The Use of ICT Tools by ALTs in Japanese Classrooms

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With the proliferation of electronic devices in daily use and the migration towards communicating online, the way languages are taught has changed dramatically in the last few decades. Information and Communication Technology (ICT) has had a significant impact on English teaching classrooms, with tablet computers, presentation screens, and web-cameras gradually replacing pencils, textbooks, and blackboards. In Japan, that change has been somewhat delayed relative to some other developed countries. However, in recent years there has been a movement to modernize English teaching curriculums. Firstly, investment in ICT has steadily risen. Secondly, the number of first-language English-speaking Assistant Language Teachers (ALTs) employed to help with communication skills has increased. Through a mixed-methods approach combining a digitally distributed survey and online interviews to investigate ICT use by ALTs, this study sought to determine how technology helps these often novice teachers increase the communicative skills of students in Japanese classrooms. The study concludes with some suggestions of how ICT implementation could be improved in the Japanese English education system.

電子デバイスの利用やオンライン通信などの増加にともない、この数十年間で語学教育の教え方は劇的に変化した。鉛筆、教科書と黒板は、タブレット端末、プロジェクターとウェブカメラに徐々に取って代わり、情報通信技術（ICT）は英語の授業に大きな影響をもたらした。日本では、その変革は他の先進国に比べるといくらか遅れたものの、この数年英語教育のカリキュラムを現代化する動きがある。ICTへの投資の急激な増加に伴い、生徒のコミュニケーション能力を上げるための外国語指導助手（ALT）の数も増えてきた。本研究では、電子媒体により配布した調査とオンラインインタビュー調査を組み合わせた混合研究方法を通じて、ALTのICT使用調査を行い、初心者のALTがどのようにテクノロジーを使って、日本の教室で生徒のコミュニケーション能力を向上させるかを調査した。最後に、日本の英語教育システムにおけるICT導入について改善点をいくつか論じて締めくくっている。

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The arrival of information and communication technology (ICT) tools in the classroom in recent years has naturally led to changes in the way that languages are taught. Examples of ICT tools include hardware, such as data-projectors and mobile devices, as well as social media applications and video-conferencing software. These tools give learners more opportunities for genuine interaction with speakers of their target language than ever before. They also provide educators with a myriad of new resources for developing their teaching methods. Keeping pace with the capabilities of technology, however, requires teachers to pay attention to technological developments and to maintain a working knowledge of the tools at their disposal—a challenge that is arguably best suited to younger teachers who have themselves been educated with ICT.

Concomitant with the proliferation of ICT tools, another measure intended to foster greater communication in language lessons in Japanese classrooms has been an increased presence of Assistant Language Teachers (ALTs). Typically, young and often proficient with ICT, ALTs are thus well positioned to take the lead in their team-teaching partnerships as innovators in using technology in the classroom.

ICT in Japanese Education

Despite its image as a leader in information technology, in 2018, only 33% of secondary students in Japan reported using ICT tools in foreign language classes, the lowest figure among countries in the Organization for Economic Cooperation and Development (OECD) (Programme for International Student Assessment [PISA], 2018). In recent years, however, there has been increased investment in ICT tools in the Japanese education system (Ministry of Education, Culture, Sports, Science, and Technology [MEXT], 2020). Despite agreement that investment in ICT is necessary, critics such as Aoki (2010) and Lockley (2013) have argued that the increase in spending and the rhetoric behind the resulting curriculum shift have not been met with a clear plan and implementation strategy.

In its 2020 report on ICT progress, MEXT noted that 96.6% of Japanese classrooms had high-speed internet access, and 60% of classes had large electronic display screens. Moreover, 50% of Japanese teachers nationwide had attended school-sponsored ICT-specific training. Nevertheless, research by Joshi (2010) and Mitomo (2018) has shown teachers in Japan to lack confidence in their technology use, with the former suggesting that ICT training for teachers should be increased.

