

## Chapter 2 The First Step of DLA

### The First Step of DLA – Overview

#### (1) Aim

- The First Step of DLA is carried out through an Introductory Conversation which includes questions about the child, such as name, grade, etc., and a Vocabulary Check consisting of 55 basic vocabulary questions, in order to obtain information on how to proceed with the rest of DLA.
- We also try to get a better idea of the child's everyday life and language environment.
- Additionally, we try to build a trusting relationship with the child and to create a positive atmosphere for the child to engage in DLA.

#### (2) Target

- Use The First Step as an introduction to DLA Speaking, Reading, Writing and Listening for children whose language skills you are unfamiliar with.
- In case you are familiar with the child's speaking and vocabulary skills from daily contact and observation, or in case the child has already been assessed using DLA, you can skip the First Step.

#### (3) Method

- Implement The First Step of DLA following the Practical Guide (p.18-19), in this order: first Introductory Conversation, then Vocabulary Check.
- In the Vocabulary Check use the Vocabulary Cards found at the end of this book and ask the child to describe what is on them at the word level.
- Cut out the cards and paste them on thick paper so that they can be presented one by one. The size of each card should be about 7.5cm (length) x 12.5cm (width).
- If during the implementation of The First Step of DLA the child shows a lack of sufficient basic conversational skills and you decide it is going to be difficult to continue, stop there, even if you are in the middle of the Introductory Conversation or Vocabulary Check.
- In order to get an accurate picture of the child's development, we recommend evaluating the child using both Japanese and English.
- The information gathered from the Introductory Conversation and Vocabulary Check is not included in the final assessment.

#### (4) Before implementing DLA

##### Things to prepare

- The following items are used in the implementation of The First Step of DLA.
  - The first step of DLA – Practical Guide(p.18-19)
  - Vocabulary cards
  - Sound recording equipment (IC recorder, MD, tape recorder etc.)
  - Evaluator's notepad (to write the name of the child, their friend's name and other necessary information during the session)

### Preparations before implementation

- Arrange the vocabulary cards in numerical order and use a ring to hold them together so they do not scatter.
- Practice flipping through the vocabulary cards at a good pace.
- Watch the DLA Practical Model Video (DVD) to get an idea of the attitude and tempo of the implementor.

## (5) Implementation steps

### How to sit

- Sitting across the corner of the desk, rather than directly in front of the child, allows you to see the cards from the same point of view. This also helps to make it less intimidating.

### Switch on the recording device

- Make sure your recorder is working, switch it on and start The First Step of DLA.

### Start the conversation

- Follow the instructions in the Practical Guide of The First Step of DLA regarding the evaluators' questions (marked with 😊) and advance the conversation.

## (6) Things to consider during the implementation

### Focus on the flow.

- Keep the pace of the conversation natural and in tune with the child. It is important to keep the pace relatively fast to keep the child's interest and attention.
- If you are already familiar with the child and feel you do not need to introduce yourself at the beginning of the meeting, please skip doing so.
- Do not interrupt, deny or correct what the child is saying.
- If, during the Introductory Conversation, the child has trouble responding or says "I don't know", repeat the question. Do not add explanations or change the wording. If the child does not respond after three repetitions of the question, do not stop there, but move on to the next task.
- If the child gets stuck on an answer or makes a mistake in the Vocabulary Check, you can quickly move on to the next card without correcting them.

### Create a positive atmosphere.

- Even children who are fluent in spoken language may get nervous when they know they are being evaluated. Try to create a friendly atmosphere.
- Respond positively to the child's answers by nodding and showing you understand them.
- The First Step of DLA is an important warm-up activity for the implementor as well. It is important to be aware of the need to elicit speech from the child at all times. Remember to play the role of a facilitator rather than the role of a teacher.

### Do not grade during the conversation.

- Do not use the Diagnostic Sheet to evaluate the child in front of the child. Also, as The First Step of DLA is often carried out in conjunction with the other parts of DLA, grade it all at once after the whole process has been completed.
- Make a recording for an accurate evaluation afterwards.

### End with a compliment.

- Regardless of the level of fluency, praise the fact that the child *spoke* English and finish the conversation on a positive note.

## (7) Hints toward the next steps

- While implementing The First Step of DLA, observe the child and make a decision about whether to proceed to the next steps of DLA (Speaking, Reading, Writing and Listening).
- If the child completed 70-80% of the Introductory Conversation and Vocabulary Check, you can proceed to the next parts of DLA. If the child completed less than 20-30%, finish here. If they could complete around 50%, continue to the next part and then decide how to proceed.
- As stated in (3), depending on the child's ability in English, you can finish in the middle of the Introductory Conversation or Vocabulary Check.

