of JET Programme participants: 25 ALTs, 1 CIR, 0 SEA  
Number of participating schools: 47 elementary schools, 25 junior high schools

#### Background and tasks of the initiative

To achieve the goal of “developing students who can comfortably communicate in a foreign language (English),” our city has increased the number of JET-ALTs employed by the city to 25 since August 2019, placing one JET-ALT in each of its 25 public junior high schools. Each of the JET-ALTs is also dispatched to the elementary schools within his or her assigned junior high school district to provide foreign language lessons with thorough support.

This structure has increased opportunities for our students to be exposed to natural English spoken by JET-ALTs in their schools. However, the chances for them to communicate in English outside of school have remained quite limited.

Thus, based on a proposal made by a teachers' consultant, we decided to provide, since FY2022, online English conversation sessions for elementary school students taught by JET-ALTs with the aim of making them more willing and motivated to learn English.

#### Description of the initiative

The online English conversation sessions of “Try One-on-One Talk with ALT” were conducted in the following steps.

- Participants in this initiative were actively recruited by widely publicizing the initiative through distributing the flyers to the city's elementary schools and having JET-ALTs talk about the initiative to their students at the end of their lessons.
- For eight days between July 28 and August 19 during the summer school holiday period, we provided online English conversation sessions for 6th graders of the city's public elementary schools, in which each participating student had one-on-one English conversation with a JET-ALT for 20 minutes per session.
- Using Zoom, an online video conferencing platform, we conducted each English conversation session by connecting a JET-ALT (at Miyazaki City Educational Information and Training Center) and a student (at his or her home) online.
- Each participating student talked with a JET-ALT in English by, for example, practicing what the student learned in English classes during the first trimester (e.g., how to introduce yourself) and listening to the JET-ALT talk about his or her home country.

## Description of the initiative (continued)



JET-ALTs giving an online English conversation session



JET-ALTs introducing their home countries using PowerPoint presentation

## Outcomes and future prospects of the initiative

In the past, the only times outside the classroom in which our city utilized its JET-ALTs were when holding events mainly comprising group activities between children and JET-ALTs during the summer and winter vacation periods.

In this initiative, by holding online one-on-one English conversation sessions, we were able to provide each participating child with a valuable opportunity to try conversing on his or her own with a JET-ALT in English and experience how enjoyable and difficult it is to communicate in English.

The children who participated in this initiative said they were thrilled that they made themselves understood by the JET-ALTs. This experience has become a good opportunity to boost their motivation for learning English.

In the next fiscal year and beyond, we will continue this initiative to provide many elementary school children with opportunities to actively communicate with JET-ALTs in English and promote foreign language education for children with the help of JET-ALTs.

In addition, we plan to actively utilize tablets provided to each elementary school student by, for example, connecting their tablets with those of the schools in our JET-ALTs' home countries and having students on both sides communicate in English.

### Inquiries to:

Miyazaki City Educational Information and Training Center,  
Board of Education of Miyazaki City  
TEL: 0985-28-2426  
MAIL: [mcnet@mcnet.ed.jp](mailto:mcnet@mcnet.ed.jp)  
URL: <http://www.mcnet.ed.jp>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.5 Cross-cultural understanding workshop conducted in collaboration with JET-ALT and CIR

Implementation period: January 2023  
Contracting organization: Nara Prefecture

#### Main points of the initiative

- A senior high school and a city government in the prefecture collaborated to have a JET-ALT placed in a prefectural senior high school and a CIR belonging to the city government conduct exchange activities for the students who applied to participate in the workshop.
- We focused on enabling interactive exchange by allowing the JET-ALT and the CIR to exchange ideas mutually with the participating students, instead of giving one-sided lectures.

#### Basic data of the contracting organization

Population: 1,298,946 (As of April 1, 2023)  
Number of JET Programme participants: 50 ALTs, 7 CIRs, 0 SEA  
Number of participating schools: 35 senior high schools, 2 secondary education schools, 10 schools for special needs education

#### Background and tasks of the initiative

Unebi High School, a prefectural senior high school of Nara, conducted research and development activities for the Project for Promotion of High School Education Reform in Collaboration with Local Communities (Glocal-type) from FY2019 to FY2021. Then in FY2022, the school was appointed as a School in Charge of Research and Development and inaugurated a new subject called "Global Inquiry" through which the school is conducting research and development activities.

In addition to the JET-ALT placed in Unebi High School, the school invites JET-ALTs from other schools on designated dates to provide foreign language lessons that make use of team teaching in small groups with the aim of enhancing its students' ability to communicate their thoughts.

Unebi High School and the Kashihara City Government collaborated in organizing a cross-cultural understanding workshop in which a JET-ALT and a CIR served as instructors. The initiative aims to provide the participating students with an opportunity to become aware of the world beyond Japan and various issues facing the world, and to exchange their ideas about such issues.

#### Description of the initiative

The cross-cultural understanding workshop was conducted as below:

- Unebi High School came up with a plan for this initiative while conducting various exchange activities for the project and other efforts mentioned above in collaboration with the Kashihara City Government which serves as a consortium organization. The exchanges concerning this initiative were mainly conducted by emails between the representative of the Tourism Policy Division of Kashihara City and the representative of Unebi High School. They both made arrangements to hold the event at an effective timing by checking and aligning the schedules of the both sides. The senior high school made special efforts to collaborate closely with the representative of Kashihara City, because the representative has always participated in the students' research task presentations held in the school.
- The workshop was held for about one hour during after-school hours on January 26, 2023 (Thurs).



### Description of the initiative (continued)

- The participants were 1st grade and 2nd grade students of Unebi High School (corresponding to 10th and 11th grades) who applied for the event. About 30 students participated in the workshop.
- At the beginning of the workshop, a JET-ALT (from the U.S.) and a CIR (from Canada) each talked about the culture, education, taxation and other social systems, and gender diversity of their home countries as part of their self-introductions.
- The JET-ALT and the CIR belong to the different workplaces, but they have been in close contact with each other regularly, which enabled them to make plans and preparations for the event smoothly.
- The JET-ALT and the CIR talked about what it means to them to work in a country with a different culture by telling the students, for example, how they decided to come to Japan to work, the differences they found between the cultures of Japan and their home countries, and what they found puzzling while working in Japan.
- After that, the JET-ALT and the CIR took questions from the students and exchanged opinions with them, with the intention of helping the students become aware of the differences in cultures and values as well as various issues of the world.
- The JET-ALT and the CIR also gave advice based on their experience to the students who talked about their desire to work abroad in the future by becoming a corporate expatriate or through other means, and helped the students imagine what it would actually be like to live and work abroad.
- They also held an after-event session in which students wanting to talk in person with the JET-ALT and the CIR could join and enjoy one-on-one conversations in a relaxed atmosphere.

### Outcomes and future prospects of the initiative

Prompted by the research and development activities the school conducted for the Project for Promotion of High School Education Reform in Collaboration with Local Communities (Glocal-type) and by its role as a School in Charge of Research and Development, Unebi High School has planned and implemented various programs and events for international exchange to make its students aware of issues of the world and helped them grow into individuals who can work to resolve the issues on their own initiative.

This workshop was held as part of such efforts by Unebi High School. In its foreign language classes, the school has always focused on enhancing its students' communication skills. The effects of such efforts were seen in the attitudes of the participating students who were actively involved in the workshop by asking questions and exchanging opinions without hesitation. There are still some students in the school who have difficulties in speaking up in front of many people. We believe that the communication skills of these students can be further developed to the point where they can state their opinions in a foreign language in front of a large audience by providing them with opportunities to have one-on-one conversations with non-Japanese teachers.

#### Inquiries to:

Research Promotion Section, Education Planning Department,  
Nara Prefectural Institute for Educational Research  
TEL: 0744-33-8903  
MAIL: [altsupport@office.pref.nara.lg.jp](mailto:altsupport@office.pref.nara.lg.jp)  
URL: <https://www.e-net.nara.jp>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative		
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children					Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high	Teachers						
							Community residents						

### No.6 “Language Exchange Activity in Ichinomiya,” an international exchange project

Implementation period: FY2021  
Contracting organization: Takamatsu City, Kagawa Prefecture

#### Main points of the initiative

- Based on a proposal made by a JET-ALT, we organized an exchange project for the students in our city and students of a junior high school in the U.S. to stimulate our students' intrinsic motivation for conversing in English.
- Students on both sides exchanged letters and videos in ways that would not reveal their privacy information.

#### Basic data of the contracting organization

Population: 411,006 (As of April 1, 2023)  
Number of JET Programme participants: 16 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 47 elementary schools, 22 junior high schools, 1 senior high school

#### Background and tasks of the initiative

Some issues were observed in our students' motivations for learning foreign language. One of the issues was that not many students spoke up proactively when conversing in English in foreign language classes. Because of the situation of the local communities, the students actually have little chance to meet non-Japanese people who are native English speakers other than the city's JET-ALTs.

In view of this situation, our JET-ALTs proposed a plan for organizing a project for our students to communicate directly with native English speakers who are about the same age as them. Based on this proposal, we got in touch with a junior high school in the U.S. and made arrangements with them for the project.

#### Description of the initiative

- The JET-ALTs exchanged emails with a Japanese language teacher working in a junior high school in the U.S.
- We created a roadmap for the project in which the students on both sides would engage in three activities (exchange of letters, online presentations, and exchange of videos) in three months.
- Prior to the project, the Japanese side made a video showing the students making self-introductions, and the U.S. side made a video introducing the school and its locality.
- The both sides sent each other the videos taken in advance, letters written by the students, slide presentation materials and posters hand-drawn by the students.
- To protect the privacy of the participating students, the Japanese side (the JET-ALTs) and the U.S. side (the Japanese language teacher) sent to each other the videos and other data through a link of Google Drive and a private link.
- Things that may reveal the students' personal information (e.g., names, faces) were shown only in class. Also, arrangements were made to prevent the students from sharing links among them.

## Description of the initiative (continued)

- Before commencing this exchange project, we drew up the plan, showed it to management personnel in the participating schools, relevant people in the communities, and guardians of the students, and obtained their approval. We included in the plan the objectives of the exchange project and the roadmap for its activities written by the JET-ALTs, together with the comments from the principals of the participating schools and the prefecture's CIR concerning the significance of the exchange and its expected outcomes. We were able to obtain the approval of the relevant people on the Japan side quite smoothly. However, it took much longer to obtain the approval of the students' guardians on the U.S. side. In the end, we could not obtain approval of two guardians out of the 40 guardians in total.
- To prepare ourselves for opportunities that will require us to make a formal contact with the school in the U.S. and its community, we requested the cooperation of a CIR belonging to the prefecture after obtaining the approval of our principal.
- After the project was conducted, we had the participating students answer the post-event survey consisting mainly of open-ended questions. On each of the survey forms submitted, the JET-ALTs wrote comments and gave them back to the students.
- Because of a time zone difference between the both sides, we could not hold live exchange activities. Instead, we sent each other the videos taken in advance.
- It took time to obtain the approval of the guardians of the students on the U.S. side. So, we could not get the things done according to the plan. This initiative was born out of the passionate proposal made by the city's JET-ALTs. As we implemented this initiative, we realized that, if we wanted to conduct the three activities smoothly according to the roadmap, we would have to start making their plans from the previous fiscal year.



Students introducing themselves



A scene of the video sent from the U.S. side

## Outcomes and future prospects of the initiative

According to the results of the post-event survey, more than 99.5% of our students who participated said the activities were “fun” and 90% of them said the activities “made them want to learn English more.” We can say, from these results, that this initiative had a positive impact on the students’ motivations.

The post-event evaluations for the initiative were made in the form of a questionnaire survey. However, the numbers of questions and answer choices in the survey were insufficient for analyzing the kinds of students whose motivations changed more significantly than others. To address this issue, we would need to incorporate layered questions and more well-thought-out answer choices into the survey.

We hope to continue this exchange project by incorporating the letter writing and video-making activities to introduce the students’ schools and communities into the schools’ annual teaching plans through aligning these activities with the learning units in the textbook.

### Inquiries to:

School Education Section, Board of Education of Takamatsu City

TEL: 087-839-2616

MAIL: [gakkyo@edu-tens.net](mailto:gakkyo@edu-tens.net)

URL: <https://www.city.takamatsu.kagawa.jp/>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.7 Cultural and language exchange program conducted online

Implementation period: September-November 2022  
Contracting organization: Kyoto Prefecture

#### Main points of the initiative

- We conducted a cultural and language exchange program online with the aim of strengthening cultural ties between the Philippines and Japan.
- Through the program, the participants had discussions concerning the two countries' cultures, and cultivated their understanding of different cultural traits of the Philippines and Japan.

#### Basic data of the contracting organization

Population: 2,537,860 (As of April 1, 2023)  
Number of JET Programme participants: 32 ALTs, 2 CIRs  
Number of participating schools: 4 junior high schools, 46 senior high schools, 12 schools for special needs education

#### Background and tasks of the initiative

This initiative was proposed and organized by a JET-ALT who had worked for educational institutions including high school and university in the Philippines. It was conducted with the aim of providing our students with lifelong learning opportunities and deepening ties between the Philippines and Japan. The JET-ALT collaborated with the relevant people in the Philippines to make this program successfully serve as a platform for the Japanese students to have exchanges with their counterparts in the Philippines and look for commonalities and differences between their cultures.

#### Description of the initiative

Specifics of this initiative are as below:

- We held two online meetings, one in September 2022 and the other in November of the same year, to encourage the participating students to engage in cultural promotion. The participants were split into groups by grade and each group was to prepare a presentation that is 15 minutes long or so.
- The ages of the students joining the initiative from the participating schools ranged from 15 to 17.
- In each of the meetings, which lasted for one hour or so, the students on both sides talked about the cultures and values of their countries. The topics discussed included their languages, seasons, food and cultures. Some students on the Philippine side asked questions about the four seasons in Japan. Our students answered the questions by using the words and expressions taught by the students in the Philippines, while the Filipino students answered questions from the Japanese side by using the Japanese words and expressions they learned from the Japanese counterparts. The scenes like these showed that the students were enjoying communicating with each other.
- Kyoto Prefectural Yamashiro High School made the Certificate of Program Completion to give to each of the participants on the last day of the program or after that.
- The teachers of the both sides were expected to observe and evaluate their students. In addition, they were allowed to ask their students to reflect on and evaluate the program on their own.

### Description of the initiative (continued)

The difficulties we encountered in putting this initiative into practice were technical issues. For example, we had difficulty in making Internet connections and procuring headsets and iPads for the participating students. If we were to conduct this kind of exchange program in the future, we would have to establish the structure that can deal sufficiently with any technical issue that may arise.

There were also some scenes in which the students struggled with the language barrier. However, the sufficient preparations the students made in advance and supports extended by the teachers at appropriate timings helped the students overcome the encountered difficulties.



A student enjoying online communication (1)



A student enjoying online communication (2)

### Outcomes and future prospects of the initiative

By making the students in Japan and the Philippines meet and work together, they were able to deepen their understanding of cultural diversities and recognize the importance of utilizing English communication skills to establish the relationship of trust between the two countries.

The comments made by the participating students about the program include: “The program gave me a valuable opportunity to learn about the culture of the Philippines” and “It was a pity that I could not say things I wanted to say in English well.”

We believe that this kind of initiative will develop further by conducting it for a longer period of time and engaging more participants. In addition, the initiative is expected to serve as an opportunity to prompt more students to improve their English communication skills and make them find ways to have cultural and language exchanges.

#### Inquiries to:

High School Education Section, Teaching Department,  
Education Bureau of Kyoto Prefecture  
TEL: 075-414-5849  
MAIL: [koukyou@pref.kyoto.lg.jp](mailto:koukyou@pref.kyoto.lg.jp)  
URL: <http://www.kyoto-be.ne.jp/koukyou/cms/>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high						conducted during vacation period		

### No.8 English debate workshop conducted online

Implementation period: from 2021 to present  
Contracting organization: Yamagata Prefecture

#### Main points of the initiative

- To serve the needs of senior high school students in Yamagata Prefecture who wish to improve their English communication skills, we conducted a debate skill enhancement workshop and mock debate opportunities online, with the cooperation of JET-ALTs in the prefecture.