ICT and Communicative Language Teaching (CLT)

Recognizing the advantages ICT presents to building communicative skills, MEXT (2011) outlined its plans to revise the national English education curriculum, including five proposed measures to "truly cultivate Japanese people with English abilities" (p. 2). Specifically, its third proposal was to "provide students with more opportunities to use English through effective utilization of ALTs, ICT and other means" (p.7). The Ministry suggested a host of affordances that ICT could offer English language classes, including the following:

- expanded opportunities for students to come across practical English in the course of team-teaching
- audio-visual and drill materials that can provide iterative learning
- digital textbooks and instructor-made teaching aids that can make lessons more comprehensible
- cooperative learning and international exchange activities that promote language learning outside the classroom
- deeper cultural understanding and higher student motivation through a broader variety of teaching methods (MEXT, 2011).

These measures not only recognize the vast potential that ICT has for language education but also present opportunities for greater ALT input, particularly in the areas of practical English, cultural understanding, and instructor-made teaching aids. However, effective utilization of these resources would require a curriculum shift to allow for this innovation. To achieve such a shift, professional development for both Japanese teachers of English (JTEs) and ALTs is essential.

Professional Development in ICT

Several studies have investigated the experiences of ALTs and have found widespread under-utilization of the significant cultural and linguistic resource that they represent (Ohtani, 2010; Kano, 2015; Reed, 2015). A recurrent theme in the literature is the recommendation that ALTs receive more training in team-teaching (Crooks, 2001; Kano, 2015), materials development (Birch, 2017), and lesson planning (Ohtani, 2010). The growing presence of educational technology in Japanese classrooms presents another area in which ALTs require training. However, technology itself offers several opportunities for ALTs both to develop their teaching skills and to increase the contribution they make to their team-teaching partnerships.

ICT offers teachers opportunities to collaborate on materials, obtain feedback on their teaching, share resources, and develop a more effective ICT pedagogy together (Romeu, 2015). The development of online communities in which teachers can learn from each other has also been shown to increase confidence in ICT implementation (Romeu, 2015). For ALTs, many of whom lack teaching experience and qualifications, online collaboration presents an invaluable outlet for developing professional skills and building confidence. Furthermore, ALTs' own educational experiences outside of Japan, often including ICT, position them to provide alternative approaches to established Japanese teaching methods.

The Present Study

MEXT clearly endorses ICT tools as an effective way to expand opportunities for students to interact in English. With as many as 20,000 ALTs working in Japanese schools (MEXT, 2019), ICT tools represent a significant resource for making English education more communicative, yet no studies to date have examined how ALTs make use of them in their classes.

This study aimed to investigate the experiences of ALTs using ICT tools and to determine the effectiveness of these tools in increasing CLT methods in Japanese classrooms. The study addressed the following research questions:

1. To what extent do ALTs in Japan have access to and make use of ICT tools and resources in their classes?
2. What are the perceived benefits to ALTs of using ICT tools in English classes in Japan?
3. What are the perceived challenges to ALTs that limit the successful implementation of ICT in English classes in Japan?

Methodology

The present study used a mixed-methods approach, combining a survey and semi-structured interviews. ALTs from around Japan were recruited through Facebook ALT groups, with 72 ALTs completing the survey. The survey generated a significant volume of open-ended responses, suggesting a need for additional, contextual data. Thus, to both illustrate and further explain the survey responses, 40-minute follow-up interviews were conducted with four randomly selected ALTs to explore some of the issues that they had raised.

Survey

Conducted on Google Forms, the survey (see Appendix) began with a short series of demographic questions and then followed with three main sections: 1) perceptions of ICT use, 2) advantages of technology use, and 3) barriers to technology use. Each section presented 7 to 10 statements to which the respondents were asked to agree, disagree, or indicate neutrality. Each section concluded with an open-ended question to provide respondents with an opportunity to qualify their answers.

Interviews

A semi-structured interview schedule was designed to further investigate open-ended responses from the survey, highlighting areas where ICT seemed to impact the role of the ALT. Issues particularly warranting attention included access to materials and affective concerns such as teacher confidence.

