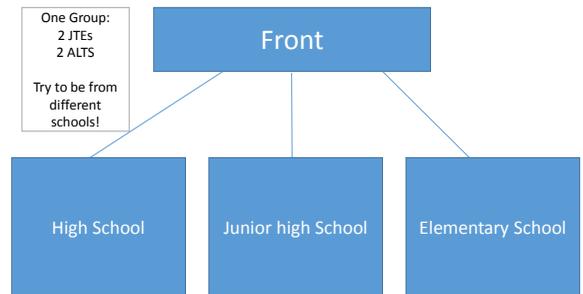


Effective Team Teaching

Paige Hughes
Hidenori Okada



Introduce Yourself!

- Name
- Location
- Country (for ALTs)
- Question: What country do you want to visit?

Group Discussion Question

Think of your most successful (or ideal) TT experience.

What made it successful?

Outline

- ① Relationships between ALTs and JTEs and Homeroom teachers (HRTs)
- ② Planning Lessons
- ③ Teaching

1
*Relationships between ALTs
and JTEs/HRTs*

① Relationships between ALTs and JTEs/HRTs

- Patience
- Listening and understanding
- Mutual respect and trust
- English is *not only* academic but fun

① Group Discussion: Problem

Every day for lunch a Junior high school ALT sits with all the teachers together. They speak to her for a few minutes, but then for the rest of the 45 minute lunch they talk amongst themselves in only Japanese. Her Japanese is very limited and she is willing to use it, but in groups of people, she is timid to use it since she's not confident in her ability.

How can she feel more involved with the teachers to establish better relationships?

① Problem

JTEs/HRTs

- JTEs should have topics to include the ALT in conversations
 - Food, cultures, students...
- If too nervous to use English, try mixing English and Japanese

ALTs

- Try to consult a JTE or teacher that you trust so they can communicate this to teachers
- Schools are not only a learning environment for students, but for teachers too
- Your relationships are reflected in the classroom!

2

Planning Lessons

② Planning Lessons - Elementary

Break grammar points into 4 different lessons

1. Vocabulary
2. Target Sentence (ex. I can...)
3. Question (ex. Can you...?)
4. Integrate both

② Elementary – Example Lesson

1. Practice weather, day and date
 2. Greetings
 3. Warm-up
 4. Questions and answers
 5. Vocab Review or Sentence Review
- OR
5. New vocab
 6. Quiz Review game
 7. Game or Grammar

② Junior High School

JTEs

- JTEs should be willing to let guard down and have fun
 - Use the atmosphere and allow students to have fun
- Use your creativity with the ALT *together*

ALTs (mainly T2)

- 1 v 1 communication
- Human tape recorders
 - Do your best to make it more fun for students
 - Consult with JTEs to do more
- Activities around grammar lessons

② High School – Before lesson writing

JTEs

- Monthly schedule
- Give a theme for focus
- Balance what all the teachers want to focus on

ALTs

- One theme for multiple lessons
- Prefectural events
- Following textbook themes

Monthly Schedule - November

| Mon | Tue | Wed | Thu | Fri |
|---|---|--|--|---|
| | | | 11/1 Nenbun ②2-1 日替 ③3-1 日替 | 11/2 Nenbun ②1-4 日替 ③1-1 日替 ④2-5GSGC ⑤1-5 日替 |
| 11/5 ①1-6(12) ②1-11(2) ③1-11(2) ④1-11(2) | 11/6 ①1-8(12) ②2-1 日替 ③2-1 日替 | 11/7 ①1-6(12) ②2-1 日替 ③1-11(2) ④1-11(2) | 11/8 ①2-1 日替 ②2-1 日替 ③3-1 日替 | 11/9 ②1-4(11) ③1-1 日替 ④2-5GSGC ⑤1-11(1) |
| 11/12 ①1-6(13) ②1-11(3) ③1-11(3) ④1-11(3) | 11/13 ①1-8(13) ②2-1 日替 ③2-1 日替 | 11/14 ①1-6(13) ②2-1 日替 ③1-11(3) ④1-11(3) | 11/15 ①2-1 日替 ②2-1 日替 ③3-1 日替 | 11/16 ②1-4(12) ③1-1 日替 ④2-5GSGC ⑤1-11(2) |
| 11/19 ①1-6 ③3-1 ④1-1 日替 ⑤1-2 | 11/20 Thursday schedule ①2-1 日替 ③2-1 日替 | 11/21 ①1-6 ②2-1 日替 ③1-11(3) ④1-11(3) | 11/22 end-term exam ①1-6 ②1-6 ③3-1 日替 | 11/23 national holiday ②1-4 ③1-1 日替 ④2-5GSGC ⑤1-11(2) |
| 11/26 ①1-6 ②1-1 ③3-1 日替 ④1-2 | 11/27 end-term exam ①1-6 ②2-1 日替 | 11/28 end-term exam ①1-6 ②2-1 日替 ③1-11(3) ④1-11(3) | 11/29 business trip ①2-1 日替 ②2-1 日替 ③3-1 日替 | 11/30 business trip ②1-4 ③1-1 日替 ④2-5GSGC ⑤1-11(2) |

② High School – Writing Lesson

JTEs

- Teach about daily life
 - Students can't express themselves
- ALTs have different style of teaching
- Make sure lesson can be understood by students

ALTs

- Engagement and speaking
- Simple tasks → More challenging
- Share opinion about students' English level
- Flexibility (JTEs & ALTs!)