## (8) When and how to grade

- Do the official grading of The First Step of DLA after the other parts of DLA have been finished, while listening to the recordings.
- Check whether the answers are correct in the Diagnostic Sheet. (p20-21)
- When grading the Vocabulary Check, refer to the Table of Answers. (p22)
- Please note that the purpose of the First Step of DLA is not to evaluate grammar, pronunciation or intonation, but rather to measure understanding of meaning and concepts.

## Introductory Conversation

### 1 Greetings:



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

### 2 Explanation: Tell the child what you are going to do in a fun and engaging way.



"I would like to know how much English you can speak. Please tell me anything you know. If you don't know something, say "I don't know".

### 3 Questions:

Ask these questions in this order.



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

Regarding siblings, adapt your answers to the individual child's circumstances and family structure.



- ⑥ "Do you have friends?"
- ⑦ "Please tell me the name of one of your friends."
- ⑧ "What do you like to do with your friend?"

It will be necessary in the Dialogue Tasks, so be sure to remember the friend's name. (you can take notes)



- ⑨ "Do you like school?"
- ⑩ "Why do you like it?"

Whether the child can clearly state a reason will help us determine if we should proceed to DLA Read, Write and Listen.



- ⑪ "What do you like about school in Japan?"
- ⑫ "What do you dislike (not like) about school in Japan?"

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



- ⑬ "Do you speak English at home?"



- ⑭ "Can you read hiragana? Can you write it?"
- ⑮ "Can you read katakana? Can you write it?"

Questions ⑭ and ⑮ tell us whether we can proceed to DLA Read and Write.



- ⑯ "Can you read English? Can you write it?"

## Vocabulary check

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



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

- ② In case the vocabulary card refers to a verb (43~50)

• From card 43 onwards, ask in this way.



What is the person doing?

- ③ In case the vocabulary card refers to an adjective (51~55)

• From Card 51 onwards, ask in this way.



What kind of a skirt is this?

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



This is "long", right? Then what is this? (point at the card "short")

## Let's continue

○ If the child could only complete 20-30% of the Introductory Conversation and Vocabulary Check, finish here.



That's it. Thank you very much.

○ If the child completed more than half of the Introductory Conversation and Vocabulary Check, continue on to Basic Conversation.

○ If you could confirm during the Introductory Conversation that the child has conversational fluency and can read and write, you can proceed to DLA Reading or Writing. If the child is very fluent, you can also proceed to DLA Listening afterwards.

※An option described in the Japanese version of the manual

○ If the child could not speak much Japanese during the Introductory Conversation or the Vocabulary Check, or if you wish to measure their ability in English, use the same vocabulary cards to check their level in English. (Say something like "Then let's try in English".)

### Notes:

- The vocabulary cards can also be used to measure the child's vocabulary in English. The method is the same: show the card to the child and ask them to name what they see. By seeing how confidently the child responds in English and how many words they know, we can estimate their level in English. If you want a detailed measurement, you can ask an English speaker to listen to the recording and evaluate it.
- Many studies have shown that there is a strong relationship between vocabulary and speaking and reading comprehension. In other words, you can guess how good someone's conversation and reading comprehension skills are based on how good their vocabulary is.
- In addition, the vocabulary and reading comprehension of Japanese and English are closely related to one another, so knowing the child's vocabulary level in English is very important when deciding how to teach Japanese to the child and how much to expect from them.

Name \_\_\_\_\_ (M · F) Grade(School) \_\_\_\_\_ Y \_\_\_\_\_ M \_\_\_\_\_ D \_\_\_\_\_

😊 Implementor's questions	Correct answer	No answer
① "What is your name?"	<input type="checkbox"/>	<input type="checkbox"/>
② "What grade are you in?"	<input type="checkbox"/>	<input type="checkbox"/>
③ "How old are you?"	<input type="checkbox"/>	<input type="checkbox"/>
④ "When is your birthday?"	<input type="checkbox"/>	<input type="checkbox"/>
⑤ "Do you have any brothers or sisters?"	<input type="checkbox"/>	<input type="checkbox"/>
⑥ "Do you have friends?"	<input type="checkbox"/>	<input type="checkbox"/>
⑦ "Please tell me the name of one of your friends."	<input type="checkbox"/>	<input type="checkbox"/>
⑧ "What do you like to do with your friend?"	<input type="checkbox"/>	<input type="checkbox"/>
⑨ "Do you like school?"	<input type="checkbox"/>	<input type="checkbox"/>
⑩ "Why do you like it?"	<input type="checkbox"/>	<input type="checkbox"/>
⑪ "What do you like about school in Japan?"	<input type="checkbox"/>	<input type="checkbox"/>
⑫ "What do you dislike (not like) about school in Japan?"	<input type="checkbox"/>	<input type="checkbox"/>
⑬ "Do you speak English at home?"	<input type="checkbox"/>	<input type="checkbox"/>
⑭ "Can you read hiragana? Can you write it?"	<input type="checkbox"/>	<input type="checkbox"/>
⑮ "Can you read katakana? Can you write it?"	<input type="checkbox"/>	<input type="checkbox"/>
⑯ "Can you read English? Can you write it?"	<input type="checkbox"/>	<input type="checkbox"/>
Correct answers/Number of questions	/ 16	
Ratio of correct answers	⇒	%