#### Basic data of the contracting organization

Population: 1,031,642 (As of April 1, 2023)  
Number of JET Programme participants: 29 ALTs, 4 CIRs, 0 SEA  
Number of participating schools: 1 junior high school, 45 senior high schools, 20 schools for special needs education

#### Background and tasks of the initiative

Based on the Courses of Study (national curriculum standards) for Senior High Schools announced in 2018, which require the schools to develop students' communication skills in English by providing activities for that purpose, including debate and discussion opportunities, and in view of the increasing number of students applying to participate in various debate contests, we started conducting the debate workshop in 2018 to achieve the following two objectives: (the workshop has been conducted online since 2021)

- Enhance our students' English communication skills, logical thinking ability, and skills for expressing their thoughts, all of which are required in today's globalized society
- Encourage our students to develop an attitude of communicating with others proactively while making them aware of Japanese culture and deepening their international understanding

#### Description of the initiative

The participating students make advance preparations for joining the debate workshop by receiving instructions from the JET-ALTs of their schools throughout the initiative's implementation period.

The JET-ALTs responsible for organizing the workshop engage in the task of developing the seminar content, and run the event and give lectures on the days of the workshop in collaboration with other JET-ALTs belonging to the participating schools.

Specifics of the workshop in FY2021 and FY2022 are as below.

##### [1] Implementation period

From the summer vacation period to the workshop days (March 27 and 28 in FY2022)

##### [2] Preparations made by students prior to the workshop

Prepare and practice self-introduction by envisioning their opponents in a debate, and gather source documents (in English) for both the Affirmative side and the Negative side to the stated debate topic



### Description of the initiative (continued)

- [3] On the days of workshop: Debate Skill Enhancement Workshop “Basic”  
AM: Speaking and debate skills enhancement session taught by a JET-ALT responsible for organizing the event  
PM: Mock debate session (judgement and feedback on the debate are given by the JET-ALTs responsible for organizing the event)  
Debate topic for FY2022: “Senior high school students should not be given homework”
- [4] On the days of workshop: Competition-style Debate Exercise “Standard”  
Competition-style debate (judgement and feedback on the debate are given by the JET-ALTs responsible for organizing the event)  
Debate topic for FY2022: “The school year should start in September instead of in April”
- [5] Special arrangements made in conducting the event on the days of workshop
- Icebreakers  
By using Zoom’s breakout room function, we provided a place where the students of the participating schools could have short conversations with JET-ALTs and with the students of other participating schools in English.
  - Online debates  
By using Zoom’s breakout room function, we offered places where one participating school could compete with another participating school.  
JET-ALTs judged the finished debates and gave advice to the participants from various perspectives to help them reflect on their debate sessions.  
Based on their advice, the participating students were able to prepare for the next debate session in the preparation time.

### Outcomes and future prospects of the initiative

The results of the post-event survey (for FY2021) show that over 90% of the participants said the event was “very good” or “good,” for both Basic and Standard workshops.

The students realized that their skills in “collaborating with others (teamwork),” “listening to the opinions of other people,” “speaking with confidence,” and “communicating their own thoughts” were improved by participating in this initiative. Looking at these results, we can say that this initiative made a certain contribution to improving the students’ English communication skills. The students also realized once again the importance of listening ability and speaking clearly through this opportunity.

The comments made by the participating students about the event include:

- I enjoyed participating in the workshop because it provided me with a fun time like icebreaker with JET-ALTs, unlike the real debate contests.
- We had a good time in communicating with the JET-ALTs in a fun way in the morning. I got nervous in the debate sessions, but it was good that I was able to have deep conversations in the preparation time.

We will continue to hold this workshop to help our students improve their debate skills and cultivate their attitude for communicating proactively, by providing them with opportunities to communicate with JET-ALTs.

#### Inquiries to:

High School Education Section, Education Bureau, Yamagata Prefecture  
TEL: 023-630-2869  
MAIL: [ykoko@pref.yamagata.jp](mailto:ykoko@pref.yamagata.jp)  
URL: <https://www.pref.yamagata.jp>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative				
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children					Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high									

### No.9 Developing “Global Talents” by employing more JET-ALTs

Implementation period: from 2022 to present  
Contracting organization: Ibaraki Prefecture

#### Main points of the initiative

- By placing two or more JET-ALTs in each of the designated priority schools in the prefecture, including the unified lower and upper secondary education schools, the initiative aims to incorporate new ways to utilize them in and out of the classroom.
- Actively utilizes JET-ALTs in the prefecture’s projects.
- Employs those who have worked as JET-ALTs for multiple years as native English teachers.

#### Basic data of the contracting organization

Population: 2,828,848 (As of April 1, 2023)  
Number of JET Programme participants: 59 ALTs, 4 CIRs, 0 SEA  
Number of participating schools: 94 senior high schools, 3 secondary education schools, 10 junior high schools

#### Background and tasks of the initiative

Under the Prefectural Senior High School Reform Plan, our prefecture has established, from FY2020 to FY2022, one prefectural secondary education school and nine joint-type lower and upper secondary schools, increasing the total of the prefectural unified lower and upper secondary education schools to 13.

In these unified secondary schools, educational activities focusing on inquiry-based learning, global education, scientific education and so forth are offered. In order to fulfill the needs of these schools, the prefecture increased the number of JET-ALTs in Ibaraki from 40 in FY2018 to 64 in FY2023, and places them in the schools designated as priority schools including the unified lower and upper secondary education schools.

#### Description of the initiative

##### 1. Cases of JET-ALT utilization in schools

- JET-ALTs provide support in English for non-English subject classes based on their college majors (Actual cases) A JET-ALT gave lectures in English in the Basic Biology class.  
A JET-ALT conducted science experiments in science classes for junior high school students in English.
- JET-ALTs conduct debate and discussion classes where only English is spoken (Example of debate topic) “Does intelligence prevail over creativity?”
- JET-ALTs conduct private tutoring sessions for students who have recently returned from long study abroad/who aim to enter universities in foreign countries
- JET-ALTs play a central role in conducting exchange activities via Zoom between the prefectural schools and their sister schools overseas



A JET-ALT conducting an experiment of genetically modifying bacteria based on the knowledge obtained from her college major



## Description of the initiative (continued)

- Weekend Writers' Club
    - In this club, the participating students write their essays on the topic presented by an JET-ALT every weekend and have their essays corrected by the JET-ALT.
  - English Cafe/English Lunch Time
    - JET-ALTs hold lectures in which they talk about the cultures of their home countries in after-school hours
    - JET-ALTs converse with students while having lunch together
  - Utilizing JET-ALTs for in-school training of English teachers
    - Invite JET-ALTs regularly to teachers' meetings by subject and have discussions in English
    - Hold debate sessions in English between JET-ALT team and Japanese teacher team
    - Consider ways to create exam questions by referring to those used in the JET-ALT's home country
2. Cases of JET-ALT utilization for prefectural projects
- United Nations University (UNU) Global Seminar for Ibaraki High School Students
    - A program consisting of 10 sessions in collaboration with the United Nations University  
Seven JET-ALTs give lectures about the SDGs as learning mentors, and conduct training sessions for students to develop their research skills, discussion skills and presentation skills.
    - The teaching materials for this seminar are all made by the JET-ALTs.  
They keep updating the content of the materials and share the materials among JET-ALTs.
  - Ibaraki High School English Debate Tournament
    - This year's contest had a total of 22 judges, 10 of whom were JET-ALTs. Two of these JET-ALTs were engaged in planning and preparation for the event as the event's organizing committee members. They also served as judges in the All Japan High School English Debate Tournament.
3. Employment of JET-ALTs as native English teachers
- Of the JET-ALTs who have worked for two years or more in total, those wishing to become public school teachers may take the special public school teacher employment exam.
    - Currently, four former JET-ALTs are working as English-native teachers (instructors) in prefectural senior high schools and secondary education schools.



JET-ALT team vs Japanese teacher team debating in English



A page of the website JET-ALTs created for UNU Global Seminar for Ibaraki High School Students

## Outcomes and future prospects of the initiative

Due to the COVID-19 pandemic, the prefecture had been unable to achieve the target of placing multiple JET-ALTs in each of its priority schools until August 2022. From the priority schools in which multiple JET-ALTs were placed prior to August 2022, reports of favorable results have been received such as "improvement in the students' average scores in English qualification exams" and "having won awards in various English contests." In addition, the results of FY2022 Survey on English Education Implementation Status indicate that the ratio of "students who obtained qualification of CEFR A2 level or higher" increased significantly as compared to the previous fiscal year.

Going forward, we will further promote the active utilization of JET-ALTs in and outside the classroom by analyzing the outcomes at each school and expanding the sharing of the innovative best practices of their utilization through the JET-ALT Utilization Council and other means.

### Inquiries to:

High School Education Section, School Education Department,  
Education Bureau of Ibaraki Prefecture  
TEL: 029-301-5260  
MAIL: kokyo@pref.ibaraki.lg.jp  
URL: <https://kyoiku.pref.ibaraki.jp/gakko/highschool/>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.10 Efforts to improve students' English skills by placing multiple JET-ALTs in each school

Implementation period: from FY2013 to present  
Contracting organization: Tokyo Metropolitan Government

#### Main points of the initiative

- Expands the utilization of JET-ALTs in and outside the classroom by placing two or more JET-ALTs in a school.
- Boosts students' motivations and improves their English ability by increasing opportunities to communicate with JET-ALTs.

#### Basic data of the contracting organization

Population: 14,063,564 (As of April 1, 2023)  
Number of JET Programme participants: 240 ALTs, 1 CIR, 0 SEA  
Number of participating schools: 184 senior high schools, 5 secondary education schools, 1 elementary school attached to secondary education school

#### Background and tasks of the initiative

- Since FY2013, the Tokyo Metropolitan Government has been focusing on the development of "practical English skills" in its schools including Tokyo Metropolitan High Schools by increasing opportunities for the students to communicate in English through the utilization of the JET Programme. In FY2015, all of the Tokyo Metropolitan High Schools and the Tokyo Metropolitan Secondary Education Schools each had one JET-ALT in place.
- Under the arrangement of placing one JET-ALT in each school, some issues were observed. In the classroom, each JET-ALT could only work with limited grades of students and for limited academic subjects and limited purposes. Outside the classroom, the JET-ALT could only communicate with limited numbers of students. To address these issues, the Tokyo Metropolitan Board of Education plans to place two or more JET-ALTs in each of its schools from FY2023 and beyond by increasing the budget for the JET Programme.
- In the Tokyo Metropolitan High Schools in which two JET-ALTs have always been placed because of their designations as priority schools for English or international education, they have already produced favorable results of having two JET-ALTs thanks to various innovative efforts made by the schools. The details of the efforts made by one such senior high school are shown below:

#### Description of the initiative

Of the Tokyo Metropolitan High Schools and other schools each of which has two JET-ALTs in place, we introduce the case of Tokyo Metropolitan Ota Sakuradai High School as an example.

##### (1) Characteristics of the School

- The school obtained the designation as a member of the Global Education Network 20\* for three years from FY2022.
- \* A school that promotes innovative initiatives based on Tokyo Metropolitan Government's Guidelines for Nurturing Global Citizens
- The school is a Tokyo Metropolitan High School that has Business Communication Course in which students learn practical English and business skills that are useful in the real world.

##### (2) Initiatives conducted at the School

- a. Provision of extensive English reading hours and English storytelling hours by JET-ALTs
  - The school's library has more than 13,000 books written in English covering a wide range of fields. By making use of these books, the extensive reading hours are conducted in the school's English classes.
  - It also regularly conducts the English storytelling hours in which JET-ALTs read aloud the picture books to students.
  - The school's library displays seasonally the Recommended Books of the Season selected by JET-ALTs. In the Recommended Books corner, quizzes and games in English made by JET-ALTs are also displayed to encourage the students' active participation.

## Description of the initiative (continued)



A JET-ALT reading a story to students



Inside the school library



A bulletin board in school with posters made by JET-ALTs

### b. Bulletin board put together by JET-ALTs

- By focusing on promoting communication between its students and JET-ALTs in their school lives outside the classroom, the JET-ALTs actively participate in the school's events including its cultural festival and graduation ceremony.
- The JET-ALTs also lead the creation of posters that introduce the school's events from their viewpoints as the JET-ALTs and put them up on a wall in the school.

### c. Contest organized by JET-ALTs

- All students of the school practice English presentations in the classroom. In the final round of the English presentation activity, the school holds the annual speech contest, one for each grade of students, with the designated theme such as Graduation Speech and Book Talk.
- Since FY2022, the JET-ALTs have been proactively organizing the contest in collaboration with English teachers in the school.  
(Their duties include: giving instructions in speech practices, creating the pamphlets, managing time schedules, and presenting awards)

## Outcomes and future prospects of the initiative

- Placing two or more JET-ALTs in a school can help each school broaden the range and scope of utilizing its JET-ALTs in terms of grades, academic subjects, and utilization purposes the JET-ALTs can work with.
- It will also allow the JET-ALTs to communicate with more students through JET-ALT utilization opportunities outside the classroom.
- Going forward, we will collect information on the best practices and other efforts by the schools having multiple JET-ALTs in place, including English conversation classes in after-school hours, seasonal events in English, and establishment of the consultation and collaboration structure between JET-ALTs, and publicize widely the outcomes of such efforts in a bid to disseminate the arrangement of placing multiple JET-ALTs in a school across all Tokyo Metropolitan High Schools and further promote the development of "practical English skills" among our students.

### Outcomes of placing two JET-ALTs in Tokyo Metropolitan Ota Sakuradai High School

- Even though many of our students didn't like studying English in junior high school, they have grown used to English thanks to the efforts made daily by our JET-ALTs to work and communicate with the students in a friendly manner in and outside the classroom.
- In the Book Talk Contest held for the first-grade students at the end of the school year, thanks to the instruction and support extended by the JET-ALTs prior to the contest, each of the contestants representing their classes was able to make their presentations in English with confidence.
- The active efforts made by our JET-ALTs to communicate and work with our school and students have enabled our school's environment to become more conducive to language learning and international understanding education.

### Inquiries to:

International Education Planning Section, Global Human Resource  
Development Department, Board of Education of Tokyo Metropolitan  
Government

TEL: 03-5320-6893

MAIL: [S0311301@section.metro.tokyo.jp](mailto:S0311301@section.metro.tokyo.jp)

URL: <https://global-navi.metro.tokyo.lg.jp/index.html>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.11 Making the town's elementary school unique by having a JET-ALT work full-time there

Implementation period: from 2022 to present  
Contracting organization: Tateyama Town, Toyama Prefecture

#### Main points of the initiative

- A JET-ALT works full-time at Kamagafuchi Elementary School of Tateyama Town, which has 65 students in total. The JET-ALT not only teaches foreign language classes but also joins in physical education and arts and crafts classes.
- This arrangement not only makes the school unique but also provides opportunities for its students to learn English and different cultures in a fun way.

#### Basic data of the contracting organization

Population: 25,021 (As of April 1, 2023)  
Number of JET Programme participants: 5 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 6 elementary schools, 1 junior high school

#### Background and tasks of the initiative

In Kamagafuchi Elementary School district, residents and guardians of its students have been worried about the possibility that the school may be consolidated with another school. Based on this concern, they have continuously asked the town government for continuation of the school. Under these circumstances, the town mayor proposed that the school could become a unique school by having a JET-ALT work full-time at the school.

The town has a total of five JET-ALTs, two of whom are placed at elementary schools and three at junior high schools. All five of them go around the town's six elementary schools to provide foreign language lessons with thorough support. In view of this situation, we thought that having the students spend time with the same JET-ALT all the time will not only help the school continue to exist, but also make their students' lives more enjoyable. Therefore, we consulted with the school and the town's Education Center and made one of the JET-ALTs work full-time at Kamagafuchi Elementary School.