Interviews were conducted with four randomly selected current ALTs who were recruited as participants from Facebook groups after completing the survey: "Ken," a fifth-year ALT working at four high schools in Shiga prefecture; "Delwyn," a second-year ALT working at a high school in Tottori prefecture; "Rita," a third-year ALT working in a mixed junior and senior high school in Tokyo; and "Vera," a second-year ALT working at a junior high school and four elementary schools in the Kyoto area. The interviews were transcribed using Otter speech-to-text transcription software (Otter.ai, 2021). The interview data were then classified into three categories matching those of the survey data sections.

Results

Perceptions of ICT Use

The survey showed that the majority of ALTs had access to ICT tools in their classes, with digital projectors and presentation software being the most commonly used. A total of 57% of respondents reported that they regularly used presentation software (e.g., PowerPoint) in their classes, indicating that ALTs frequently create their own lesson content to supplement the curriculum.

In her follow-up interview, Delwyn said she felt that these tools were integral for conducting her lessons, explaining "without those PowerPoints, I couldn't really carry my lessons out how I would like to." She further said that, as a novice teacher, she initially found it difficult to maintain students' attention when using conventional tools such as the textbook and whiteboard, but she discovered some techniques to make the classes more appealing by experimenting with PowerPoint. Other respondents cited the engaging teaching materials, the diversity of teaching methods, and the reduction in lesson planning time as key reasons for using ICT in their classes.

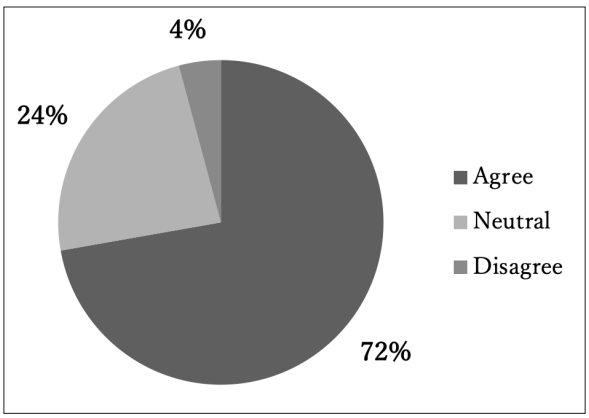
Advantages of ICT Use

ALTs Leading Classes

Another key reason why ALTs used ICT in their lessons was to take a more active role in their team-teaching relationship. Rather than having the JTE translate the ALT's lesson instructions, the increased independence that ICT offered ALTs meant that activities and content could be presented primarily in English with visual guidance on the screen, thus reducing the need for Japanese language use in the class.

Figure 1

Survey Responses to the Statement "ICT tools are useful in helping me lead the class by myself."



As Figure 1 shows, 72% of the survey respondents agreed that ICT helped them lead their classes. Ken was among those who agreed that ICT was useful for this purpose, and in his follow-up interview he was asked to explain why. He responded that by connecting his computer to the interactive whiteboard in his class, he was able to use presentation software to run his classes. "It helps me to introduce topics or vocabulary or give directions. I can model things quickly by animating things on the screen while the students follow along." By leveraging the technology to communicate instructions to the students rather than relying on his JTE to translate into Japanese, he claimed not only that his classes progressed more smoothly, but that ICT provided

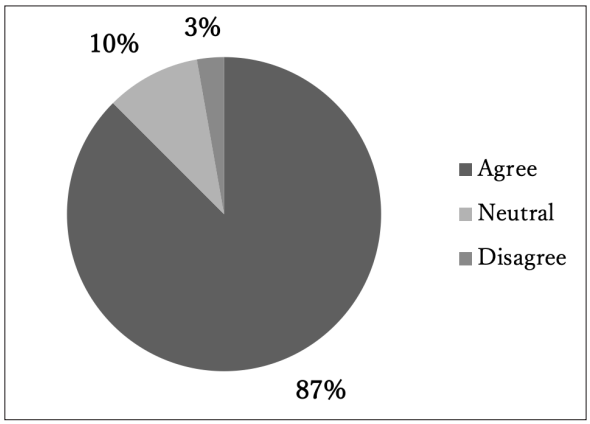
him with more confidence in leading classroom activities as well.