Name \_\_\_\_\_ (M · F) Grade(School) \_\_\_\_\_ Y \_\_\_\_\_ M \_\_\_\_\_ D \_\_\_\_\_

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

# Vocabulary check – Table Of Answers

## Chapter 2 The First Step Of DLA – Diagnostic Worksheet

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

## Chapter 3 DLA Speaking

### DLA Speaking – Overview

#### (1) Aim

- The ability to speak is the first ability that children (who were born in Japan or who come to Japan at school age) acquire during their school life. As they try to communicate with their teachers and peers, they develop basic conversational skills, which they use as a foundation to develop their reading and writing skills. DLA Speaking is a multifaceted assessment of the important conversational skills that form the basis of academic language learning.
- DLA Speaking focuses on the three aspects of speaking: basic conversation, dialogue and cognition.
- The Basic Tasks measure basic conversational ability - using basic sentence patterns and vocabulary. The Dialogue Tasks measure the ability to participate in one-on-one exchanges and complete assigned tasks. The Cognitive Tasks measure cognitive abilities such as summarizing and expressing thoughts and opinions. Combining all three, we estimate the total level of speaking ability of the child.
- DLA Speaking evaluates a wide range of speaking skills, from situation dependent language skills to language skills that require cognition.

#### (2) Target

- DLA Speaking is aimed at children of all levels, from those who can barely communicate to those who can speak fluently.
- However, it is not possible to evaluate children who cannot complete The First Step of DLA.

#### (3) Method

- Following the DLA Practical Guide to Speaking (p.28-30), carry out the Basic Tasks, the Dialogue Tasks and the Cognitive Tasks in that order.
- As you do not want to overwhelm the child, depending on the level of English, you may end after the Basic Tasks section or the Dialogue Tasks section.
- In DLA Speaking we use 3 types of picture cards. The pink cards are for the Basic Tasks, the yellow cards are for the Dialogue Tasks and the blue cards are for the Cognitive Tasks. Please cut them out before use.
- There are 3 basic cards and 4 dialogue cards. Please use them in the assigned order.
- There are 7 cognitive cards, use 3 or 4, depending on the age of the child. (2 for younger children).

#### (4) Structure

- **DLA Speaking is made up of five parts.**
  - ① Follow the DLA Practical Guide to Speaking (p.28-30) to complete the Basic Tasks, Dialogue Tasks and Cognitive Tasks.
  - ② Use the DLA Talking Basics, Dialogue and Cognition Cards according to the Practical Guide.
  - ③ After completing DLA Speaking, use the DLA Speaking Diagnostic Sheet (p.31-35) to grade and assess the child's performance.

④ JSL Evaluation Reference Framework (Speaking) (p.36)

After the results of the grading and assessment are filled in on the Diagnostic Sheet, the stage of English language acquisition is estimated according to the JSL Assessment Reference Frame (Speaking) in order to determine the level of learning support required.

⑤ DLA Implementation Report and DLA Scoring Sheet (Overall Assessment) (Chapter 7)

Fill in the results obtained from the Diagnostic Sheet.

**(5) Before implementation**

- Select in advance the cognitive cards you wish to use according to the child and arrange them in order along with the basic cards and dialogue cards.

⇒ When choosing cognitive cards, please refer to the table below.

(You can change the cards on the spot according to the child's needs, but we recommend that you have an idea of what you want to do to avoid confusion and wasting time.)

**Things to prepare**

1. Sound (and video) recording equipment
2. Cards you're going to use (3 basic cards, 4 conversation cards, 2-4 out of 7 cognitive cards)
3. Practical guide DLA - Speaking

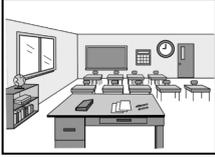
Types of cards and appropriate ages for use

	Card	Primary school year 1-2	Primary school year 3-4	Primary school year 5-6	Junior high school
Basic Tasks	1. Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Daily routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dialogue Tasks	4. Asking a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. A new teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Inviting a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. The catch incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive Tasks	8. Story	<input type="radio"/>	<input type="radio"/>		
	9. Fire truck	<input type="radio"/>	<input type="radio"/>		
	10. A report of the catch incident		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11. Environmental issues		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12. Earthquake		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	13. Water cycle			<input type="radio"/>	<input type="radio"/>
	14. The life of a butterfly			<input type="radio"/>	<input type="radio"/>

The cards with a  are suitable for the age of the children, and those without a  are not suitable for their cognitive level. (For more information, please refer to "Aims of each picture card" on the next page.)

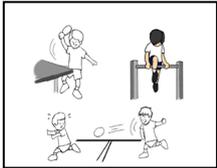
## Aims of each picture card

◇ The Basic Tasks measure the retention of sentence patterns learned in the initial phase of Japanese language instruction.