#### Description of the initiative

The JET-ALT working full-time at the school helps the school's classes, committee/club and other activities in the following time schedule:

- Monday: Home Economics for sixth graders, Physical Education for third & fourth graders, Arts and Crafts for second graders
- Tuesday: Foreign Language for third to sixth graders, Life Environment Studies for second graders
- Wednesday: Physical Education for third & fourth graders, Arts and Crafts for first graders, Physical Education for fifth & sixth graders, Committee/Club Activities
- Thursday: Morning Exercise, Foreign Language for third graders in another school
- Friday: Foreign Language for third & fifth graders in another school, Foreign Language for fifth & sixth graders

When making the time schedule, we made sure not to make the total class hours of the JET-ALT and the number of schools the JET-ALT visits hugely smaller than those of other JET-ALTs working in the town.



### Description of the initiative (continued)

In putting this initiative into practice, we made the following efforts to obtain the active cooperation of the elementary school and other JET-ALTs.

- As explained above, we tried not to make the total class hours of the ALT working full-time at Kamagafuchi Elementary School and the number of schools visited by her extremely smaller than those of other JET-ALTs in the town by consulting with the town's Education Center and the school.
- On days when the JET-ALT visits another school, we asked her to eat school lunch at an earlier time than usual.
- We hold weekly meetings attended by the town's JET-ALTs and representatives of the Education Center and the Board of Education of the town for one hour from 3:00 p.m. on Thursdays as necessary. In the meetings, we share the information, listen to the concerns of each ALT and give advice.
- In one of these meetings, the JET-ALT working full-time at Kamagafuchi Elementary School shared a concern that it was impossible for her to find time to attend a meeting for the class in another elementary school. To address this concern, we suggested that she send the draft lesson plan by fax prior to the class instead of having a face-to-face meeting. She did as we suggested and the things went smoothly. So, she continues to use this arrangement to this day.
- When we informed the people in the school and its district that one JET-ALT would be working full-time at Kamagafuchi Elementary School, some of them were concerned about how they should utilize the JET-ALT. However, they are now actively utilizing the ALT's help by asking her to play with students in break times or eat lunch with them.



The JET-ALT joining a school field trip



The JET-ALT teaching English in the class

### Outcomes and future prospects of the initiative

In FY2022, our town put into practice the arrangement of having one JET-ALT work in an elementary school for six months or so. This is the town's first attempt of its kind.

The foreign language classes and activities using English in our town have been mainly conducted for 3rd to 6th graders. However, in this initiative, the JET-ALT can also provide chances for students in 1st and 2nd grades to experience different cultures in a fun way, which is an attractive aspect of this arrangement. In addition, the students enjoy spending daily school lives together with the same JET-ALT, including break times and lunch time, which has become one of the fun elements of the school. This arrangement has been a satisfactory one for both the JET-ALT and students.

Going forward, we hope to continue this arrangement and deepen our students' interactions with different cultures through the utilization of JET-ALTs.

#### Inquiries to:

School Education Section, Board of Education, Tateyama Town,  
Toyama Prefecture  
TEL: 076-462-9981  
MAIL: [kyouiku@town.tateyama.toyama.jp](mailto:kyouiku@town.tateyama.toyama.jp)  
URL: <https://www.town.tateyama.toyama.jp>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

## No.12 Matching the needs of each school with the skills of each ALT

Implementation period: from April 2022 to present  
Contracting organization: Jinsekikogen Town, Hiroshima Prefecture

### Main points of the initiative

- Has the ALTs participate in non-English classes to create cross-cultural exchange opportunities through which students can learn diverse perspectives and values, and chances for practicing communication through daily English conversations.
- Utilizes the skills of ALTs for a wide range of tasks required by their workplaces, including creation of bulletin boards using ICT, sharing the teaching materials online, and translating documents in education field.

### Basic data of the contracting organization

Population: 8,166 (As of April 1, 2023)  
Number of JET Programme participants: 2 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 5 elementary schools, 2 junior high schools

### Background and tasks of the initiative

Our town focuses on promoting English education as its important policy. Based on this policy, we employ three ALTs, including JET-ALTs, and each of them works at each school for two days a week. However, as the number of lessons conducted by them in the schools weekly is fixed, the ALTs have not been sufficiently utilized. We also had little opportunities to hear requests from the students, schools and ALTs concerning English language education and other matters. Therefore, we had been unable to match the needs of each school and the skills of each ALT. In view of this situation, we identified the tasks we need to work on as below:

- Understanding the needs of our schools and matching the appropriate ALT to each school to utilize the ALT's skills more effectively
- Creating the teaching materials that the teachers want to use
- Providing information in English to non-Japanese parents on school attendance support and aid services

### Description of the initiative

To grasp the needs of the students and schools, we conducted status surveys. We made a survey for students comprising multiple-choice and open-ended questions and had them answer the survey on the day of the town's English Recitation Contest in July. For teachers, we conducted a survey using Google Form after the completion of the second trimester.

For ALTs, a representative of the town's board of education provided opportunities in which the ALTs could casually talk about their needs by making a time during a monthly meeting to listen to their thoughts in English. In addition, we made the following arrangements to match the needs of each school with wide-ranging skills of our ALTs.

- Having the ALTs participate in non-English classes in each school Increasing cross-cultural exchange opportunities for our students to get exposed to different viewpoints and values and practice daily English conversations not written in the textbooks
- Sharing online the teaching materials and audio materials for each learning unit of the textbooks created by ALTs
- Establishing an electric bulletin board in which students can practice English conversations
- Providing foreign language training sessions for elementary school teachers taught by ALTs
- Creating the materials to explain the town's school attendance support and aid services, and translating the town's website

## Description of the initiative (continued)

We had some difficulties when implementing this initiative. For example, some schools rejected our request for having the ALTs participate in non-English classes. We continuously asked them to go with our request, but could not convince some of them and thus failed to conduct the initiative in those schools. From the viewpoint of providing equal opportunities for all students, we need to obtain the cooperation of all the schools. To achieve this, we need to make special efforts for convincing the schools by, for example, producing a booklet of the successful cases of having ALTs participate in non-English classes in which the advantages of doing so are clearly demonstrated.

From some schools, we have received requests for increasing the number of the ALT's work days for one day in their schools, where an ALT who is a good soccer player has become very popular among their students through physical education classes and athletic meet or an ALT joins moral education classes to have exchange with students in different ways. These requests show that the opportunities for learning about diversity are beginning to take root in our students' school lives.

6/28(木)	6/29(金)	6/30(土)
ケビン	ウエストン	エミリー
		6年
		外国語
3・4年	5年	
図工	外国語	
5・6年		1年
家庭科		英語
5年	1年	1年
外国語	図工	生活
1年	6年	2年
国語	外国語	英語
5・6年	3・4年	
毛筆	図工	

The timetable of an ALT for participation in non-English classes



An ALT introducing the electric bulletin board

## Outcomes and future prospects of the initiative

### Outcomes

- In moral education and some other classes, opportunities for students to learn different perspectives and values have been successfully offered.
- In classes and other activities to which ALTs attend, we have seen more and more scenes where the students speak in English naturally and comfortably.
- As the ALTs spend more time with students, the ties between ALTs and students have deepened.
- We have become able to explain the important information more precisely to non-Japanese parents.

### Future prospects of the initiative

- We hope to make this town a place where the children can enjoy more opportunities for cross-cultural understanding, international exchange and speaking in English in their daily lives from nursery school to junior high school.
- We want to create a PR video showing our students' daily school lives in English in collaboration with ALTs, and show it to students of our sister school when our students visit the school. We also want to utilize the skills of our ALTs more effectively in ways matching the needs of each school, including giving students English training to prepare them for speech contest and study tour to Australia.

### Inquiries to:

Education Department, Board of Education of Jinsekikogen Town

TEL: 0847-89-3341

MAIL: [jk-gakkyo@town.jinsekikogen.hiroshima.jp](mailto:jk-gakkyo@town.jinsekikogen.hiroshima.jp)

URL: <http://www.jinsekigun.jp/town/formation/kyouiku/kyouiku/gakkou/>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.13 Efforts to help improve foreign language education in schools for special needs education

Implementation period: from 2022 to present  
Contracting organization: Kanagawa Prefecture

#### Main points of the initiative

- This initiative helps all students in our prefecture's schools for special needs education enjoy learning English regardless of their challenges.
- Through this initiative, the schools develop teaching materials and lesson plans together with JET-ALTs and offer opportunities for their students to learn about the wider world in a safe and fun way.

#### Basic data of the contracting organization

Population: 9,222,108 (As of April 1, 2023)  
Number of JET Programme participants: 2 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 2 junior high schools, 137 senior high schools, 29 schools for special needs education

#### Background and tasks of the initiative

The Kanagawa Prefectural Integrated Education Center has been employing JET-ALTs to work in the prefecture since 1987. There has been an issue in Kanagawa Prefecture that the students in its schools for special needs education are not provided with sufficient opportunities to communicate with non-Japanese people in person. In addition, because the number of the prefecture's JET-ALTs is rather small, not many schools for special needs education know about them. Therefore, the JET-ALTs were not successfully utilized as English language educators there.

To address this situation, the prefecture began dispatching the JET-ALTs to the schools for special needs education and developing teaching materials and lesson plans based on the concept of universal design.

#### Description of the initiative

Dispatching JET-ALTs to schools for special needs education

- JET-ALTs were dispatched to seven schools for special needs education across the prefecture for 37 times in total. In the schools, they taught students of various ages, ranging from the ones in elementary school section to those in senior high school section.
- In the lessons, the JET-ALTs not only speak with children in English but also make active efforts to communicate with them by, for example, encouraging them to participate in various learning activities such as games and presentations in English.
- The JET-ALTs proactively provide students with cross-cultural exchange opportunities by showing them the slides of various cities and sites of the world in efforts to make the students aware of the world beyond Japan.
- The JET-ALTs have overcome the language barrier to enable themselves to work smoothly with the teachers and communicate well in class by learning Japanese on their own initiative.



## Outcomes and future prospects of the initiative

As we have not performed any quantitative measurement to assess the effectiveness of this initiative, we cannot show its objective outcomes. However, the thank you cards sent from the students of the schools show clearly that they are enjoying learning English from the JET-ALTs.

Going forward, we hope to consider effective ways to publicize this initiative so that we can give opportunities like this not only to schools for special needs education but also to other types of schools.



Letters from third-grade students of the senior high school section (12th grade) in Kanagawa Prefectural Mitsukyo School for Special Needs Education



Letters from fifth-grade students of the elementary school section in Kanagawa Prefectural Chigasaki School for Special Needs Education



A welcome poster made by students in Kanagawa Prefectural Midori School for Special Needs Education

### Inquiries to:

Career Promotion Section, Educational Personnel Development  
Department, Educational Project Division of Kanagawa Prefectural  
Integrated Education Center  
TEL: 0466-81-1635  
URL: <https://www.pen-kanagawa.ed.jp/edu-ctr/>



## Diverse Initiatives of JET-ALTs in the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.14 Online exchange project with South Korean senior high school students

Implementation period: from 2021 to present  
Contracting organization: Tottori Prefecture

#### Main points of the initiative

- Our students studying Korean language at school and South Korean students who are learning Japanese as a second language at senior high schools interact with each other through an online bulletin board. After exchanging letters and presents, the students on both sides participate in an online social gathering at the end of the school year.
- This initiative helps the students not only learn the languages from each other but also deepen their cross-cultural understandings such as differences between the customs of Japan and South Korea.

#### Basic data of the contracting organization

Population: 539,190 (As of April 1, 2023)  
Number of JET Programme participants: 25 ALTs, 2 CIRs, 0 SEA  
Number of participating schools: 24 senior high schools, 8 schools for special needs education

#### Background and tasks of the initiative

Our school conducts a school trip to South Korea once in every two years for students studying Korean at school. However, the trip has been cancelled continuously in the past few years due to the COVID-19 pandemic.

In place of the cancelled trips, we started an initiative to promote interactions between our students and South Korean students to give more opportunities for the both sides to communicate in each other's languages they have learned, by getting in contact with the teachers of the alma mater of a JET-ALT from South Korea and the Japanese language teachers in South Korea whom we came to know through the past exchange activities.

#### Description of the initiative

Specifics of the exchange activities are as below:

- Because students on our side tend to overlook things that they take for granted when they think of topics for conversation, the JET-ALT from South Korea indirectly suggests possible topics beforehand by telling the students what the JET-ALT has found curious about Japan, things the JET-ALT wants to know, and in what ways Japan is different from South Korea.
- The students on the both sides introduce the daily lives and cultures of their country to each other and offer familiar topics to discuss through Padlet (an online bulletin board for posting photos and videos).
- The students are split into pairs of a Japanese student and a South Korean student, and they exchange letters, pictures and presents with their paired partners biannually. This initiative gives the students valuable opportunities to see hand-written letters in the other language and learn colloquial names of things and conversational expressions not written in textbooks. Based on the proposal made by the JET-ALT, the both schools give each other sweets and other goods only sold in their countries for their students to enjoy the fruits of their exchange.

### Description of the initiative (continued)

- Students on both sides take pictures and videos of the scenes of opening letters and presents, and make videos of self-introduction to their paired partners, which are exchanged between them.
- At the end of the school year, the students participate in an online social gathering. This initiative aims to boost our students' motivation for learning Korean by providing them with opportunities to converse directly with their paired partners. We hold preparatory study sessions for the students before starting the exchange. In these sessions, the students come up with draft questions and topics to use during the exchange and, with the help of the JET-ALT, prepare themselves for asking South Korean students questions and answering questions from South Korean students smoothly. The online social gathering starts with the students' presentations introducing their communities. It also includes mutual Q&A sessions and each other's school introductions in which the students show around their schools while taking video with a tablet.



Our students opening presents from South Korean students



Our students enjoying online social gathering with South Korean students

### Outcomes and future prospects of the initiative

This initiative has been well-received among participating students. They like it because the initiative allows them to interact with their South Korean counterparts by being their true selves, unlike when they interact with older people, because they are both senior high school students in the same generation. The initiative has given the students on the both sides more favorable impact on their understanding of the other country's culture than on their foreign language skills. We have conducted many ad-hoc exchange events with South Korean schools in which our students have participated. Yet, this initiative has enabled each of the students to learn more deeply about the other country by allowing them to communicate continuously with one paired partner. There are other unique outcomes observed from this initiative. For example, the students on both sides felt stronger affinity to each other because the both schools are located in the municipalities that are about the same size. They also grew more interested in each other because the South Korean school was in the JET-ALT's hometown.

The activity has also given our teachers new discoveries, including the fact that some of the customs Japanese people take for granted and don't usually think much about can seem uniquely Japanese to non-Japanese people.

The students actively engaged in communication with their partners. Especially, in the online social gathering session, they interacted with the students on the other side freely without guidance from their teachers and the JET-ALT. Many of the students continue to keep in touch with their paired partners after graduation. We hope to continue this exchange initiative in ways that will deepen ties between the students on both sides.

#### Inquiries to:

City Guidance Section, Senior High School Education Department,  
Board of Education Secretariat, Tottori Prefecture  
TEL: 0857-26-7786  
MAIL: [koutougakkou@pref.tottori.lg.jp](mailto:koutougakkou@pref.tottori.lg.jp)  
URL: <https://www.pref.tottori.lg.jp/koukou/>



Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

## Creative writing

Implementation period: from 2022 to present  
Contracting organization: The Second High School,  
Tokyo University of Agriculture



Ms. Federbush  
Saya Danielle

### Main points of the initiative

- Creative writing is a form of writing beyond normal academic writing that allows you to write fictions.
- This initiative helps the participating students develop imagination and creativity by having them create original stories and characters using their imagination and learn how to use figurative expressions.
- Using an English class (50 min.) for the senior high school's 2nd grade students (11th grade), I explained the essence of creative writing and its techniques, and then had them each write a fiction.