Accessing Teaching Resources

Many of the survey respondents reported being challenged with an expectation to produce classroom games and practical communication activities on demand. Most ALTs relied on the internet for both ideas and activities, as shown in Figure 2.

Figure 2

Survey Responses to the Statement "Using technology makes it easier to access teaching materials."



The data showed that 87% of respondents believed technology to be useful for accessing teaching materials, indicating that the practice of accessing teaching materials online is commonplace. Ken agreed with this statement, and in his follow-up interview he was asked to explain why. He shared that when he began as an ALT, he was overwhelmed with planning lessons, stating, "I used a few online resources, like [now defunct] 'Englipedia' was great, they had everything broken down by textbook level." He relied upon these websites for proven activities that were targeted at Japanese learners. Many other survey respondents indicated having searched for ideas across multiple different databases, Facebook groups, and websites.

Barriers to Technology Use

Security and Privacy Constraints

An issue that emerged from the data collection was the matter of security and privacy rules preventing access to ICT resources. Respondents reported trouble in accessing the internet, using hardware, and sharing materials with colleagues, which increased the difficulty of the lesson planning responsibilities they held.

Limitations on how ALTs could use the internet on their school computers prevented some respondents from completing simple lesson planning tasks. Vera was one of the survey respondents who reported trouble in this area, and in her interview, she explained her frustrations by saying, "I am not allowed to use my own USB drive to upload things onto the school computer. I can't even download pictures." This sentiment was echoed by the other interviewees, who all agreed that security measures were extremely strict.

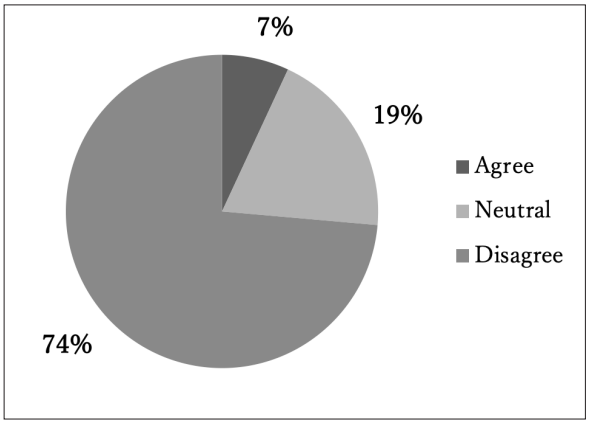
Another security issue was the revocation of access to resource-sharing sites and cloud-sharing portals that ALTs used to share lesson ideas. Ken also reported trouble in gaining access to online teaching materials, and he was asked to clarify this issue further in his interview. He explained that in his prefecture, ALTs had uploaded their teaching materials to a cloud-sharing portal to help newcomers. After contributing several hundred lesson plans and activities, however, ALTs were blocked from accessing the platform because of the perceived threat that file-sharing could pose to network security.

Limited Training for ALTs in ICT Use

Many Japanese classrooms incorporate technological tools, which ALTs are in turn expected to use in their teaching. However, as Figure 3 illustrates, many ALTs had limited opportunities to learn how to do so.

Figure 3

Survey Responses to the Statement "Sufficient guidance and support is given to me from administration about how to make use of ICT tools."