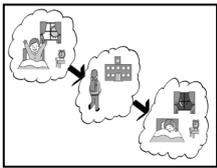
(1) Classroom card

□ Aim: Check if the child can use “there is/are” to express the existence of objects. For students year 2 and above, also check if they can read the clock.



(2) Sports card

□ Aim: Check if the child can answer questions such as “Have you ever done this?” (past experiences), “Can you do this?” (abilities), “Do you like this?”, and “Which one do you like better?” (comparison and preference).



(3) Daily routine (waking up, going to school, going to bed) card

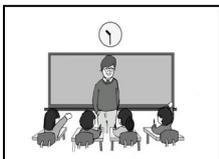
□ Aim: Check if the child can use present and past tenses of verbs, and their ability to express actions in chronological order.

◇ The Dialogue Tasks assess the child’s ability to speak out and lead a conversation when the situation requires it.



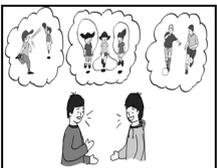
(4) Asking a question A,B card

□ Aim: Check if the child can ask for permission to go to the toilet in class. We will also look at whether the child can ask a neighbor to lend them a textbook if they have forgotten theirs.



(5) A new teacher card

□ Aim: Check if the child can introduce themselves to a new teacher and ask the teacher questions.



(6) Inviting a friend card

□ Aim: Check if the child can invite a friend to play together while leading the conversation. (The implementor acts as the friend.)



(7) The catch incident card

□ Aim: Check if the child can tell a person (who lives in the house) that they broke a window while playing catch, and see if they can apologize politely.

◇The Cognitive Tasks test the child’s ability to talk coherently about content related to school subjects. Depending on the child's development, 3 or 4 cards (2 for younger children) are chosen from a selection of 7.



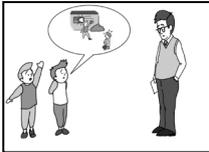
(8) Story card

□ Aim : Check if the child can choose one of the 3 pictures and retell its story. They can also choose a story other than these 3.



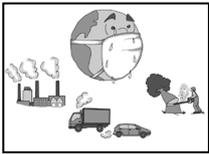
(9) Fire truck card

□ Aim : Check if the child can talk about the purposes of the two vehicles, their similarities and differences.



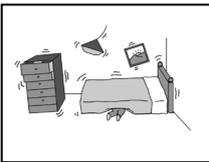
(10) A report of the catch incident card

□ Aim : Using “The catch incident” card (7), check if the child can report (explain) to the teacher what happened and why.



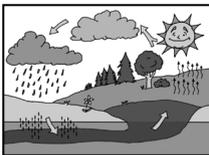
(11) Environmental issues card

□ Aim : Check the child’s ability to explain what is happening to the environment. See if they can give an opinion on what can be done for the environment. For junior high school students, check whether they can explain the causes and mechanisms of global warming.



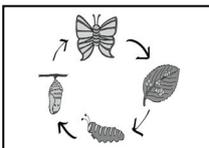
(12) Earthquake card

□ Aim : Check if the child can talk about their experiences of earthquakes. Also see if they can give an opinion on what to do in the event of an earthquake and, for junior high school students, if they can explain the causes and mechanisms of earthquakes.



(13) Water cycle card

□ Aim : Check if the child can explain how the water cycle works using subject terminology. Also check if the child can provide evidence for a hypothetical event by asking what would happen if there was no sun, which is essential to the water cycle.



(14) The life of a butterfly card

□ Aim : Check if the child can explain the changes from egg to larva, chrysalis and adult insect using subject terminology.

## (6) Implementation steps

### How to use the cards, how to sit

- Stack the cards in the order in which you will use them and place them face down. Make sure that when you turn over the top card, it is the one you need.
- Sitting across the corner of the desk, rather than directly in front of the child, allows you to see the cards from the same point of view.

### Switch on the recording device

- Make sure your recorder is working, switch it on and start DLA Speaking.
- If you continue directly after The First Step, the recorder will already be switched on.

### Start the conversation

- Follow the instructions in the Practical Guide of DLA Speaking regarding the implementor's questions (marked with a 😊) and advance the conversation.
- Turn over the cards one at a time and advance the conversation.
- The order should be: Basic Tasks, Dialogue Tasks, Cognitive Tasks. However, if the child becomes unable to carry on the conversation or stays silent, you can finish after or during the Basic Tasks or Dialogue Tasks.

## (7) Things to consider during implementation

### Focus on the flow

- Follow the guide and do the Basic Tasks, Dialogue Tasks and Cognitive Tasks consecutively, without stopping. To do this, you will need to keep the flow of the conversation in mind.
- Do not interrupt, deny or correct what the child is saying. If the child does not understand a question, repeat it three times without changing the wording. If the child still cannot answer the question, do not stop and move on to the next task.