### Basic data of the contracting organization

Number of students in the school: 1,664

(As of March 31, 2023)

Number of JET Programme participants: 1 ALT

### Background and tasks of the initiative

Creative writing is a form of writing that allows students to develop their imagination and creativity. I decided to teach creative writing to my students because it is rarely taught in the English curriculum of schools in Japan. The students I taught said they had never heard of the word "creative writing" and would want to learn more.

In schools in the U.S., creative writing is usually taught to children from early childhood. With this initiative, I aimed to help students learn more words and writing styles so that they become able to write English text using fitting expressions by having them imagine their original worlds and characters while having fun writing English creatively. It also gave the students a chance to get to know each other more, including their interests and concerns.

### Description of the initiative

Background of and preparations for adopting this initiative

- I myself proposed this initiative.
- I came up with this idea back in 2021, seven months before starting to work as a JET-ALT.
- By remembering what I had learned in my high school creative writing class, I made the teaching materials by myself using PowerPoint presentation. I did not use freebies offered on the Internet.
- I discussed with the school's English teachers while developing the class curriculum and lesson plan and made necessary changes to them based on the discussions.



Creative writing class



## Description of the initiative (continued)

## Flow of the lesson

## [1] Warm-up activity/Story writing in groups (10-15 min.)

Students were split into groups. I showed them a drawing and asked each group to write a story in English about the background of the drawing. While the students are doing this, it helps if the instructor goes around the classroom to look at the groups' work and help them with English grammar, spelling and pronunciation.

## [2] Group presentations (10 min.)

Each group presented the story it had created. The students were allowed to choose freely how to present the story. Some students made and performed a skit. Although some students may not be good at giving a presentation, I made efforts to provide them with many opportunities to give a group presentation to enable them to get used to speaking in front of others. I also tried to ensure that all members of each group take part in the group presentation.

At the end of each group's presentation, I reconfirmed the presented story using simple English, clarified the parts the other class members were unable to hear, and corrected the grammatical mistakes.

## [3] Learning about fictions (10 min.)

I introduced the various fiction genres by presenting a famous novel in each genre. Then, I explained how to construct a story when writing a fiction, and shared the fiction I had written before.

## [4] Creative writing practice (15-20 min.)

In the last 15 to 20 minutes in the lesson, I let the students write their own stories.

## Points to note for conducting the lesson

- For many of the students, this class was the first time to write creative stories in English. Therefore, I let them use English dictionaries that are useful for expressing their creative ideas and explaining their ideas in words.
- Because each student has an iPad, they immediately turned to translation apps, which made it impossible for them to create stories from Japanese to English on their own. This was an area that needs improvement in conducting this lesson.

## Outcomes and future prospects of the initiative

I read all the stories the students wrote and was surprised by the fact that they created the characters and plots for their stories from scratch and harnessed their creativity. This initiative allowed the students to learn English in more casual and fun ways and also prompted them to go beyond the borders of their current English knowledge and come up with new ways to express their ideas in English. (Many of the new English expressions they came up with were not from what they had learned in the past English lessons.)

It was exciting for me to hear many students say that they enjoyed the class and see them working on the tasks more freely on their own initiative. If I had had more class hours to use for this initiative, I would have liked to have them read the story of a famous English novel, analyze it, and talk about the story's characters, themes and figurative expressions.

## Inquiries to:

School Office, The Second High School, Tokyo University of Agriculture

TEL: 027-323-1483

MAIL: zimubu@mail.nodai-2-h.ed.jp

URL: <https://www.nodai-2-h.ed.jp/>



Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

## Program for international exchange through emails

Implementation period: from 2021 to present  
Contracting organization: Kyoto Prefecture



Mr. Erick Chen

### Main points of the initiative

- Two JET-ALTs working at Fukuchiyama High School and its attached junior high school proposed an exchange program with schools in the U.S.
- The participating students on both sides (ranging from students in 1st grade of junior high school [7th grade] through college students) are split into pairs of a Japanese student and an American student. They communicate with their partners by exchanging emails in both Japanese and English and gradually develop their skills to use the other language.

### Basic data of the contracting organization

Population: 2,537,860

(As of April 1, 2023)

Number of JET Programme participants: 32 ALTs, 2 CIRs, 0 SEA

Number of participating schools: 4 junior high schools, 46 senior high schools, 12 schools for special needs education

### Background and tasks of the initiative

We believed that having Japanese students communicate with their counterparts in another country who are about the same age as them by using daily and practical English expressions would bring good results. Doing that would boost the students' motivations and provide cross-cultural understanding opportunities while making up for a lack of output opportunities to practice their foreign language skills.

We also believed that, by having interactions with their peers, the students would be able to use the foreign language knowledge they have learned and have more fun learning foreign languages.

### Description of the initiative

We contacted the Washington Association of Teachers of Japanese in the U.S. and inquired if they knew any school in Washington state that would be interested in having such exchange. Immediately after we made this inquiry, the Association received a few replies from its members. The Association introduced the members to us and we got in contact with the Japanese teachers working in schools in Washington. We also contacted the college professors and instructors in Japan whom we knew well. Some of the students participating in this initiative are exchanging emails with college students in the United States.

If any JET-ALT is interested in conducting this kind of initiative, I recommend that they contact the Japanese teacher association near his or her hometown. Or, getting in contact with the high school or college he or she graduated from may enable them to start an initiative like this.

- Method of exchanging emails

Firstly, our students write letters on paper to their partners in the U.S. The JET-ALTs take pictures of the letters and send them to the U.S. by email. In some cases, American students deliver their handwritten letters to the teachers on the U.S. side, and the teachers take pictures of the letters and send them to Japan by email. By doing this, the teachers on both sides can see the students' letters and know their contents. In addition, the students can harness their creativity in writing their letters by, for example, including hand-drawn illustrations. The letters are usually written in both Japanese and English, allowing the students on both sides to practice reading in the non-native language they are learning.

### Description of the initiative (continued)

- Pairing up students

In pairing up the students, we conduct a survey beforehand to find out what topics the students want to write letters about (e.g., music, travel, school life). Based on the survey results, we try to pair up the students who have similar interests. By doing so, we expect that the students will become able to write longer letters.

- Managing the history of incoming and outgoing emails

The JET-ALTs manage the history of incoming and outgoing emails (of the letters sent and received) in this initiative by using Google Sheets. For example, they make a chart of the paired students showing the names and schools of the students in all the pairs. They also keep the number of the emails (letters) sent between our school and each school on the U.S. side in a master chart. Managing the data in this way helps us see the implementation status of the initiative more clearly, making it easy to see which pairs we need to follow up.

- Considerations and issues of this initiative

Because the academic calendars in Japan and the U.S. are different, it is sometimes difficult to align the timings of sending and receiving emails between the Japanese side and the U.S. side. For example, there are times when the students in the U.S. are in the summer holiday period but their counterparts in Japan are still in the middle of an academic trimester. To address this issue, it is important for the teachers in charge of the initiative to communicate with each other to determine the relevant matters such as at which timing the frequency of email (letter) exchange should be reduced.

### Outcomes and future prospects of the initiative

At present, the total number of participants on both sides exceeds 60. The participants on the Japanese side range from students in the 1st grade of junior high school (7th grade) to those in the 3rd grade of senior high school (12th grade) while those on the U.S. side range from 7th graders to college students. Some pairs are enjoying lively conversations through emails over their shared interests, such as Japanese idols. The initiative has enabled the students to form long-lasting ties with those in the other country in the same generation.

We also held an online social gathering via Zoom between our school and their email exchange partner schools, in which the participating students on both sides enjoyed talking about their school lives. To further promote this exchange, we plan to hold more online social gatherings via Zoom to enable our students to communicate virtually with the students in their partner schools.

In addition, we hope to consider incorporating other communication methods in the future, such as electronic blackboard (Padlet) and video conferencing, in order to provide the students with more exchange opportunities.

#### Inquiries to:

High School Education Section, Teaching Department,  
Education Bureau of Kyoto Prefecture  
TEL: 075-414-5849  
MAIL: [koukyou@pref.kyoto.lg.jp](mailto:koukyou@pref.kyoto.lg.jp)  
URL: <http://www.kyoto-be.ne.jp/koukyou/cms/>



“English Cafe,” the English language class for teachers and administration staff in school



Mr. Bailey Gaudin

## Main points of the initiative

- I gave English classes for teachers and administration staff under the name of “Bailey’s English Cafe (BEC)” with the aim of deepening the communication between me and my fellow teachers and contributing to the improvement of people’s English abilities in and outside of the classroom.
- I made posters and leaflets about the BEC and put them up on the walls of the staff room.

## Basic data of the contracting organization

(As of April 1, 2023)

Number of participating schools: 92 elementary schools, 42 junior high schools, 2 senior high schools, 2 schools for special needs education

## Background and tasks of the initiative

In view of the situation, I made a proposal for the English classes for teachers under the name of Bailey's English Cafe (or BEC in short) in my first year as JET-ALT, with the aim of deepening the communication between me and my fellow teachers and helping them improve their English skills.

I gave a lesson from 4:00 p.m. to 5:00 p.m. on every Tuesday in which any teachers and administration staff interested in and capable of participating could join.

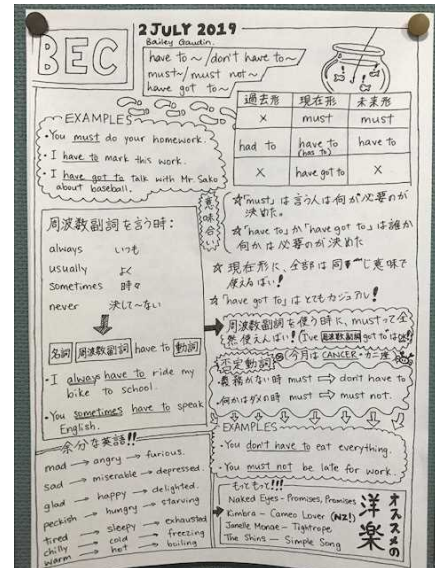
## Description of the initiative

- I held an English lesson from 4:00 p.m. to 5:00 p.m. on every Tuesday in the school library, welcoming any teachers and administration staff who could participate to join in.
- The lessons in BEC focused on conversational English, teaching the participants basic grammar and expressions that reflected the participants' interests (e.g., how to order food at a restaurant, health and body, music).
- I basically gave all the lessons and prepared all materials for the class by myself. When possible, I asked my fellow teachers specialized in teaching English for advice.
- For teachers and administration staff who wanted to take my lesson but could not participate in BEC for some reasons, I put together the information about BEC in posters and leaflets of A4 size in the style of "Newsletter on English." Whenever I made the poster or leaflet, I put up the poster on the wall of the staff room or placed the leaflet on top of my desk to allow any fellow teacher and administration staff member to make its photocopy and take that home.



## Description of the initiative (continued)

- As I am good at art, I made the posters and leaflets by hand. It gave me a great chance to practice Japanese writing.
- Because I made the posters without using a PC, I was able to make them at home or at another school, on my days off or when I had a free time. However, if I could use a PC outside my workhours, it would have made it easier for me to make the posters.
- I prohibited the use of dictionaries and translation apps in class and encouraged the participants to think on their own or ask other participants. Being asked a question about English will also give the participants a learning opportunity.
- I tried to provide a relaxing atmosphere in BEC hours to allow participants to learn English with fun.
- At the end of each lesson, I took questions from the participants. We also talked about what we know, learned or discovered in English (e.g., favorite English songs, current social issues). We also decided together on the topic for the next week's lesson and discussed things that the participants wanted to learn or practice more.
- When things got busy for teachers and administration staff, it became difficult to hold lessons continuously on every Tuesday and, in some cases, it was difficult to resume them soon.



The poster made by the JET-ALT

## Outcomes and future prospects of the initiative

The teachers and administration staff who participated in BEC have grown confident in their English abilities. They began to speak in English more frequently when teaching a class with me or supporting the students' English learning activities, which also greatly benefitted the students.

I shared the idea of this initiative with other JET-ALTs working in Kumamoto City and discussed with them ways to get close with their fellow teachers and school administration staff while helping them learn English.

Probably thanks in part to this sharing of information, English Cafes similar to BEC are now held in other schools during lunch break. The English Cafe of each school provides opportunities for the students to converse directly with the JET-ALT or to practice English expressions they have learned in class.

## Inquiries to:

Teaching Section, Board of Education, Kumamoto City

TEL: 096-328-2721

MAIL: [kyouikushidou@city.kumamoto.lg.jp](mailto:kyouikushidou@city.kumamoto.lg.jp)

URL: <https://www.city.kumamoto.jp/hpkiji/pub/>

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## **Brilliant Initiatives of JET-ALTs Outside the Classroom!**

In this chapter, we will introduce the initiatives implemented by JET-ALTs who go out of the classroom and play active roles in their communities. The initiatives featured in this chapter will mainly be the ones conducive to the internationalization of Japan's local communities, including projects for promotion of local revitalization and intercultural cohesion.

## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative				Internationalization of local community			Unique initiative		
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high						
						Teachers	Community residents					

### No.15 “Kakehashi (bridge)” project between Niigata Prefectural Kokusai Joho High School and International University of Japan (IUJ)

Implementation period: 2022  
Contracting organization: Niigata Prefecture

#### Main points of the initiative

- In the inquiry-based learning activities (called Kakehashi Project) conducted by students of Niigata Prefectural Kokusai Joho High School (hereinafter, “Kokusai Joho High School”), the school’s JET-ALT supported the students’ activities and participated in the exchange event organized by the students to become a part of the school’s international exchange efforts.

#### Basic data of the contracting organization

Population: 2,135,036 (As of April 1, 2023)  
Number of JET Programme participants: 25 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 80 senior high schools, 6 secondary education schools, 24 schools for special needs education

#### Background and tasks of the initiative

In Urasa of Minamiuonuma City, there is a large multicultural community called the International University of Japan (IUJ) where international students from many Asian countries are pursuing their studies. Right next to this university stands the Kokusai Joho High School, which aims to make its students grow into individuals who can play active roles in the international community. Despite their physical proximity, these two educational institutions have had few exchange opportunities in the past and been unable to fully take advantage of the closeness of their locations.

At a meeting of the Kokusai Joho High School’s board of trustees, some members suggested that having the Kokusai Joho High School and the IUJ cooperate with each other would promote the community revitalization with a global perspective, which would then benefit the community.

In response to the suggestions like these, in FY2022, one of the teams for team-based inquiry studies of the Kokusai Joho High School’s second graders (11th graders) set “Kakehashi Project: Realization of the Intercultural Society” as its inquiry study theme and started to seek ways for the students of their school and international students of the IUJ to interact with each other.

Then, the students of the Kokusai Joho High School contacted the IUJ’s student affairs division and conducted a survey among the IUJ students which asked “what benefits do you expect to receive from interacting with the students of the Kokusai Joho High School?” To this question, many students answered that they wanted to learn the Japanese language and cultures through recreational or cultural exchange activities.

The team conducted the same survey among the Kokusai Joho High School students, and found out that many of them wanted to utilize the exchange with IUJ students as an opportunity to learn naturally-spoken English and diverse forms of English.



Icebreaker using the Japanese shiritori word game

## Description of the initiative

The procedures for an international exchange activity between the high school students and the IUJ's international students are as below:

- The high school students choose possible destinations of excursion, and contact the places to ask if they could receive their group.
- When the destination of excursion was decided, the team starts seeking international students wishing to join the excursion through the IUJ's student affairs division.
- A representative of the high school's inquiry study team gets in contact with the place they will visit to discuss and decide on the details of the excursion.
- On the day of excursion, the group of high school students and international students led by a high school teacher visit the place.
- The high school's JET-ALT is responsible for writing text for a series of emails exchanged between the team and the participating international students, especially concerning the important points to note about international students, and helping the high school students converse with the international students. When the high school team organizes an event, the JET-ALT serves as an assistant interpreter and helps the students run the event.