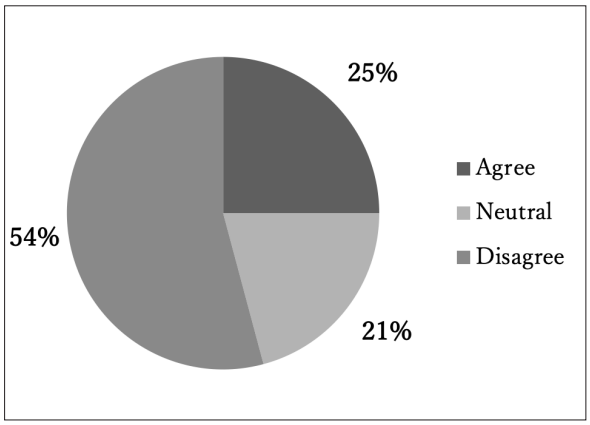


The survey data showed that only 7% of respondents found the guidance given to them about utilizing ICT to be sufficient. ICT tools are intended to help increase communication in English classes.

However, very few ALTs seemed to be aware of the connection between ICT and CLT.

Figure 4

Survey Responses to the Statement "Information has been provided to me explaining the opportunities ICT offers in teaching communicative English."



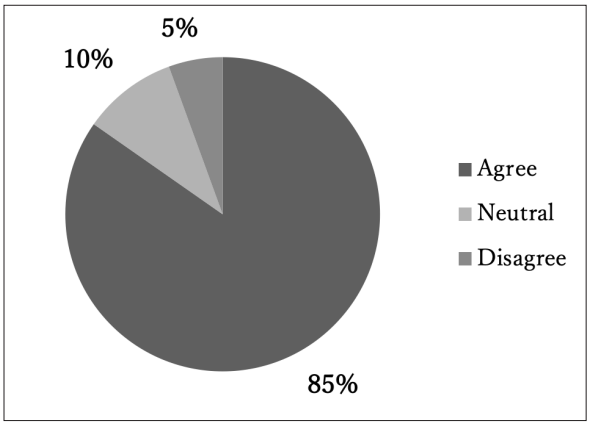
As Figure 4 shows, only a quarter of respondents indicated having received information about using ICT to teach communicatively. Although ICT is increasingly being used by ALTs in the classroom, some open-ended comments suggested concerns about the lack of training. One respondent stated, "As an ALT, I have received no training or support whatsoever in regard to ICT. My town's Board of Education seems to think that if you just put an iPad into each student's hands then they'll automatically learn more." These findings suggest that ALTs require more guidance from education authorities in incorporating ICT into their classes.

ALT Confidence in Incorporating ICT

Despite limited training in how to use technology in language teaching, 85% of survey respondents reported being confident in teaching with ICT tools (see Figure 5). Moreover, it appears that confidence and expertise in using ICT in general allowed them to make a unique contribution to their team-teaching partnerships. As one survey respondent stated, "Teachers don't know how to use ICT and are nervous to try. They often ask for ideas from their more ICT-savvy ALTs," suggesting that the practice of delegating technological tasks to ALTs is common.

Figure 5

Survey Responses to the Statement "I have confidence in teaching with ICT tools."



The interviewees were asked if they were entrusted by their JTEs to create ICT content and, if so, to provide some examples of how they did this. Rita explained that she was asked to locate videos and images to show at the start of her lessons to set an enjoyable tone for the class. Ken explained that his students loved playing interactive games he created using PowerPoint, and that his team-teaching partner liked the way that lower-level students who had previously often been uninterested in class were now actively trying to solve English problems to help their team win.

Vera described a problem-solving activity that she had created for her classes, where students worked in groups to exchange audio messages through their iPads. She explained, "You could see them excited and working together to complete [the activity]. It was great to see technology making learning more effective." She shared that her co-teachers were impressed to see that ICT tools could be used to stimulate greater communication between the students.

Discussion

Collaboration

One clear benefit of ICT apparent in the findings came not while actually teaching, but rather in class planning, as 87% of respondents used computer networks to share ideas and resources. This practice appears to be widespread, demonstrating that ALTs were active in locating diverse learning content and activities for students. The website that Ken described, on which ALTs in his prefecture share teaching materials, illustrates the potential of online databases to promote cooperation between ALTs, who are largely novices in the field of

teaching. The development of these communities corroborates Romeu's (2015) suggestion that online collaboration allows teachers to develop a more effective ICT pedagogy together. As ALTs essentially learn how to do their jobs as they go, working in tandem with others is crucial in helping them develop their teaching skills.