### Do not grade during the conversation

- Please do not use the Diagnostic Sheet to assess the child in front of the child. Do the assessment afterwards. Make a recording for accurate assessment.

### End with a compliment

- Regardless of the level of fluency, praise the fact that the child *spoke* English and finish the conversation on a positive note.

## (8) When and how to grade

- Assess while listening to the recording.

### Order of assessment

- First use the Diagnostic Sheet (p.31-34) to get the average score of the quantitative assessment, then use the Qualitative Assessment Sheet (p35) to get an average score of the qualitative assessment. The two are used together to determine the stage of English language acquisition based on the JSL Assessment Reference Framework (p36).
- For the quantitative assessment categorize the child's responses as "correct" and "no answer". If the child is able to give a meaningful response to the implementor's question, tick "correct". If they do not understand the question, give an inappropriate response or give no response, tick "no answer".
- For the qualitative assessment, circle 5 (very good), 3 (average) or 1 (needs more work).

Basic Tasks

☺ Implementor's questions	Points to remember
<p>■ Classroom card (1)</p>	
<p>○ “We’re going to look at some cards and have a short talk about them. If you don’t know how to answer a question, it’s okay to say “I don’t know”. Let’s begin!”</p> <p>① “Where is this?”</p> <p>② “What is in this room?”</p> <p>③ “Is there a teacher’s desk?”</p> <p>④ “How about a teacher’s chair?”</p> <p>⑤ “Is there a teacher?”</p> <p>⑥ “How about a child?”</p> <p>⑦ “Where is the pen?”</p> <p>⑧ “Is there a clock?”</p> <p>⑨ “What time do you think it is right now?”</p>	<ul style="list-style-type: none"> <li>• Do not change the order of questions.</li>   <li>• Leave the question vague to invite a “there is” response.</li>   <li>• Do not allow the child to just point at the picture card and say “here”.</li>   <li>• Leave the question vague to invite a “there is” response.</li> <li>• You can say “pencil” instead of “pen”.</li>   <li>• If the answer to ② includes “there’s a clock”, say “There is a clock, right?”</li> </ul>
<p>■ Sports card (2)</p>	
<p>① “Do you like sports?”</p> <p>② “What sports can you play?”</p> <p>③ “How about X(sport name)?”</p> <p>④ “Have you played X(sport name) before?”</p> <p>⑤ “Which do you prefer – X(sport name) or Y(sport name)?”</p>	<ul style="list-style-type: none"> <li>• If the child has not yet played any sports, ask about sports that parents or older siblings can play.</li>   <li>• Leave the question vague to invite an “I can/I can’t” response.</li>   <li>• For younger children who do not yet know the names of the sports, you can point to the picture and ask if they prefer “this” or “that”.</li> </ul>
<p>■ Daily routine (waking up, going to school, going to bed) card (3)</p>	
<p>① “At what time did you wake up today?”</p> <p>② “What did you do after that?”</p> <p>③ “At what time do you usually go to bed?”</p> <p>④ “When you get home, what do you do? Tell me about all the things you do throughout the day until you go to bed.” If there were few or no responses until now, finish here.</p>	<ul style="list-style-type: none"> <li>• Ask about time.</li>   <li>• Check the retention of the past tense of verbs.</li>   <li>• Ask about habitual behavior.</li>   <li>• See if the child can list actions in a chronological order.</li> </ul>



That’s it. Thank you very much!

If the child could answer most of the questions, proceed directly to the Dialogue Tasks.

■ Dialogue tasks ■

☺ Implementor's questions	Points to remember
<b>■ Asking a question card (4) A,B</b>	
<p>(4)A ① "Uh-oh. You have to go to the toilet (your stomach hurts). What do you say to the teacher? I will be the teacher."</p> <p>(4)B ① "You forgot your student book. You want your friend who is sitting next to you to let you look at theirs. What do you say to your friend?"</p>	<ul style="list-style-type: none"> <li>• Point to the picture of a toilet/a child with a stomachache at the bottom of the card and ask the question.</li> <li>• Check if the child can ask for permission.</li> <li>• Following A, now point to the picture of a textbook at the bottom of the card and ask the question.</li> <li>• Check if the child can make requests.</li> </ul>
<b>■ A new teacher card (5)</b>	
<p>① "Today there's a new teacher. First, please introduce yourself to them. Then ask them two questions. I will be the new teacher."</p>	<ul style="list-style-type: none"> <li>• The implementor takes on the role of the new teacher.</li> </ul>
<b>■ Inviting a friend card (6)</b>	
<p>① "Today you want to play with your friend after school. Invite them to play. You met them at the shoe cupboard."</p>	<ul style="list-style-type: none"> <li>• Use the name of the friend you asked for in the Introductory Conversation. The implementor then takes the role of the friend.</li> <li>• This task checks the child's ability to initiate, invite, decide on a time, place, etc., and conclude a conversation, so it is important that the implementor does not take the initiative.</li> </ul>
<b>■ The catch incident card (7)</b>	
<p>① "You are playing catch with a friend. This happens. Tell this person what you did, and politely apologize."</p> <p>② "What did you do?!"</p>	<ul style="list-style-type: none"> <li>• Point to the cards "left", "middle" and "right" in order and explain them.</li> <li>• The implementor takes the role of the person in the house (the woman on the card "right"). Speak as if you are angry.</li> </ul>

If there were few or no responses until now, finish here.