The excursion destinations and activities under this initiative include:

- A sake brewery in the community (this visit was cancelled due to the COVID-19 pandemic)
- Volleyball match in the gymnasium of the Kokusai Joho High School
- "Yukiguni Rantan (lanterns in Snow Country)" (the event to fly eco-friendly lanterns using LED light in which the Kokusai Joho High School students in the 2nd grade participated; the high school students attended the international students of the IUJ, wrote messages on their lanterns and, together with the international students, watched the lanterns being flown into the sky)



The participants looking happy after the volleyball match



Flying the lanterns together

## Outcomes and future prospects of the initiative

Presently, the JET-ALT helps the students' inquiry-based learning activities go smoothly by supporting their English communication and helping run the events. In addition to the activities through the school, the JET-ALT also participates in events held in the IUJ, including its International Festival.

Comments made by the high school students about this initiative include: "I realized that we need to respect the cultures of other people in cross-cultural communication," and "Being asked questions about the Japanese language and cultures made me want to learn about my own country," showing that the high school students have become more eager than ever to conduct international exchange activities in the future.

Comments about the initiative from the international students at the IUJ include: "I want to learn the Japanese language and cultures more," and "I want to help improve my mental health by communicating more closely with citizens in the community." To support such needs, we hope that JET-ALTs in the community will continue to share with such international students information about the community they know.

### Inquiries to:

Teaching Section No.1, Senior High School Education Department,  
Education Bureau of Niigata Prefecture  
TEL: 025-280-5611  
MAIL: [ngt500050@pref.niigata.lg.jp](mailto:ngt500050@pref.niigata.lg.jp)  
URL: <https://www.pref.niigata.lg.jp/sec/kotogakko/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative		Target participants for the initiative					Internationalization of local community			Unique initiative		
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high					Initiative conducted during vacation period	Innovative placement

### No.16 Production of community introduction videos by JET-ALTs

Implementation period: from 2019 to present  
Contracting organization: Miyazaki City, Miyazaki Prefecture

#### Main points of the initiative

- JET-ALTs and junior high school students work together to create videos that introduce in English the places of interest and traditional local events in their school districts.
- This initiative aims to make known to the world the attractive aspects of the local communities from the perspectives of non-Japanese people.

#### Basic data of the contracting organization

Population: 397,898 (As of April 1, 2023)  
Number of JET Programme participants: 25 ALTs, 1 CIR, 0 SEA  
Number of participating schools: 47 elementary schools, 25 junior high schools

#### Background and tasks of the initiative

Our city aims to “develop students who can comfortably communicate in a foreign language (English).” As part of the efforts to achieve this goal, we have increased the city's JET-ALTs to 25 since August 2019, placing one JET-ALT in each of the city's 25 public junior high schools. We also dispatch each JET-ALT to the elementary schools within his or her assigned junior high school district.

Based on a proposal made by a teachers' consultant of the city, we have been implementing an initiative to realize a foreign language education that is more deeply rooted in the communities by utilizing the increased number of JET-ALTs, in which the JET-ALTs and students of the city's junior high schools work together to produce videos introducing their school districts.

Each video communicates to the audience in other countries the favorable and attractive aspects of their communities that local residents tend to overlook in English, from the perspective of JET-ALTs.

#### Description of the initiative

- The JET-ALTs and students of the city's junior high schools have worked together to produce videos that introduce the communities of their school districts.
- In the videos produced, junior high school students introduce in English the places of interest and traditional local events of their home communities. This experience has allowed the participating junior high school students to introduce and share the information about their home communities and given each of them a good opportunity to realize once again the wonderful aspects of his or her community.
- One community introduction video was produced in FY2019, two in FY2020, and two in FY2022.
- The filming locations were chosen by the students and JET-ALTs and arrangements with the people in the chosen locations were made by the administration staff of the junior high schools and a city official responsible for this initiative.
- The videos were filmed using a video camera owned by the city government. Video content structuring and editorial works were done by the JET-ALTs.
- In the videos, the junior high school students introduce in English the places of interest and traditional local events in their home communities.



## Description of the initiative (continued)

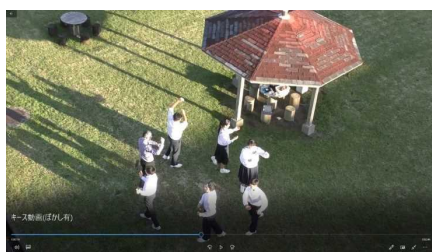
- In FY2022, a JET-ALT wishing to introduce the unique festival in the school district explained the aims of this initiative to the community's organization in charge and obtained their cooperation in video filming. In addition, based on the proposal made by a JET-ALT wishing to introduce a great historical figure born in Miyazaki City, we were able to arrange an opportunity in which the JET-ALT and students could listen to the stories about the person told by the community residents.
- This initiative enabled us to not only communicate to others the attractive aspects of our communities but also promote communication with residents in the communities.



Video introducing Sadowara Junior High School district produced in FY2022



- Videos produced in the past (FY2020)  
Video introducing Yasui Sokken, a great historical figure born in Miyazaki City



Video introducing Hisamine Junior High School district produced in FY2022



- Video introducing Kibana Junior High School district



## Outcomes and future prospects of the initiative

The videos produced by JET-ALTs introduce the favorable and attractive aspects of the communities from the perspectives of non-Japanese residents, which we, Japanese, and local residents tend to overlook. The videos can be used to communicate to the world the attractions of Miyazaki City.

Recently, under the Japanese Government's GIGA School Program, children and students in Japan are having increasingly more opportunities to use ICT devices such as tablets. In view of this situation, we are planning to have our students use ICT devices to produce videos that introduce in English the attractive aspects of their home communities, or "FURUSATO."

Furthermore, we are going to hold a presentation contest for junior high school students, "Welcome to our FURUSATO presentation contest," on July 31, 2023, where the junior high school students will present the videos they produced.

In this contest, the top five winners of Miyazaki City's 25 public junior high schools will each give a presentation on the theme of "Come and See Our FURUSATO."

### Inquiries to:

Miyazaki City Educational Information and Training Center,  
Board of Education of Miyazaki City

TEL: 0985-28-2426

MAIL: [mcnet@mcnet.ed.jp](mailto:mcnet@mcnet.ed.jp)

URL: <http://www.mcnet.ed.jp>

Video : <https://www.youtube.com/watch?v=PponiqBcroQ&feature=youtu.be>  
<https://www.youtube.com/watch?v=VChULJ6T8m0>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.17 Otaru English Camp (OEC)

Implementation period: from 2014 to present  
Contracting organization: Otaru City, Hokkaido Prefecture

#### Main points of the initiative

- This project aims to provide participating students with opportunities to learn “naturally-spoken English” through enjoying conversations and activities in English with JET-ALTs and to develop the attributes and abilities forming the basis of communication through “listening to” and “speaking” English.

#### Basic data of the contracting organization

Population: 107,908 (As of April 1, 2023)  
Number of JET Programme participants: 5 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 17 elementary schools, 12 junior high schools

#### Background and tasks of the initiative

Since 2014, our city has conducted every year the Otaru English Camp (for one night and two days) by having the city's JET-ALTs lead the camp with help of ALTs in the neighboring municipalities, for the purpose of exposing the participating students to “naturally-spoken English.” The program has a total of nearly 70 participants in each year, including elementary and junior high school teachers of the city.

Even though Otaru is a popular tourist destination visited by many tourists including those from overseas, students living in our city do not have many chances in their daily lives to converse with non-Japanese people in English. In view of the situation, we have had the participating students take part in an activity to explain the great aspects of the city as they found to overseas tourists in English, in the hope of not only improving their English skills but also providing them with an opportunity to take a new look at Otaru, their hometown.

#### Description of the initiative

##### (1) Specifics of this initiative prior to the COVID-19 pandemic

By making use of the city's characteristics as a popular tourist destination, the camp had offered the students an activity to talk about good aspects of Otaru in English among themselves and to explain the wonderful aspects of the city in English to many tourists.

Prior to the pandemic, the camp had been conducted each year for the period of one night and two days. For each camp, students ranging from those in the 5th grade in elementary school to those in the 3rd grade in junior high school (9th grade) were recruited through the leaflets advertising the camp. These participants of different grades formed a team and enjoyed activities and games with the participating ALTs. On the first day of the camp, the participants got to know each other well through enjoying icebreaker activities and games together. They also discussed what they would like to tell tourists from overseas as Otaru's great aspects and practiced speaking about them in public. In the morning of the second day, the students participated in an activity to publicize the attractive things about Otaru to the tourists from overseas around the Otaru Canal, a popular sightseeing spot. Before the pandemic, this activity served as an opportunity to promote the city to many overseas tourists.



Participants enjoying a group activity

## Description of the initiative (continued)

### (2) Specifics of this initiative during the COVID-19 pandemic (conducted on August 4 and 5 in 2022)

In FY2022, we were able to hold the Otaru English Camp after three years of suspension by incorporating various measures to conduct it safely. We held the camp in a day camp format for half a day without overnight stay, with much fewer participants than before. Prior to the pandemic, we had nearly 70 participants in total in each camp. After the pandemic, we decreased the number of participants, which made it possible for each participating student to have more chances to converse with ALTs and be exposed to a lot of “naturally-spoken English.” Another new attempt we made was separating the participants into the elementary school student group and the junior high school student group, which were held on different dates. Doing this helped narrow down the scopes of learning for each group, enabling the ALTs to speak to the participants using the level of English that is appropriate to each student.

In FY2022, we could not conduct the activity to go out on the street to promote Otaru to tourists from overseas. So, instead, we held an activity to have each participating student write a composition about great aspects of the city and ALTs check their English compositions. Although the activity mostly comprised individual work, partly because we secured enough time for the ALTs to correct the students’ written English using Chromebook, the students were able to improve the quality and length of their compositions to the satisfactory levels and give great presentations full of creativity.



Participants in the camp closing ceremony

It was also meaningful for the participants to be given chances to have one-on-one conversation with ALTs.

The comments we received from the students who participated in the camp were positive ones, including: “We usually can’t get to see ALTs often. So, I am happy that I could talk a lot with ALTs in the camp” (an elementary school student), “I have hardly ever spoken English except in foreign language classes. So, I enjoyed this camp because I was able to converse with the teachers in English” (an elementary school student), “The ALTs taught us how to pronounce English correctly and how to make natural gestures as we spoke in English, which made the camp a great experience” (a junior high school student), and “Even though the camp was conducted just for three hours, we spent a great time as the time was very well-organized. If not for the pandemic, we could have enjoyed the opportunity even more” (a junior high school student).

## Outcomes and future prospects of the initiative

Not only the students but also the ALTs participating in the camp were able to share their ideas among the group from the preparation stage and beyond and make preparations for the event based on the clarified division of roles. One of the great outcomes of this camp is the fact that the participants’ faces looked very happy after the event. The participants of the camp in FY2022 comprised about 20 students respectively in the elementary school student division and the junior high school student division, and five ALTs. Thanks to the small size of the group, they were able to immerse themselves in the activities, games and conversations in English.

Going forward, we will aim to make the camp an opportunity for the participating students not only to improve their English abilities but also take a new look at Otaru, their hometown, through the activity to promote what they see as great aspects of their hometown to tourists from overseas. To achieve this aim, we will consider ways to make more students want to participate in the camp, including how to conduct the event.

As initiatives using connected devices such as via online or on-demand format are widely practiced in every school of the city, we will also consider ways to effectively utilize such connections.

### Inquiries to:

School Education Support Section, Board of Education of Otaru City

TEL: 0134-32-4111 (extension: 7529)

MAIL: [sido-situ@city.otaru.lg.jp](mailto:sido-situ@city.otaru.lg.jp)

URL: [https://www.city.otaru.lg.jp/categories/bunya/kosodate/gakkokyoiku/kyoiku\\_iinkai/](https://www.city.otaru.lg.jp/categories/bunya/kosodate/gakkokyoiku/kyoiku_iinkai/)



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.18 JET-ALTs support high school students in Global Camp!

Implementation period: from 2018 to present  
Contracting organization: Kanagawa Prefecture

#### Main points of the initiative

- We conduct the Global Camp for students having high motivation for learning English and aiming to become future leaders.
- The Camp offers learning activities for the students to consider and discuss issues of today's world and find solutions for them. Of these activities, the JET-ALTs are responsible for providing lectures in English, giving instructions to the students concerning how to make better presentations, and holding discussions.

#### Basic data of the contracting organization

Population: 9,222,108 (As of April 1, 2023)  
Number of JET Programme participants: 2 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 2 junior high schools, 137 senior high schools, 29 schools for special needs education

#### Background and tasks of the initiative

The Global Camp is an initiative to help senior high school students and international students in the prefecture grow into individuals who can contribute to the international community, which was first held in Kanagawa Sohgo Senior High School in FY2016.

In FY2018, JET-ALTs began to participate in the Camp to help the participants have deeper discussions about issues of the world, including environmental issues and inequalities in education.

Information on the FY2016 Global Camp (in Japanese only):  
<https://www.kanaloco.jp/special/serial/schoolroom/entry-76165.html>

#### Description of the initiative

- The teachers in the Research & Development Group of Kanagawa Sohgo Senior High School book an event venue and secure the participants' schedules for each Camp. The Camp was held in Kanagawa Sohgo Senior High School in FY2016 as well as since FY2021. It was held in the National Olympics Memorial Youth Center in Tokyo in FY2019, and in the Tokyo Global Gateway in FY2020.
- The teachers in the Research & Development Group of Kanagawa Sohgo Senior High School are responsible for recruiting the Camp participants. There is no selection of applicants for any of the Camps. All applicants can take part in them.
- The curriculum for the Camp, which is either for one day or two days, is created by the teachers in the Research & Development Group of Kanagawa Sohgo Senior High School. JET-ALTs make presentations and have discussions with the participating students.
- JET-ALTs deliver lectures on various issues of the world. The students break into groups, study the issues, come up with solutions, and present them in English.
- In the Global Camp in FY2022, a JET-ALT delivered a lecture on the topic of "sustainable food of the future" and asked the students to "study ways to secure food in the world where the population growth and climate change are occurring concurrently" as a topic for further research.



### Description of the initiative (continued)

- The JET-ALT suggested “edible insects” as an example of resolution for this issue and showed the class the edible insect product bought in a vending machine named “MOGBUG” in Tokyo for students to try.
- The students rejected the idea of edible insects at first, but their attitudes began to change as they listened to the lecture. After the lecture, we saw the students talking about ways to make eating insects a socially acceptable practice.



Students participating in the FY2022 Global Camp

Students and JET-ALT trying edible insects during the FY2022 Global Camp



### Outcomes and future prospects of the initiative

This Global Camp program had been conducted continuously even during the pandemic with many students participating each time. This fact demonstrates that the Global Camp is a necessary activity for students. It helps the students improve not only their English abilities but also the skills to think critically and globally.

We believe that this project will enable our students' learning environment to expand from the limited space in the classroom into a wider world. We will consider how to conduct PR activities to make more schools receive visiting JET-ALTs for purposes other than instructing lessons.

#### Inquiries to:

Career Promotion Section, Educational Personnel Development  
Department, Educational Project Division of Kanagawa Prefectural  
Integrated Education Center  
TEL: 0466-81-1635  
URL: <https://www.pen-kanagawa.ed.jp/edu-ctr/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative				Internationalization of local community			Unique initiative		
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high						
						Teachers	Community residents					

### No.19 English Camp held during summer vacation period

Implementation period: from 2014 to present  
Contracting organization: Joetsu City, Niigata Prefecture

#### Main points of the initiative

- During the summer vacation period of each year, we conduct the English Camp (of one night and two days) for junior high school students with the help of 19 JET-ALTs.
- In each year before the COVID-19 pandemic, the Camp was held in the National Myoko Youth Outdoor Learning Center in which the students were split into groups and participated in the activities designed by the JET-ALTs. In this Camp, the participants experience the two days in which only English is spoken.