Training

Japanese teachers are offered training in teaching with technology. However, the study results showed very few respondents to have felt that they had received sufficient opportunities for professional development in using ICT. MEXT (2011) advocated that ICT should present opportunities for greater ALT input in practical English, cultural understanding, and instructor-made teaching aids, yet the study data here showed that ALTs were given very limited information about how to practically achieve those goals.

With the need for further ICT training for ALTs established, it is imperative to consider the content of the training. Although technical skill development and idea-sharing are valuable, theoretical principles of teaching with technology should also be communicated to maximize the potential of ICT. Many study participants described ICT use as simply displaying content on a screen. Glover and Miller (2003) describe this practice as didactic teaching, in which information is delivered to students who passively receive the lesson content. Although pedagogically accepted, this method of instruction is teacher-centric and does not radically change the way that classes are taught, meaning that classes are not necessarily becoming any more communicative.

Development of methods that make use of interactive practices will allow technology to have a greater impact on students' communicative abilities. An example of the theoretical perspectives in which teachers in Japan need further training is offered by Warschauer and Meskill (2000), who call for the use of more enhanced interactive methods, whereby students' cognitive and social development is stimulated.

Innovation

The study results showed that ALTs were regularly entrusted with providing teaching materials that used ICT tools. This responsibility gives ALTs the opportunity to introduce more innovative activities, which in some instances better fulfill the need for more enhanced interactive teaching methodologies.

Vera's example of using iPads to exchange audio messages between groups is a clear illustration of how technology can be used to facilitate interaction between students. It also demonstrates how ALTs can assume the role of technological activators, using their creativity and ICT-savvy status to introduce and spearhead activities that make better communicative use of the technological tools that are available.

Security

Cybersecurity in Japanese secondary schools is exceedingly strict, and for ALTs who are trying to create interesting lessons with content relevant to young English learners, not being able to access and share materials is particularly frustrating. One of the goals of the ALT role is to promote Japanese learners' cultural understanding, and an important pathway to achieve that goal is through displaying typical foreign educational practices, such as teaching with technology. The limits enforced in Japanese schools appear overly stringent and counterproductive for ALTs who want to create lessons with modern tools.

Recommendations

One recommendation is to offer ALTs training and basic information about using ICT in their classes. Many ALTs may be confident and skilled at using technology in creative ways, but this confidence does not mean that their methods are necessarily pedagogically sound. Many of the teaching examples that surfaced in the present study were representative of a didactic methodology, which is not the most conducive to the development of communicative competence. MEXT currently distributes training videos via YouTube for ALTs to promote recommended practices and examples for team-teaching, and similar videos could be produced for teaching with technology.

Another recommendation is to advocate and leverage online ALT collaboration and material sharing. A potential way to promote this collaboration would be to establish online portals on which ALTs can share content ideas and suggest improvements for existing teaching materials. As ALTs often work alone at their schools, communicating with ALT peers about teaching matters can help them become more adept and confident in their roles. Furthermore, as ALTs routinely use technology to access lesson ideas, websites have become indispensable for planning their classes. Providing online spaces specifically for ALTs would not only foster improved quality in their lesson content but also allow for sharing ideas that relate specifically to the familiar contexts that ALTs teach in. This

online collaboration would help to promote a more reflective and iterative pedagogy and contribute to a raising of the standard in teaching practices of ALTs.

A final recommendation is to make adjustments to the security systems within school networks to allow ALTs access to the resources necessary to plan and teach their classes. These changes do not require compromising security; rather, some of the technological capabilities that are already available to Japanese teachers (such as proxy servers) could simply be extended to ALTs.

Limitations of this Study

One limitation of this study is the small scale of the data collection, especially the number of participants in the follow-up interviews. Perhaps even more important, however, is the lack of any data regarding the opinions and experiences of JTEs. Further studies could include investigations of JTE–ALT pairs to give a more complete picture of how they negotiate ICT implementation in their lesson planning.