That's it. Thank you very much!

If the child could answer most of the questions, proceed directly to the cognitive tasks.

# Practical guide – Cognitive Tasks

## ■ Cognitive Tasks ■

● Depending on the age (grade) of the child, choose 3 or 4 cards. (only cards 8 and 9 for younger children)

☺ Implementor's questions	Points to remember
<b>■ Story card (8) (Primary school year 1-4)</b>	
① "A small child has asked you to tell them some kind of a story. Tell them a story."	<ul style="list-style-type: none"> <li>• Have the child choose one story to tell. They often know "The three little pigs".</li> </ul>
<b>■ Firetruck card (9) (Primary school year 1-4)</b>	
① "Do you know how this vehicle (car) is called?" ② "What does the vehicle (car) do? What do you use it for?" ③ "What is similar and what is different between these two?"	<ul style="list-style-type: none"> <li>• Point to the two vehicles in turn and ask questions ① and ②.</li> <li>• Ask questions about the similarities and differences in the functions of the two vehicles.</li> </ul>
<b>■ A report of the catch incident card (10) (Primary school year 3 and above)</b>	
○ (Using the card "The catch incident" (7)) ① "Look at this card. While using it, tell me what happened."	<ul style="list-style-type: none"> <li>• See if the child can tell a series of events while explaining reasons.</li> </ul>
<b>■ Environmental issues card (11) (Primary school year 3 and above)</b>	
① "The Earth is crying. Why do you think it's crying?" ② "What do you think we should do?" ③ "Did you learn about global warming at school? Explain why and how global warming occurs."	<ul style="list-style-type: none"> <li>• Ask this question only to junior high school students to see if they can explain mechanisms and reasons using subject terminology.</li> </ul>
<b>■ Earthquake card (12) (Primary school year 3 and above)</b>	
① "Have you ever experienced an earthquake?" ② "Tell me what happened then." ③ "What should you do if there was an earthquake at school?" ④ "Did you learn about earthquakes at school? Explain why and how they happen."	<ul style="list-style-type: none"> <li>• If the child has never experienced an earthquake, encourage them to talk about the experience of their parents.</li> <li>• Ask this question only to junior high school students to see if they can explain mechanisms and reasons using subject terminology.</li> </ul>
<b>■ Water cycle card (13) (Primary school year 5 and above)</b>	
① "Explain about the flow of water." ② "Where do you think the water we drink comes from?" ③ "What do you think would happen to the Earth if it didn't rain?" ④ "What do you think will happen if the Sun disappeared?"	<ul style="list-style-type: none"> <li>• Ask these questions only to primary school students year 5 and above.</li> </ul>
<b>■ The life of a butterfly card (14) (Primary school year 5 and above)</b>	
① "What is this?" ② "That's right, it's a butterfly. Tell me about the development of butterflies."	



That's it. Thank you very much!

# Diagnostic sheet – Basic tasks

Name \_\_\_\_\_ (M • F) Grade(School) \_\_\_\_\_ Y \_\_\_\_\_ M \_\_\_\_\_ D \_\_\_\_\_