#### Basic data of the contracting organization

Population: 184,082 (As of April 1, 2023)  
Number of JET Programme participants: 19 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 47 elementary schools, 22 junior high schools

#### Background and tasks of the initiative

The Joetsu City government started utilizing JET-ALTs in English education in its schools in FY1991. Since then, the children have grown more and more accustomed to using English to the point where they proactively greet and talk to JET-ALTs in these days. However, in their daily lives, there were only limited opportunities to speak English and practice what they had learned in English classes.

To address this situation, the city's board of education proposed the plan of English Camp for junior high school students during the summer vacation period to give them more opportunities to use English. The English Camp was conducted with the help of the city's JET-ALTs, who had no class to teach during the period, for junior high school students who applied for participation.

#### Description of the initiative

- JET-ALTs conduct activities they designed, including games and plays, orienteering in the area surrounding the Youth Outdoor Learning Center, sports, introduction of their countries' traditional plays, skits played by JET-ALTs, and presentation of group performances for which the students practiced by group.
- The Camp's morning starts with Japan's famous radio gymnastic exercise (English version). In addition to this exercise, the Camp participants have breakfast, lunch and dinner together, and even take a bath together in a large public bath.
- The staff for the Camp include 19 JET-ALTs and two (Japanese) officials of the city's board of education.
- The Japanese staff intentionally stay back from the study and life activities of the students to give enough opportunities for the students to communicate with the JET-ALTs.
- During the pandemic, the students could neither sleep in the same rooms nor eat meals together. Instead, we conducted the morning activities on two days.



### Description of the initiative (continued)

- In the first year, we appointed the English teachers of the participating students' junior high schools and the city's board of education officials in charge of this initiative as the Camp staff. However, this arrangement generated issues such as the students tending to turn to their English teachers for help when they didn't know what to say something in English and the teachers tending to help the students with English instantly with good intentions, instead of waiting for them to think on their own.
- Therefore, from the second year onwards, we didn't use any English teacher and only assigned the city's board of education officials as the Camp staff. This arrangement required the students to communicate with JET-ALTs on their own. So, they tried to communicate what they wanted to say by asking the JET-ALTs to repeat or using gestures and facial expressions.
- Every year, around 50 students participate in the Camp. Each year from the second year onwards, about 20 to 30% of the participating students were repeat participants.

#### Scenes from the English Camp in FY2018



Students trying their hand at an activity themed around Australian nature



Participants enjoying a traditional play in Canada

### Outcomes and future prospects of the initiative

We conduct the post-event survey among the participating students after the English Camp each year. The survey results show that over 90% of the students who participated in the Camp made favorable comments, including "I greeted the ALTs first instead of waiting for them to say hi to me," "I spoke English proactively," and "I tried hard to understand what they said in English." The students' answers to the open-ended questions include:

- I was happy not only with having gotten to know students of other schools but also with having been able to improve my English skills.
- I had had little opportunity to speak in English with others before, but this Camp gave me chances to do that, which I feel very happy about.
- I am glad that I was able to learn about the cultures of many countries because the participants in the Camp were from various countries.

From the comments like these, we believe that the Camp has provided the students with great opportunities to grow confident in speaking in English.

We hope that this initiative will continue in the future and that our JET-ALTs will make innovative efforts to develop further and better opportunities for our children and students to use English at school.

#### Inquiries to:

School Education Section, Board of Education of Joetsu City

TEL: 025-545-9244

MAIL: [jecomite@jorne.or.jp](mailto:jecomite@jorne.or.jp) (main email address)

URL: <https://www.city.joetsu.niigata.jp/soshiki/j-gaku/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.20 “Creative Writing Camp,” a summer workshop

Implementation period: August 2021

Contracting organization: Saijo City, Ehime Prefecture

#### Main points of the initiative

- We held a summer workshop for senior high school students or adults in which the participants wrote their original short stories to improve skills to use creative expressions in English.
- By learning differences between the Japanese literature and the literature of English-speaking countries, we helped them deepen their understanding of cultural backgrounds of the countries.

#### Basic data of the contracting organization

Population: 104,955

(As of April 1, 2023)

Number of JET Programme participants: 5 ALTs, 1 CIR, 0 SEA

Number of participating schools: 25 elementary schools, 10 junior high schools

#### Background and tasks of the initiative

Under the traditional English education, students have mainly regarded English as a subject to study for school exams and college entrance exams, which has made them not very good at using the language proactively and proficiently. To address this issue, we considered an activity to help students develop skills to use creative English expressions by having them write their original stories in English, in efforts to create an opportunity for our students to utilize English proactively and proficiently.

As it happened, the National Novel Writing Month (NANOWRIMO) event was spreading across the world around that time. In view of this trend, a JET-ALT of our city proposed to the city's International Exchange Association a plan for the “Creative Writing Camp,” an intensive course that aimed to have the participants send in their stories to a NANOWRIMO at the end of the course.

#### Description of the initiative

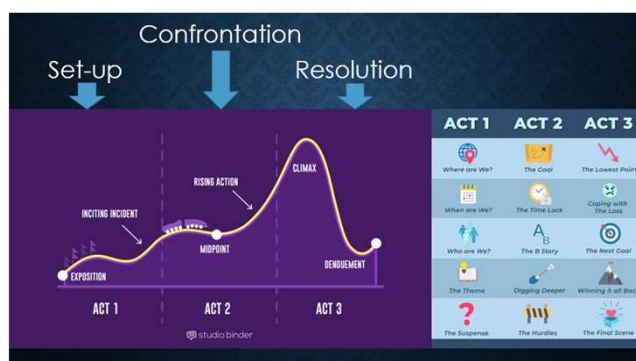
- Details of the Creative Writing Camp, our intensive English writing course during the summer vacation period, are as below:
- For the period from two months before the start of the course to the day of implementation, under the leadership of Andrew, a JET-ALT of our city, and Saijo International Exchange Association personnel, we advertised the course to senior high school students and adults through the website of Saijo International Exchange Association and distribution of the Creative Writing Camp flyers.
- We received applications from 15 to 20 citizens, most of whom were senior high school students. With them, we planned to conduct a total of four weekly sessions of the writing camp in August, each of which was to last for two hours, in the Welfare Center of the city.
- However, due to the COVID-19 pandemic, we gave up on this plan and, instead, held the course online via Zoom.

## Description of the initiative (continued)

- The contents of the course sessions were decided by the JET-ALT.
- Andrew taught the unique expressions used in literatures in English-speaking countries (including the expressions using the five senses such as “His skin sizzled under the summer sun.” instead of “It was hot.”) by using the excerpts from the novels and other written works that are familiar to the participants, including Harry Potter, as the course’s teaching materials.
- In conducting this course in a series of sessions, the instructor taught the sessions in ways to help the participants construct and write their English stories in stages in accordance with the progress of the course (i.e., the instructor gave explanations about the NANOWRIMO event and story-writing in the first session; taught about the four parts comprising a story (introduction, development, twist and conclusion) and about characters in the second session onwards; and explained story set-ups and how to write lines spoken by the characters in the final session).
- As the JET-ALT has been involved in English education for elementary and junior high school students, he had been concerned about the extreme lack of opportunities for the students to proactively express their thoughts in English. Based on this concern, he made a proposal for the intensive writing workshop with the aim of making the participants write their original short stories in English. By putting this initiative into practice, he created an opportunity for the participants to express their thoughts in English.



The workshop being held online



A teaching material used in the course (about the construction of a story)

## Outcomes and future prospects of the initiative

Some of the workshop participants actually submitted the stories they had written to a NANOWRIMO contest. As demonstrated by this outcome, the participants’ writing skills have improved by a certain degree.

This initiative created an opportunity for the participants to express their thoughts in English by using short stories. Going forward, we hope to create further opportunities for participants to express their thoughts in English through other means such as using anime as a subject or having the participants introduce and describe their hometowns in English.

### Inquiries to:

School Education Section, Board of Education of Saijo City

TEL: 0897-52-1640

MAIL: gakkokyoiku@saijo-city.jp

URL: <https://www.saijo-iea.jp/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.21 Forest of Ihatov, the workshop for building your future through English

Implementation period: May-June 2022  
Contracting organization: Iwate Prefecture

#### Main points of the initiative

- We held a workshop in which the elementary school students, junior high students and senior high school students in Iwate Prefecture who applied for participation joined and talked about their future with JET-ALTs and their fellow students.
- This initiative aimed to improve the participating students' English abilities, make them more aware of the world, and enhance their global consciousness.

#### Basic data of the contracting organization

Population: 1,168,771 (As of April 1, 2023)  
Number of JET Programme participants: 17 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 1 junior high school, 63 senior high schools, 14 schools for special needs education

#### Background and tasks of the initiative

Since the Great East Japan Earthquake and Tsunami, many people from overseas have visited Iwate Prefecture to deepen ties with its citizens while many children and students of Iwate Prefecture have also been invited to visit foreign countries. Such exchanges have increased opportunities for the citizens of Iwate Prefecture to connect with the world. Furthermore, in today's increasingly globalized and information-oriented world, we are required to develop individuals who can connect Iwate with the world from a broad perspective (global human resources) and individuals who are based in the prefecture and work with a global perspective (glocal human resources). To meet these needs, we are striving to expand and deepen international exchange opportunities in our prefecture.

As a part of the efforts to achieve this end, in FY2015, we made a plan for holding a workshop in English in collaboration with the Office for Promotion of Collaboration with Youth and Women, Environment and Life Department of Iwate Prefectural Government, as one of the initiatives comprising the "Kibokyo Iwate Global Human Resource Development Project." Today, we are implementing this initiative together with the International Office, Furusato Promotion Department of Iwate Prefectural Government, as a part of the "Project for Developing Human Resources for Community Internationalization in Iwate."

#### Description of the initiative

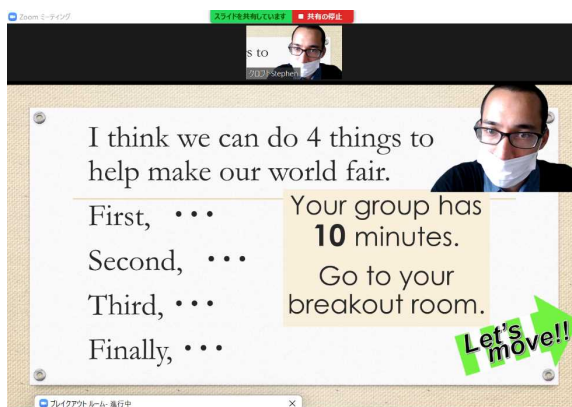
- The School Education Office of Iwate Prefecture's Board of Education led the preparatory work for the workshop which lasted for three months, in collaboration with the prefectural government's International Office.
- Two months before the start of the workshop, we publicized the workshop to the students in the prefecture (ranging from 5th graders in elementary school to 3rd graders in senior high school [12th graders]) and invited them to participate in the workshop. We also asked for the help of the municipal boards of education and the section in charge of private schools to publicize the project to their students. In addition, we posted the information about the workshop on Iwate Prefecture's website to widely publicize the project.
- In FY2022, the workshop was conducted online via Zoom. On Saturday, May 21 in 2022, we held a two-hour session for the Basic Course and, on Saturday, June 25, a three-hour session for the Advanced Course.

## Description of the initiative (continued)

- For this workshop, we offered two courses: the Basic Course (for 5th graders in elementary school through 3rd graders in senior high school [12th graders]) designed to develop English skills equivalent to CEFR A1 level and the Advanced Course (for 1st graders in junior high school [7th graders] through 3rd graders in senior high school [12th graders]) designed to develop English skills equivalent to CEFR A2 level. A total of 62 students participated in the workshop, ranging from 1st graders in junior high school (7th graders) to 3rd graders in senior high school (12th graders).
- The participating students had discussions with the JET-ALTs and other participating students on the topics provided by the Iwate Prefectural Board of Education. The topics of discussion were as below:

[1] Peace; [2] Inequality existing in the world

- The JET-ALTs served as discussion facilitators and promoted the atmosphere conducive to active exchange of ideas. They also threw questions at the participants to help them understand and think about the topics more deeply. Furthermore, the JET-ALTs helped the participants with their English, including choosing right English words and expressions, to enable them to communicate their thoughts in English.



The slide shared between a JET-ALT and participants in the workshop

## Outcomes and future prospects of the initiative

Comments made by the students who participated in the workshop include: “I found that the quickest way to become able to speak English is to have opportunities to communicate face-to-face with native speakers,” “I want to improve my English skills to a level where I can enjoy conversing in English with non-Japanese people,” and “I felt that I can build friendly ties and understand each other with people from overseas by talking with them about our cultures and other topics.” These comments show the students’ willingness to continue to learn English and participate in international activities.

Some of the students who participated in the workshop said that, in addition to experiencing the joy of and a sense of satisfaction from communicating their thoughts in English to the non-Japanese instructors, they had reaffirmed their commitment to learning more English words and grammar to become able to communicate more things in English.

Going forward, we will continue to enhance our students’ English skills, awareness of the world and global consciousness by providing opportunities for them to listen to English spoken by non-Japanese instructors and get to know different cultures and ideas.

### Inquiries to:

School Education Office, Board of Education of Iwate Prefecture

TEL: 019-629-6147

MAIL: DB0003@pref.iwate.jp

URL: <https://www.pref.iwate.jp/kyouikubunka/kokusai/>

[kokusaikouryu/1006919/1006921.html](https://www.pref.iwate.jp/kyouikubunka/kokusai/kokusaikouryu/1006919/1006921.html)





## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative				Internationalization of local community			Unique initiative		
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high						
						Teachers	Community residents					

## No.22 English drama education by JET-ALTs

Implementation period: from 1979 to present  
Contracting organization: Ishikawa Prefecture

### Main points of the initiative

- The English Club Department of the Ishikawa Prefectural Senior High School Cultural Federation (English Club Department of the Ishikawa HS Cultural Federation) holds various contests as initiatives to improve their students' communication skills in English.
- Of such initiatives, the prefecture's JET-ALTs have made especially significant contributions to preparing their students for the English Drama Recital held biannually.

### Basic data of the contracting organization

Population: 1,112,528 (As of April 1, 2023)  
Number of JET Programme participants: 44 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 1 junior high school, 43 senior high schools, 9 schools for special needs education

### Background and tasks of the initiative

The English Club Department of the Ishikawa HS Cultural Federation holds the contest of 10-minute stage performances as part of the English Festival in the General Cultural Festival for Senior High Schools in Ishikawa Prefecture held in every June and the contest of 15-minute English dramas in the English Drama Recital held in every November. These two contests have been held continuously from the time the English Club Department of the Ishikawa HS Cultural Federation was inaugurated, and have taken root among English clubs of the high schools in the prefecture as central elements of their club activities.

At each of the senior high schools in the prefecture participating in these contests, rigorous preparations and practices are conducted before each contest. JET-ALTs have been playing significant roles in helping the students prepare for the contests.

### Description of the initiative

A JET-ALT of each of the senior high schools participating in these contests supports the students belonging to the English club by teaching them how to pronounce their lines accurately, correcting intonation, and supervising their acting practice.

They have been playing particularly important roles in instructing scriptwriting for English plays. Their instructions and guidance in this process have greatly helped the students learn more natural English expressions. Most of the English club members first write their scripts in Japanese and translate them into English. This process often makes the lines unnatural or makes it difficult for non-Japanese audience to understand the play's storyline because the script fails to communicate the cultural background knowledge. Whenever this problem occurs, the JET-ALTs step in to help their students brush up the scripts by, for example, teaching more natural English expressions more in line with the cultures of other countries.

The following is the description of the current status of the instructions given by JET-ALTs for the English Drama Recital and the English Festival.