Concluding Remarks

Device use and online communication is a natural way that young learners interact with the world around them, so it is essential that language teaching methods adapt to the contexts that its learners experience. This research indicated that the shift towards ICT-integrated language learning is progressing in Japan, yet it also confirmed calls for further advancements by authorities as well as for additional professional development not only for ALTs but for all teachers using ICT.

Thanks to the valuable input from the participants in this study, it is clear that ALTs have an important role to play in influencing the way ICT is leveraged in classes in Japan. ICT offers the potential to make better use of the technological abilities and creativity that ALTs possess. Greater utilization of these assets could ultimately result in more communicative teaching methods being adopted and further justify the increase in ICT investment in Japanese education.

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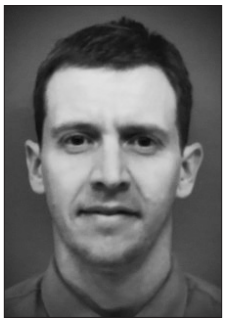

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Appendix

Survey

I am currently doing a research project on the use of information and communication technology (ICT) in the classroom by ALTs in Japan.

With the growing influence of technology in education, I am interested in investigating how tools such as tablet computers, interactive whiteboards, and projectors are used in classes, and whether ALTs believe they are effective in promoting communication.

I am sending invitations to participate in this study to current ALTs working in Japan. You can participate by answering the questions in the survey. Doing so implies your consent.

You are under no obligation to accept this invitation. If you decide to participate you have the right to decline to answer any particular question.

Opening Questions

For how many years have you been working as an ALT?

- Less than 1
- Between 1 and 2
- Between 2 and 3
- Between 3 and 4
- Between 4 and 5
- Over 5

What school level do you teach at? (Select as many as apply.)

- Kindergarten
- Elementary school
- Junior High School
- High School

How would you rate your Japanese language skills?

- Little to none
- Basic conversational
- Daily conversational
- Relatively fluent

Do you have any teaching qualifications? (Select as many as apply.)

- TEFL Certificate
- CELTA certificate
- Bachelor's degree in education
- Master's degree in education
- Other: (Please specify)

Do you have your own computer at your base school (i.e., the school where you teach most frequently)?

- Yes, I do.
- No, but I have access to a shared computer.
- No, I don't.

Usage of Instructional Resources

Please indicate the frequency with which you use the following teaching tools:

- In almost every class
- Several times a week
- Around once a week
- Almost never
- Never

1. Whiteboard
2. Printed materials (worksheets, pictures, books)
3. Textbooks
4. Television/Video
5. CD Player
6. Digital Projector / TV screen
7. Presentation software (Powerpoint, Keynote)
8. Digital textbook (interactive software accompanying printed textbook)
9. Web camera
10. Interactive Whiteboard
11. Tablet computers
12. Other (Please specify):

Perceptions about the Use of ICT

Please indicate the extent to which you endorse the following statements:

- Agree
- Neutral
- Disagree

1. I use other resources more than I use ICT. (such as books, worksheets etc.)

I am confident in teaching classes that use ICT materials.

2. I am confident in creating my own classroom presentations that make use of ICT tools. (Such as Powerpoint, YouTube etc.)
   I want to use more ICT tools to teach English in the classroom.
   The more I use ICT tools in class, the more competent I become in planning activities that use ICT.
3. I think that usage of ICT makes it easier to prepare course materials (activities, games etc.).
4. I think using ICT allows me to contribute more in class as an ALT.
5. ALTs should be provided with more training to make more use of ICT tools in class.
6. ALTs should be provided with more ICT materials and resources to teach classes.
7. ALTs should be provided with more online spaces for collaborating on resources.