■ Basic Tasks ■		
Assessment criteria	Assessment	
	<input type="checkbox"/> Correct answer	<input type="checkbox"/> No answer
<b>■ Classroom card (1)</b>		
① “Where is this?” (Location awareness)	<input type="checkbox"/>	<input type="checkbox"/>
② “What is in this room?” (Existence of objects)	<input type="checkbox"/>	<input type="checkbox"/>
③ “Is there a teacher’s desk?” (Location of objects)	<input type="checkbox"/>	<input type="checkbox"/>
④ “How about a teacher’s chair?” (Using “there is/are”)	<input type="checkbox"/>	<input type="checkbox"/>
⑤ “Is there a teacher?” (Negative verbs)	<input type="checkbox"/>	<input type="checkbox"/>
⑥ “How about a child?” (Negative verbs)	<input type="checkbox"/>	<input type="checkbox"/>
⑦ “Where is the pen?” (Location of objects)	<input type="checkbox"/>	<input type="checkbox"/>
⑧ “Is there a clock?” (Using “there is/are”)	<input type="checkbox"/>	<input type="checkbox"/>
⑨ “What time do you think it is?” *Only children who have studied the concept should be assessed.	<input type="checkbox"/>	<input type="checkbox"/>
<b>■ Sports card (2)</b>		
① “Do you like sports?”(Likes and dislikes)	<input type="checkbox"/>	<input type="checkbox"/>
② “What sports can you play?” (Understanding of expressions of possibility)	<input type="checkbox"/>	<input type="checkbox"/>
③ “How about X(sport name)” (Choice of expressions of possibility)	<input type="checkbox"/>	<input type="checkbox"/>
④ “Have you played X(sport name)?” (Past experience)	<input type="checkbox"/>	<input type="checkbox"/>
⑤ “Which do you prefer – X(sport name) or Y(sport name)?”(Comparison)	<input type="checkbox"/>	<input type="checkbox"/>
<b>■ Daily routine (waking up, going to school, going to bed) card (3)</b>		
① “What time did you get up this morning?” (Time, past actions)	<input type="checkbox"/>	<input type="checkbox"/>
② “What did you do after that?” (Past actions)	<input type="checkbox"/>	<input type="checkbox"/>
③ “When do you usually go to sleep?” (Habitual actions)	<input type="checkbox"/>	<input type="checkbox"/>
④ “When you get home, what do you do? Tell me about all the things you do throughout the day until you go to bed.” (Successive actions)	<input type="checkbox"/>	<input type="checkbox"/>

Assessment guidelines	Assessment results
<input type="checkbox"/> Correct answer: The child understands the meaning of the question and responds naturally and appropriately.	/18      %
<input type="checkbox"/> No answer: The child does not understand the meaning of the question, does not respond appropriately or does not respond at all.	(      /      % )
✳Grammatical, lexical or other mistakes will not be penalized here. They will be assessed in the Grammatical Accuracy and Vocabulary parts of the Qualitative Assessment (p.35).	If you stop halfway through or if the number of questions differs

# Diagnostic worksheet – Dialogue tasks

Name \_\_\_\_\_ (M · F) Grade(School) \_\_\_\_\_ Y M D

■ Dialogue Tasks ■	
Assessment criteria	Assessment
	<input type="checkbox"/> Correct answer <input type="checkbox"/> No answer
<b>■ Asking a question (4) A,B</b>	
(4)A ① Asking the teacher for permission	<input type="checkbox"/> <input type="checkbox"/>
(4)B ① Asking a friend for a favor	<input type="checkbox"/> <input type="checkbox"/>
<b>■ A new teacher card (5)</b>	
① Introducing oneself	<input type="checkbox"/> <input type="checkbox"/>
② Question 1	<input type="checkbox"/> <input type="checkbox"/>
③ Question 2	<input type="checkbox"/> <input type="checkbox"/>
<b>■ Inviting a friend card (6)</b>	
① Starting a conversation	<input type="checkbox"/> <input type="checkbox"/>
② Inviting	<input type="checkbox"/> <input type="checkbox"/>
③ Choosing a time and a place	<input type="checkbox"/> <input type="checkbox"/>
④ Concluding a conversation	<input type="checkbox"/> <input type="checkbox"/>
<b>■ The catch incident card (7)</b>	
① Saying what has happened/what you have done	<input type="checkbox"/> <input type="checkbox"/>
② Apologizing	<input type="checkbox"/> <input type="checkbox"/>

Assessment guidelines	Assessment results
<input type="checkbox"/> Correct answer: The child understands the meaning of the question and responds naturally and appropriately.	/11    %
<input type="checkbox"/> No answer: The child does not understand the meaning of the question, does not respond appropriately or does not respond at all.	(    /    % )
※Grammatical, lexical or other mistakes will not be penalized here. They will be assessed in the Grammatical Accuracy and Vocabulary parts of the Qualitative Assessment (p.35).	If you stop halfway through

Name \_\_\_\_\_ (M · F) Grade(School) \_\_\_\_\_ Y M D

■ Cognitive Tasks ■	
Assessment criteria	Assessment
	<input type="checkbox"/> Correct answer <input type="checkbox"/> No answer
<b>■ Story card (8)</b>	
① Development of a story 1 (the beginning)	<input type="checkbox"/> <input type="checkbox"/>
② Development of a story 2	<input type="checkbox"/> <input type="checkbox"/>
③ Development of a story 3 (the end)	<input type="checkbox"/> <input type="checkbox"/>
<b>■ Fire truck card (9)</b>	
① Talking about the functions and roles of fire trucks and ladder trucks	<input type="checkbox"/> <input type="checkbox"/>
② Comparing the two and explaining the similarities and differences in how they work.	<input type="checkbox"/> <input type="checkbox"/>
<b>■ A report of the catch incident (10)</b>	
① Before the incident (what were you doing?)	<input type="checkbox"/> <input type="checkbox"/>
② The incident (what happened?)	<input type="checkbox"/> <input type="checkbox"/>
③ Resolution (the apology)	<input type="checkbox"/> <input type="checkbox"/>
<b>■ Environmental issues card (11)</b>	
① Stating the reasons why the earth is crying	<input type="checkbox"/> <input type="checkbox"/>
② Giving an opinion on how to deal with (solve) a problem	<input type="checkbox"/> <input type="checkbox"/>
③ Explaining the causes of global warming *Only junior high school students are assessed	<input type="checkbox"/> <input type="checkbox"/>
<b>■ Earthquake card (12)</b>	
① Description of one's experience of earthquakes	<input type="checkbox"/> <input type="checkbox"/>
② Giving an opinion on emergency measures	<input type="checkbox"/> <input type="checkbox"/>
③ Explaining how earthquakes happen *Only junior high school students are assessed	<input type="checkbox"/> <input type="checkbox"/>