In the English Drama Recital, each participating school is given 15 minutes to perform a drama. The drama can be of any genre, ranging from a classic drama to an original drama written by the club members. Recently, the dramas performed have mostly been originally-written ones, including musical-type plays interweaving music and dances, and suspense dramas in which the audience can enjoy becoming detectives to decipher the mystery. The dramas performed all reflect the unique



### Description of the initiative (continued)

characteristics of their respective schools, making the contest a fun to watch. Lately, we have seen more and more plays with a strong message through which the participants express their thoughts and feelings about a social issue from the viewpoints of senior high school students in the form of a play instead of a speech. A JET-ALT of each school gives language-related instructions to the school's English club members to enable them to speak the lines with more natural intonation and accurate pronunciation.

In the English Festival, each participating school is given the 10-minute time slot to give its performance in English. Lately, most of the participating schools have regarded this festival as a smaller version of the English Drama Recital and given their English dramas based on this understanding. Some of the high schools participating in the festival find it difficult to present an English drama and, instead, present a lecture or speech, puppet show, dance performance or chorus in English. The English Festival has presented these high schools with opportunities to present their performances using English with fun, in ways fitting to their schools' circumstances.

JET-ALTs of the participating schools attend the students' performance practices every day and give instructions to help them improve their English and performance skills. These events can never be held without them.



Students singing a song during a play



Students giving deductions in a mystery drama

### Outcomes and future prospects of the initiative

The JET-ALTs teach Japanese students participating in English drama practices the cultures of English-speaking countries, English phrases, correct pronunciation and intonation, and how to use gestures and rich expressions in English, all of which are not usually taught in regular English classes. Many of the students belonging to their school's English club have been able to learn the English expressions which are rarely taught in the English lessons they receive at school.

In addition to the opportunities for the students to perform English dramas and give performances described above, the English Club Department of the Ishikawa HS Cultural Federation also holds an English speech contest, an English debate contest and an English recitation contest. For the English speech contest as well, JET-ALTs help the students in all stages of preparation from scriptwriting to teaching correct pronunciation and, for the English debate contest, they teach how to search for necessary English materials and build an argument, and help the students practice impromptu interactions. For the English recitation contest, they provide the students with thorough pronunciation instructions to enable them to recite the lines with correct pronunciation. Thanks to the cooperation of the JET-ALTs, students have been able to learn so much more from the events.

We hope to continue holding various contests that help our students improve their English abilities, with the cooperation of our JET-ALTs.

#### Inquiries to:

English Club Department Secretariat of the Ishikawa Prefectural  
Senior High School Cultural Federation  
MAIL: keiko\_m@ishikawa-c.ed.jp

## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior	Senior								

### No.23 Seminar on world cultures for prefectural citizens in which ALTs and CIRs play vital roles

Implementation period: from FY2003 to present  
Contracting organization: Ibaraki Prefecture

#### Main points of the initiative

- JET-ALTs participate as lecturers in the seminar sponsored by the Ibaraki International Association (in which the seminar attendees and lecturers have interactive discussions with the aim of promoting international understanding). This seminar offers the citizens of Ibaraki Prefecture an opportunity to think about issues related to building intercultural societies from new perspectives.
- The CIRs of the prefecture do the planning and implementation of the seminar. JET-ALTs participate in the seminar upon obtaining permission from the prefecture's board of education and the schools to which they belong.

#### Basic data of the contracting organization

Population: 2,828,848 (As of April 1, 2023)  
Number of JET Programme participants: 59 ALTs, 4 CIRs, 0 SEA  
Number of participating schools: 92 senior high schools, 3 secondary education schools, 10 junior high schools

#### Background and tasks of the initiative

In FY2003, when the prefecture was expecting a surge in the number of non-Japanese residents, we were considering how to help the citizens, who had little opportunity to interact with foreign nationals, deepen their understanding of different cultures. (The number of non-Japanese residents in Ibaraki as in FY2003: a little less than 50,000, accounting for about 1.7% of the total population)→(As at the end of June 2022: a little less than 80,000, accounting for about 2.7%)

The JET-ALTs of our prefecture were from many different countries and backgrounds and good at speaking in front of people. However, they only had limited opportunities to contribute to the internationalization of local communities other than the English lessons they gave at school.

In view of this situation, a CIR of that time who was concurrently working for the Ibaraki International Association proposed a plan for holding this seminar as a project of the Association. The CIR made arrangements with organizations in charge of JET-ALTs including the prefecture's board of education and the schools to which the JET-ALTs belonged to enable the JET-ALTs to participate (as lecturers) in the seminar as part of their job. We decided to recruit the JET-ALTs wishing to participate in the seminar from all over the prefecture by utilizing the ties between the CIRs and ALTs in Ibaraki.

#### Description of the initiative

We conduct a total of eight seminars during the spring season (from April to July) and the autumn season (from October to February of the following year) in each fiscal year. The non-Japanese lecturers, most of whom are JET-ALTs and CIRs, make presentations on some aspects of their home countries such as their societies, politics, economics and cultures for 1 hour and 20 minutes. After that, they exchange opinions with the seminar attendees for 30 minutes. Although the common language in the seminar is English, the attendees, especially senior citizens, have been very eager to learn and speak English, many of whom have attended the seminar repeatedly.

In holding the seminar, we try to make sure of the following:

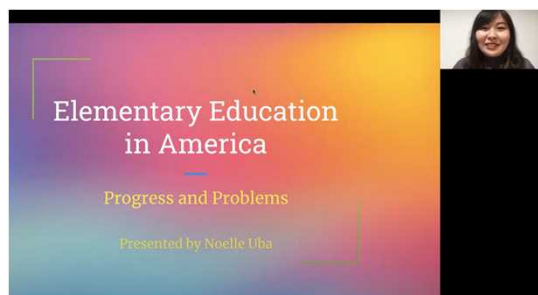
- We do not rely on the JET-ALTs' Japanese language skills, since English is used for all seminar procedures, beginning from meetings with the lecturers. JET-ALTs talk about their countries or fields of interest in naturally-spoken English in their lectures, which have been well-received among many Japanese attendees who are eager to have discussions in English.

## Description of the initiative (continued)

- We make it easy for our JET-ALTs to participate in the seminar by letting the CIR from France highly fluent in Japanese, who is trusted by the JET-ALTs, plan and organize the event. The CIR also makes arrangements with the JET-ALTs' schools and other related organizations for the event in Japanese.
- The seminar used to be held in a face-to-face format but, due to the COVID-19 pandemic, the organizers changed it to an online meeting format, which enabled citizens living far away from Mito City, the place where the seminar is held, to participate in it. Although the Ibaraki International Association covers the entire area of Ibaraki, holding the seminar online allows us to secure equal access to the event for all our citizens across the prefecture. Utilizing an online format has also lowered the psychological hurdle for the JET-ALTs and lecturers living far away from Mito City to participate, as the online format saves them the hassle of traveling to the seminar venue at night.
- We employ many JET-ALTs in our prefecture. By giving our JET-ALTs opportunities, in addition to the activities at their assigned schools, to meet more diverse citizens of the prefecture to share with them the various ways of thinking and seeing things as well as attractive aspects of Ibaraki through interactive discussions in such exchange activities with local citizens as this seminar, we can prompt the JET-ALTs to see Japan from new perspectives. The exchange activities like this seminar also give good opportunities for the citizens of Ibaraki to consider the issues and tasks facing the Japanese society, such as building intercultural societies, from new perspectives by having them listen to the JET-ALTs talking about their home countries, such as their issues and the effectiveness of the measures taken to address the issues.



A JET-ALT from South Africa giving a lecture in the seminar



Lecture given by a JET-ALT from the U.S. in the seminar

## Outcomes and future prospects of the initiative

We were once faced with a shortage of the lecturers due to the COVID-19 pandemic, but since then, the number of lecturers has picked up continuously thanks to the reopening of borders. The unedited comments from JET-ALTs who participated in the seminar include: "Being able to introduce my home country and hobby to the attendees made me proud of myself," and "The seminar gave me a lot of chances to learn about Japan and my country. I am pleased that I was given this opportunity." The comments like these demonstrate that the seminar has become another place for the JET-ALTs to play important roles than their assigned schools and to communicate with Japanese people in the local communities.

We also received comments about the seminar from the attendees, including: "They gave me a valuable opportunity in which I could listen directly to the lecturers from various countries, including Africa, the Middle East, Europe, Asia and the Americas, talking about their home countries." Thanks to the active involvement of our JET-ALTs, the seminar has continued to enjoy high popularity for 20 consecutive years since it was started.

JET-ALTs are very good at giving presentations and engaging their audiences because they habitually speak in front of many Japanese students as part of their daily work. We hope to continue to hold this seminar by having our JET-ALTs play central roles, with the support of the related organizations and the ties between ALTs and CIRs, which will help us build intercultural societies.

### Inquiries to:

Section for the Seminar on World Cultures, Ibaraki International Association  
(public interest incorporated foundation)

TEL: 029-241-1611

MAIL: [iia@ia-ibaraki.or.jp](mailto:iia@ia-ibaraki.or.jp)

URL: <https://www.ia-ibaraki.or.jp/project/event/world-culture-seminar/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children					Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high	Teachers							

### No.24 English conversation course for city residents taught by JET-ALTs

Implementation period: from 2019 to present  
Contracting organization: Sakuragawa City, Ibaraki Prefecture

#### Main points of the initiative

- We offer the beginner-level English conversation class for the citizens, which teaches simple English expressions to be used in each of the presented situations to make them feel an affinity for English.
- A JET-ALT from the Republic of the Philippines not only teaches simple English conversations but also introduces the cultural aspects of the country such as food and popular clothes.

#### Basic data of the contracting organization

Population: 37,136 (As of April 1, 2023)  
Number of JET Programme participants: 3 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 8 elementary schools, 4 junior high schools, 1 compulsory education school

#### Background and tasks of the initiative

A JET-ALT hired by our city is very proud of the cultures of her home country and had been eager to share its cultures with Japanese people beside working as a foreign language teacher at school.

As a part of the courses for city residents that are held in the city's community centers by the Lifelong-learning Promotion Department of the Sakuragawa City government, we asked the JET-ALT to teach the English conversation course comprising about eight sessions a year.

The city's International Friendship Association also held a cultural workshop by the JET-ALT, in which she talked about the Philippines as well as its food culture.

#### Description of the initiative

We decide the number of the sessions of the English conversation course and its curriculum through discussions with the JET-ALT, and publicize them on the leaflet for recruiting students to the lifelong learning courses held in community centers.

- We decided to make the teaching content of the course mainly comprising simple and easy English conversations to enable the students to enjoy learning English.
- We also made each session of the course 90 minutes long, and invited about 10 people to join the course.

The city's International Friendship Association held a cultural workshop by the JET-ALT in which she introduced her home country by giving easy-to-answer quizzes.



A JET-ALT introducing the food culture of her home country at the cultural workshop



### Description of the initiative (continued)

In the English conversation course, the JET-ALT taught the students English conversations used for greeting, introducing themselves, talking about favorite food, giving directions, shopping, and talking about a festival.

- The students mainly learned simple English conversations used in daily life.
- During the course, the participants also enjoyed cultural exchange with the JET-ALT in which she introduced the towns, food, and festivals of the Philippines, brought Filipino sweets and gave them to the students, or sometimes came to class wearing the country's ethnic costume.
- In the final session of the course, each of the students gave a short speech on the topic of their choice.



The JET-ALT introducing the food culture of the Philippines wearing the country's ethnic costume



The JET-ALT and students of the English conversation course

### Outcomes and future prospects of the initiative

The students liked the English conversation course very much and many of them asked the city to hold the course again. FY2022 marked the fourth year of the course. This course has become highly popular among our citizens. There are even students who have continued to take the course in all four years.

The cultural workshop was also well-received among the participants, some of whom said that the workshop allowed them to learn the customs, languages and cultures of the Philippines from historical viewpoints.

In conducting these events, the difficulties we encountered had to do with how to coordinate and communicate with the students and the department in charge. In our city, the city official in charge of the JET Programme worked as a liaison and coordinator with the students and the department in charge. However, to perform this task, the person had to attend the course and workshop to provide assistance. We need to make our utmost efforts not to put a burden on the official with this task.

Note: Due to the changes made to the city's project policy, the Sakuragawa City government stopped using the JET Programme to our great regret at the end of FY2022 (on March 31, 2023).

#### Inquiries to:

School Education Department, Board of Education of Sakuragawa City

TEL: 0296-55-1198

MAIL: gakkou\_s@city.sakuragawa.lg.jp

URL: <https://www.city.sakuragawa.lg.jp/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.25 English conversation school for local residents

Implementation period: from 1988 to present  
Contracting organization: Katsuura Town, Tokushima Prefecture

#### Main points of the initiative

- The town government conducts the English conversation school class for town residents in the town's Welfare Center for Residents at night once a week, in which two JET-ALTs work as instructors.
- With residents of various ages from 20s to 80s taking part, the course has become a place for communication through English among residents of all ages.

#### Basic data of the contracting organization

Population: 4,791 (As of April 1, 2023)  
Number of JET Programme participants: 2 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 2 elementary schools, 1 junior high school

#### Background and tasks of the initiative

Katsuura Town is a town located in the countryside. As such, the town had no place where people could learn English besides the public schools. Thus, residents wishing to study English had to go to English schools elsewhere.

To increase opportunities for the town residents to learn English, a town official who was working for the Board of Education of the town at the time proposed a plan for starting the English conversation school in the Katsuura Town Welfare Center for Residents. The plan was put into practice.

The English school has been held for over 35 years since 1988, now attended by residents of various ages from 20s to 80s. The school has become a place for them to learn English conversation by interacting with JET-ALTs.

#### Description of the initiative

- The school is held on every Wednesday (except for summer, winter and spring vacation periods and national holidays) for people living in the town or commuting to the town to work.
- To make it easier for the residents who work during the day to attend, the beginner-level class is held from 7:00 p.m. to 8:00 p.m. and the intermediate-level class from 8:10 p.m. to 9:10 p.m.
- The courses are instructed by the town's JET-ALTs. Since 2017, the town government has increased the number of JET-ALTs it hires from one to two in an effort to improve the teaching quality and reduce the burden on the JET-ALTs.
- The instructors prioritize making their lessons enjoyable for the students by throwing in fun activities such as the "week story" time in which the students tell what they did during the past week and singing an English song together with the class.
- The students include a town resident over 100 years of age who decided to join the class to learn English for the first time in life, and residents in their early 20s who want to learn English again after a long interval. The school has also become a place for town residents of various ages to communicate with each other through English.



### Description of the initiative (continued)

- Because many of the students are not familiar with English, the instructors focus on exposing them to the English language and the cultures of English-speaking countries in fun ways. As a part of the efforts to make their lessons fun, the JET-ALTs conduct joint events, including seasonal events, for the beginner-level and intermediate-level students together.
- Holding the traditional seasonal events of Japan such as cherry-blossom viewing allows the students to output their English knowledge by having them explain the events to the JET-ALTs. In addition, holding the traditional events of foreign countries such as “Cinco de Mayo” (a traditional event of Mexico) enables the students to experience the customs and food of other countries and to input newly learned English words and knowledge.
- The students and the JET-ALTs also join the town events (e.g., Sports Day for the Town Residents) together as “English Conversation School Team.” Through these events, the JET-ALTs and the students have gotten to know each other well and enjoy learning English together.
- The town government publishes the information about the school on the town’s PR magazine and calls for the residents to join.
- The English school has recruited the town residents of various age groups from 20s to 80s through the efforts made by the town official in charge of the English school to ask young people to join and by the students of the school to encourage their friends and acquaintances to come to the school. The participation of so much variety of people has made the school a place for town residents of different generations to communicate with each other through English.



English class in progress



The JET-ALT and students enjoying an event

### Outcomes and future prospects of the initiative

Thanks to the efforts made by the JET-ALTs to give their lessons in fun ways instead of giving one-sided lectures in English, which include holding a party together with the students, the school has been popular among the students, many of whom continue to enroll in the school.

The quality of the lesson contents is also high, which has been testified by some students saying that they were able to converse in English with non-Japanese ohenro-san, pilgrims walking through Shikoku to visit the 88 temples.

Going forward, we will regularly hold fun events including seasonal festivals and parties to give the students more English input and output opportunities and make them want to continue to enroll in the English conversation school.