Advantages of Technology Usage

Please indicate the extent to which you endorse the following statements:

- Agree • Neutral • Disagree

1. I think the use of ICT increases the interest of students toward learning English.
2. I think that ICT tools are useful in presenting cultural information to the class.
3. I think that ICT tools are useful in presenting practical and real-life English to the class.
4. I think that ICT tools are useful in helping me lead the class by myself.
5. I think that ICT tools are useful in helping me explain difficult concepts to the students.
6. I think that ICT tools are useful in helping me give instructions to the students.
7. I think that technology supported teaching makes learning more effective.
8. I think that using technology makes it easier to access teaching materials.
9. I can address the different learning styles of my students by using ICT.
10. I am aware of the opportunities that ICT offers in teaching communicative English.

Please answer the following open-ended question or move on to the next section.

Are there any other ways in which ICT use in your class is useful or effective?

Barriers to Technology Usage

Please indicate the extent to which you endorse the following statements:

- Agree • Neutral • Disagree

1. I have sufficient time to prepare materials that make use of ICT.
   I have access to ICT hardware (computer, projector, interactive whiteboard etc.).
   The ICT hardware available to me is modern and easy to use.
2. There is an adequate number of hardware units (computer, tablet etc.) for effective use of ICT.
3. The infrastructure and layout of ICT tools allow for teaching communicative classes.
4. The ICT software available to me is adequate for teaching communicative English classes.
5. I have sufficient guidance and support by administration about how to make use of ICT tools.
6. I have opportunities for professional development to gain knowledge and skills about using ICT in classes.
7. I have opportunities to see how other ALTs make use of ICT tools in class.
8. I have opportunities to share ideas and collaborate with other teachers on ICT resources.

Please answer the following open-ended question or move on to the next section.

Are there any other barriers you face to using ICT in your classes?

Final Question

Are there any other comments you would like to make in regard to ICT use in your classes?

This is the end of the survey. Thank you for your time and your valuable responses. Your cooperation is greatly appreciated.

NEW FRONTIERS

Blending Four-strand Theory & 21st Century Skills

Paul Nation's Four-strand Theory

- Language-focused learning
- Meaning-focused input
- Meaning-focused output
- Fluency development

New Frontiers preview QR

LEVEL A1 - B2 Beginner – Pre-Advanced

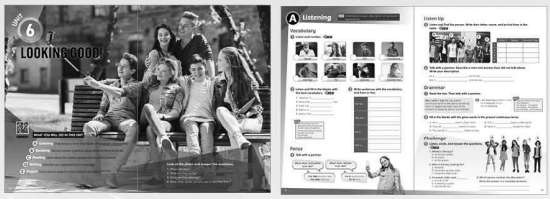
New Frontiers is an exciting new coursebook series for teenage and university learners!

Explore New Frontiers, a six-level series, to learn about English in the 21st century. The series is carefully designed to apply communicative, skill-based, and content-based learning methodologies. It also utilizes 21st-century skills and project-based learning techniques to ensure students are well equipped to succeed in the future.

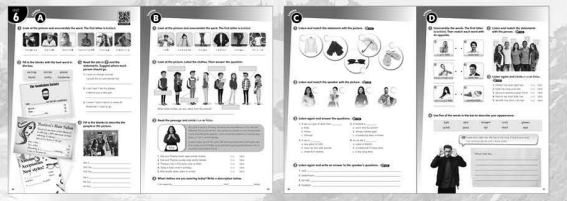
Features:

- Bold, modern design with a clear focus on building CEFR competencies
- Progressive transference between multiple skills
- 10-unit structure of lessons connected by themes and goals
- Balance of input and output & all four language skills
- Thematically-linked 21st-Century Skills project in each unit
- Comics and animations to enhance learning in fun and creative ways

Student Book



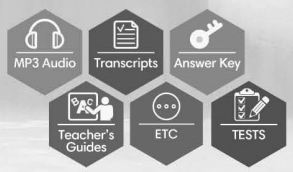
Work Book



Digital Support

COMPASS DIGITAL-TG | CLASSBOOSTER

Free Downloadable Materials:



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