# Diagnostic sheet – Cognitive tasks 2

Name \_\_\_\_\_ (M ▪ F) Grade(School) \_\_\_\_\_ Y M D

Assessment criteria	Assessment
	<input type="checkbox"/> Correct answer <input type="checkbox"/> No answer
<b>■ Water cycle (13)</b>	
① Describe the water cycle.	<input type="checkbox"/> <input type="checkbox"/>
② Provide evidence for a hypothetical event (what if there was no sun?) and make an inference.	<input type="checkbox"/> <input type="checkbox"/>
<b>■ The life of a butterfly (14)</b>	
① Describe the life of a butterfly	<input type="checkbox"/> <input type="checkbox"/>

Assessment guidelines	Assessment results
<input type="checkbox"/> Correct answer: The child understands the meaning of the question and responds naturally and appropriately.  <input type="checkbox"/> No answer: The child does not understand the meaning of the question, does not respond appropriately or does not respond at all.  ※Grammatical, lexical or other mistakes will not be penalized here. They will be assessed in the Grammatical Accuracy and Vocabulary parts of the Qualitative Assessment (p.35).	  /                      %  Card number (                      )

# Qualitative Assessment Sheet (Speaking)

Name : \_\_\_\_\_ (M · F)    Grade (School) : \_\_\_\_\_    Y \_\_\_\_\_ M \_\_\_\_\_  
D

Circle the appropriate score. If you are unsure, you can choose the middle and give 2 or 4 points.

■ Assessment criteria ■    5 : Very good    3 : Average    1 : Needs work

DLA Speaking – Qualitative Assessment		
Content and coherence of speech		
Completion of Basic and Dialogue Tasks	Can complete the assigned tasks.	5   3   1
Completion of Cognitive tasks	Can tell rich and coherent stories, give reasons, explanations and opinions.	5   3   1
Quality of sentences and paragraphs		
Quality of sentences	Can create single sentences.	5   3   1
Quality of paragraphs	Can create complex sentences and connect them to construct paragraphs.	5   3   1
Grammatical accuracy		
Grammatical accuracy	Can speak with correct grammar.	5   3   1
Vocabulary		
Everyday vocabulary	Can use familiar everyday vocabulary.	5   3   1
Quality of vocabulary (subject specific vocabulary)	Can select and use correctly vocabulary appropriate to the topic and content (including subject specific vocabulary).	5   3   1
Pronunciation and fluency		
Pronunciation and intonation	Can speak with natural pronunciation and intonation, understandable to everyone.	5   3   1
Fluency	Interaction is natural and smooth.	5   3   1
Speaking attitude		
Speaking attitude	Can speak proactively and lead the conversation.	5   3   1
Total ⇒		/ 10 = Average ⇒

Stage	Content and coherence of speech	Quality of sentences and paragraphs	Grammatical accuracy	Vocabulary	Pronunciation and fluency	Speaking attitude
6	Able to perform all Cognitive Tasks related to age-appropriate academic content	Can speak coherently without assistance	High grammatical accuracy	Use of age-appropriate academic vocabulary	Natural pronunciation and very high fluency	Can actively participate in and lead a conversation
5	Can perform some Cognitive Tasks related to age-appropriate academic content	Can speak relatively coherently without assistance	Relatively high grammatical accuracy	Some use of academic vocabulary	Natural pronunciation and high fluency	Can take an active part in a variety of conversations
4	Can complete the Dialogue Tasks fully	Can generate sentences and link them to some extent	Few mistakes at the level of linked sentences	Can use everyday vocabulary	Natural pronunciation and some fluency	Able to answer questions when asked
3	Can complete some of the Dialogue Tasks	Can answer in single sentences	Can generate single sentences, but makes mistakes in conjugation, using particles etc.	Can use common everyday vocabulary	Low fluency	Can answer some questions when asked
2	Can complete some of the Basic Tasks	Two word sentences	Wrong word order, cannot conjugate	Can use basic vocabulary	No fluency	Tries to communicate using fixed expressions and some words they know
1	Can answer some questions from the Basic Tasks	One word sentences	Word level	Can use some very basic vocabulary	No fluency	Communicates using gestures and facial expressions