As FY2023 is the year when the town’s JET-ALTs are replaced with new ones, we want to continue the class activities such as the “week story” time to provide opportunities for the students to explain the culture of Japan and their town to the newly-appointed JET-ALTs. Also, to recruit new students, we plan to publish the information about the school on the town’s website in addition to the town’s PR magazine.

#### Inquiries to:

Board of Education Secretariat of Katsuura Town

TEL: 0885-42-2515

MAIL: [kyouiku@town.katsuura.i-tokushima.jp](mailto:kyouiku@town.katsuura.i-tokushima.jp)

URL: <http://www.town.katsuura.lg.jp/inquiry-kyoiku/12/>



## Brilliant Initiatives of JET-ALTs Outside the Classroom!

Driver of the initiative			Target participants for the initiative				Internationalization of local community			Unique initiative				
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

### No.26 Kid's Work-Out video that can be enjoyed during COVID-19 pandemic

Implementation period: from 2022 to present  
Contracting organization: Tsubame City, Niigata Prefecture

#### Main points of the initiative

- To make up for the English lessons cancelled due to the COVID-19 pandemic, the three JET-ALTs working in Tsubame City produced a video titled "Kid's Work-Out" for children in the nursery and other schools.
- The applicable nursery and other schools informed the children's guardians of the URL for watching the video through school newsletters or other means.

#### Basic data of the contracting organization

Population: 77,021 (As of April 1, 2023)  
Number of JET Programme participants: 3 ALTs, 0 CIR, 0 SEA  
Number of participating schools: 15 elementary schools, 5 junior high schools

#### Background and tasks of the initiative

In our city, Japanese English teaching assistants give English lessons, four times a year, to children from three years to five years of age in the applicable nursery and other schools in the city.

In FY2022, the first lesson of the fiscal year was canceled in consideration of the COVID-19 pandemic situation. To make up for this cancelled lesson and based on a proposal made by an English instructor of the School Education Department of Tsubame City's board of education, in March of the fiscal year, the production team centering on the JET-ALTs planned and produced a video called "Kid's Work-Out" in which they also appeared as performers.

#### Description of the initiative

"Kid's Work-Out," which forms the first half of the English lesson video for nursery school-age children, was produced as below.

- The content of the video was decided through the discussion between the JET-ALTs and the Japanese English teaching assistants based on the English lessons they used to give.
- Securing of the filming location and management of the participants' schedules were done by the English instructor of the School Education Department of Tsubame City's board of education.
- Of the city's public kindergartens, public and private nursery schools, and public and private preschools, 23 of them attended by the target participants of this initiative, comprising children of three, four, and five years of age, were chosen for the initiative. These schools then informed their children's guardians of the URL and 2D barcode for watching the "Kid's Work-Out" video.
- The JET-ALT and other people performed simple exercises that can be done during English learning activities, including counting from 1 to 10 or singing a song, for the children to do the same.
- They also performed an exercise in which the JET-ALTs and other performers first saw the picture of an animal appearing on the screen and heard its name in English and then made a gesture of the animal.
- This initiative provided a new form of English lesson that can be enjoyed even during the COVID-19 pandemic.

### Description of the initiative (continued)

In implementing this initiative, we had a hard time deciding the best method for offering the English lesson video while considering the video playing devices and Internet connections presently used in the applicable nursery and other schools.

We made the following efforts to make it equally possible for all the children, including those in the nursery and other schools having insufficient video-playing devices in place, to watch the video.

- We uploaded the video on YouTube for limited viewers only and informed the URL to the video to the children's guardians through school newsletters and other means.
- In addition, in the video, the performers made their gestures and movements simple and easy for the children who are not yet used to English to mimic.



"Kid's Work-Out" video

### Outcomes and future prospects of the initiative

FY2022 marked the 10th year of the Jack & Betty Project, an initiative started by the board of education of Tsubame City to provide seamless opportunities for learning English to the city's children at all of their educational stages from nursery school, elementary school, to junior high school.

Even under the circumstances where face-to-face English lessons could not be given to their children, the English instructor of the School Education Department of Tsubame City Board of Education managed the schedules of the relevant people, including the JET-ALTs and the Japanese English teaching assistants, and successfully implemented the initiative using an innovative method.

Since the video was uploaded and released on YouTube on June 17, 2022, it has gotten 183 views as of March 20, 2023.

Making this video gave a new opportunity for the JET-ALTs who mainly teach at junior high schools to make an active contribution to their communities.

We hope to continuously provide the JET-ALTs with more opportunities to contribute to English education in the city by, for example, having them emcee the opening ceremony of the English course sponsored by Tsubame City's board of education and asking for their help in making the scripts of English listening practice tests and their recordings to be used in the junior high schools.

#### Inquiries to:

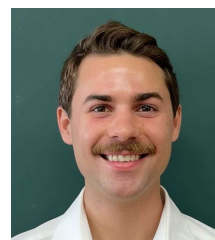
Teaching Section, School Education Department,  
Board of Education of Tsubame City  
TEL: 0256-77-8191  
MAIL: [edu\\_gakkou@city.tsubame.lg.jp](mailto:edu_gakkou@city.tsubame.lg.jp)  
URL: <https://www.city.tsubame.niigata.jp>



Driver of the initiative			Target participants for the initiative					Internationalization of local community			Unique initiative			
JET-ALT	Contracting organization	Collaboration with CIR and other personnel	School-age children				Teachers	Community residents	Cross-cultural understanding	Revitalization of local community	Intercultural cohesion	Initiative conducted during vacation period	Innovative placement	Digital tool utilization
			Pre-school children	Elementary	Junior high	Senior high								

## “EASY Eikaiwa,” an English conversation school

Implementation period: from 2023 to present  
Contracting organization: Misato Town, Kumamoto Prefecture



Mr. Zachary Summerfield Mease

### Main points of the initiative

- We run an English conversation school called “EASY Eikaiwa,” which means easy English conversation, focused on having students learn English with fun through enjoying daily English conversations, cultural topics and activities. The school comprises beginner-level and intermediate-level classes, for each of which we offer one lesson a week for 50 minutes.
- Using the dedicated LINE account of the school, we inform the students of the schedules of upcoming events and information on the operation of the school. Through this account, teaching materials and questions concerning the classes are also shared with ease.

### Basic data of the contracting organization

Population: 9,008

(As of April 1, 2023)

Number of JET Programme participants: 2 ALTs, 0 CIR, 0 SEA

Number of participating schools: 3 elementary schools, 2 junior high schools

### Background and tasks of the initiative

While giving English lessons to students in the town, I have seen many of them having a hard time understanding English. I also learned from the reports by the town's board of education that the English test scores of the students in the town have been declining for the past few years. Hoping to contribute to the community I live in, I established “EASY Eikaiwa.”

As there had never been a project of this kind implemented in Misato Town, I had no past example to refer to. Thus, right after I started running the course, I tried many instruction methods to a class comprising students from various backgrounds. Through this school, I aim to make my students able to use English naturally without giving them any pressure of scores and tests. Today, there are 14 students in the beginner-level class and three students in the intermediate-level class.

### Description of the initiative

- I offer a lesson of 50 minutes for both the beginner-level class and the intermediate-level class on every Wednesday, on which the schools in the town have no after-school club activities.
- Currently, the students of the school are of various ages, from four years old to 85 years old. Their English skill levels also vary widely, from those who are complete English beginners to those who are fluent in English.
- The classes can be taken free of charge. All the expenses for operating the school are covered by the grant received from the Microgrant Initiative of the United States Japan Exchange & Teaching Programme Alumni Association (USJETAA).
- In the class, I offer snacks to students to allow them to learn English feeling relaxed as they enjoy the snacks.
- The beginner-level class has students from four years old to 10 years old. To make the lessons enjoyable to English beginners, I spend only a short time on teaching words and grammar but a long time on recreational activities.
- The intermediate-level class has many students in their 50s or older, including working adults and retirees. They enjoy speaking in English through casual conversations on interesting topics including local news and the American culture.

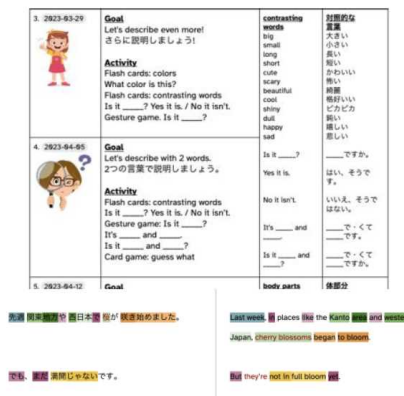


## Description of the initiative (continued)

- Every week, I spend about three hours making plans and preparations for “EASY Eikaiwa.” I prepare for the classes efficiently by, for example, reusing the teaching materials I made for lessons in a kindergarten or a nursery school.
- I also created the LINE account for students of “EASY Eikaiwa” and those interested in joining the school. By having the students follow this account, I can easily inform them of the schedules of upcoming events and information on the operation of the school. By using this account, I can also share with the students the teaching materials for the classes and photos taken in the events, and answer their questions concerning English.
- Recruitment of students was conducted by putting up the posters publicizing the school on the walls of the town hall, commercial facilities in the town, and the town's cultural center in which the classes of “EASY Eikaiwa” were to be held; distributing the information on the school through school e-mail networks; and running an ad for the school on the town's PR magazine. I also disseminated the information about the school through word of mouth while working as a volunteer English teacher in the town's group homes.
- Because of my poor Japanese skills, it was very difficult for me to publicize “EASY Eikaiwa” across the town. A town official of the board of education in charge of JET-ALTs and teachers specialized in English education helped me with proofreading the advertisements and PR materials. Thanks to their support, I was able to make “EASY Eikaiwa” known to many people across the town.



Poster for “EASY Eikaiwa”



A part of teaching materials used in class



Scenes from the English conversation classes

## Outcomes and future prospects of the initiative

English skills of the participants in “EASY Eikaiwa” have been improved to the point where they can now ask me, without hesitation, questions about daily casual topics, cultural topics, or topics of their personal interests. I took a feedback survey from the students and their guardians about “EASY Eikaiwa.” From this survey, I received favorable comments from the respondents, including “I enjoyed the class. I also truly liked the lesson.”

In addition, the number of “EASY Eikaiwa” students has increased from 13 to 17 in only three months since its opening, demonstrating the residents' growing interest in the school.

Going forward, I have plans to publicize the school in events of the town and newly put up the school posters in places outside the town. I also have plans to collaborate with the board of education of Misato Town to hold workshop-style English lessons for teachers, administration staff, and students of the town's junior high schools.

## Inquiries to:

Board of Education of Misato Town, Kumamoto Prefecture

TEL: 0964-46-2115

MAIL: [gakumu@misato.kumamoto.jp](mailto:gakumu@misato.kumamoto.jp)

URL: [lin.ee/DyKMDif](https://lin.ee/DyKMDif)



# What is the JET Programme?

The JET Programme is a project that aims to enhance foreign language education and promote international exchange in Japan's local communities through the collaboration of the Ministry of Internal Affairs and Communications, the Ministry of Foreign Affairs, the Ministry of Education, Culture, Sports, Science and Technology, and the Council of Local Authorities for International Relations (CLAIR). Under the program, young people are invited as its participants from around the world and employed by local governments or other organizations in Japan.

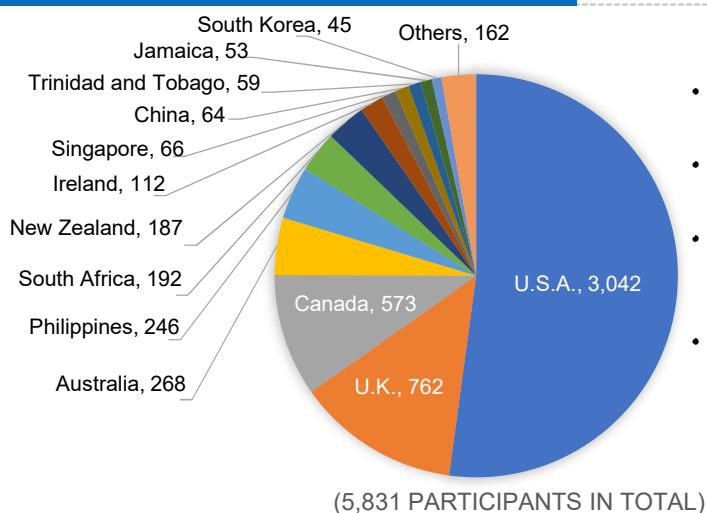
## Positions for JET Programme participants

- Assistant Language Teacher (ALT)  
ALTs are placed in public/private schools or local boards of education, and assist with classes taught by Japanese foreign language teachers.
- Coordinator for International Relations (CIR)  
CIRs are placed in offices for international exchange and other related positions of local governments to engage in international exchange activities.
- Sports Exchange Advisor (SEA)  
SEAs engage in international exchange activities through sports.

**JET Programme's Assistant Language Teachers (JET-ALTs)** are placed in public or private schools or local boards of education and report to the supervisors in their organizations or principals of their schools, working as assistants for foreign language teachers' consultants or Japanese foreign language teachers. Their daily duties include preparing teaching materials and participating in students' extra-curricular activities such as English clubs. They also participate in students' after-school club activities and their communities' international exchange activities at times, contributing to cross-cultural exchange and other activities in various places across Japan. More than 90% of the JET Programme participants are working as ALTs.



## Achievements of the JET Programme



- Celebrated the **37th anniversary of the establishment of the Programme in FY2023**
- Invited 5,831 participants from 50 countries (in FY2023)
- A total of some 77,000 youths have been invited as JET participants from **77 countries across the world**
- The JET participants not only contribute to the internationalization of local communities across Japan, but also promote a better understanding of Japan among their fellow citizens after they return to their home countries.



# Members and past meetings of the Working Group on Developing the Booklet of Selected Cases of Initiatives by JET-ALTs

## List of the members

Hiroko Asahara	Director of the Office for Promoting Foreign Language Education, School Curriculum Division, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology
Tadayuki Arai (*Joined from the 2nd meeting)	Director of JET Programme Division, the Council of Local Authorities for International Relations (CLAIR)
Miyako Kusakabe (*Joined from the 2nd meeting)	Director of the International Affairs Office, Local Administration Bureau, Ministry of Internal Affairs and Communications
Tsutomu Kobayashi (*Participated in the 1st meeting only)	Director of JET Programme Division, the Council of Local Authorities for International Relations (CLAIR)
Shaney Crawford	Principal of Tsukuba International School
Naoko Takabatake (*Joined from the 2nd meeting)	Teachers' Consultant, Board of Education of Kamagaya City
Kumiko Tsuchida	Associate Professor, Department of Sociology, Komazawa University
Eisuke Hatakeyama (*Participated in the 1st meeting only)	Director of the International Affairs Office, Local Administration Bureau, Ministry of Internal Affairs and Communications
Masaki Manome (*Participated in the 1st meeting only)	Teachers' Consultant, Board of Education of Kamagaya City
Shinji Watanabe	Director, Exchange Programs Division, Minister's Secretariat, Ministry of Foreign Affairs

(Listed in the Japanese alphabetical order without honorific titles)

## Meetings held so far

The 1st meeting: on February 22, 2023...	Considered the items to feature on the booklet, how to proceed with research for and selection of the initiatives, and the aspects to check for selecting the initiatives
The 2nd meeting: on April 25, 2023.....	Selected the initiatives to publish on the booklet
The 3rd meeting: on June 29, 2023.....	Confirmed the draft list of the selected initiatives

## **The Booklet of Selected Cases of Initiatives by the JET Programme's Assistant Language Teachers (JET-ALTs)**

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Issued on July 31, 2023

Edited and issued by: International Affairs Office, Local Administration Bureau,  
Ministry of Internal Affairs and Communications

TEL: 03-5253-5527

FAX: 03-5253-5529

E-mail: [kokusai@soumu.go.jp](mailto:kokusai@soumu.go.jp)

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