② High School – Writing the Lesson

- Warm-up
- Introduction to a topic
- Writing Activity
- Group work or speaking activity

② High School – Example Lesson Plan

Term 2: Lesson 6 2018

Debate: Opinions

Objective:

- Students will learn about 3 types of opinions.
- Students will practice writing opinions and surveying their classmates.

Supplies:

- PowerPoint
- Opinions worksheet

Warm-up: Odd One Out - 5 minutes

- 3-3 slides of odd one out examples
- Students will make pairs side by side and practice the sentences:
 - "I think _____ is different because _____"
 - "You think _____ is different, but I think _____ is different because _____"

Activity: 3 Types of Opinions - 15 minutes

- ALT will explain 3 types of opinions with examples
 - Value
 - Policy
 - Fact
- Give students examples of each opinion and have them share their opinions with partners next to them

Activity: Students practice writing opinions - 25-30 minutes

- Students will first try writing 3 value opinions (7 min)
- Next, they will speak with 3 people (2 boys and 1 girl) and survey their classmates (5 min)
- Ask for volunteers to share what most people thought about one of their opinions (2 min)
- Next, students will try writing 2 policy opinions (7 min)
- Survey again (1 different boy, 2 different girls)
- Ask for volunteers to share what most people thought about one of their opinions (2 min)

② Group Discussion – Problem

There is an ALT who was invited by a JTE to join classes or clubs with the students. The JTE told the ALT he did not need to prepare anything before the lesson, but then, on multiple occasions, during the lesson, the JTE would ask the ALT if he had any activities to help teach the lesson. The ALT would have nothing and this would upset the JTE. One day, the same thing happened, but the ALT prepared something just in case. However, the JTE told the ALT during the activity that the activity was too childish and didn't like it (when the ALT could tell that it was difficult for the students). The ALT told the JTE about his concerns, but now the JTE never invites the ALT back to his classes.

How should the ALT address this situation?

② Problem

JTEs/HRTs

- Tantoshia needs to make a schedule for the ALT
- More communication – more direct with intentions
- Need to tell the ALT what they want them to teach for term, not just one class
- ALT should be used to full potential!

ALTs

- ALT should try to make their own schedule
- ALT should suggest making activities together for lessons
- Let the JTE know he is still interested in working with the students

3 Teaching

③ Teaching – Before Class

JTEs/HRTs

- Make changes/suggestions
- Review materials and layout
- Coordinate speaking parts with ALT

ALTs

- Give lesson plan to JTEs one week before
 - Include: Lesson plan, PowerPoint slides (if using), worksheets
- Review materials, plan every step!

③ Teaching – During Class

JTEs/HRTs

- Make sure students understand
- Should be moving around and use the space with ALT
- Communication with ALT at least one time
- Use the atmosphere!

ALTs

- Share the goal of the lesson
- Speak slowly, gestures, pictures, repeat!
- Timing for activities
- Engagement
- JTEs influence of the classroom
- Repeat your goals at end

③ Teaching – After Class

JTEs/HRTs

- Feedback to the ALT
- Ask about re-planning lesson when activities are not successful

ALTs

- Give review after the class
- Ask JTEs for help with explaining certain difficult material
- End of term survey

③ Teaching – Multiple Schools

Higher levels

- Move through material faster with less explanation
- More advanced activities

Lower levels

- Go slower
 - Stop to practice words/grammar that are unfamiliar
 - Practice applying the words/grammar with partners
 - Write step-by-step processes
 - 3-word rule

③ Group Discussion– Problem

There was an ALT who did not like her placement in Kumamoto. She was not happy, so this was really reflected in her teaching. She was not motivated to teach to the students and so this made it so the students were not motivated to learn. JTEs had a hard time teaching with her because she was negative and hard to work with.

How can a better environment be created for the JTEs, students and the ALT?

③ Problem

JTEs/HRTs

- JTEs can try to accommodate ALT by leading majority of class but ALTs can still interact with students
- Use ALTs interests to help her be more involved in lessons

ALTs

- Use your community and resources to receive help
- We should try to always keep the students in mind when we are teaching
- Consider all those around us – we are visitors

Closing Remarks

- Share with each other!!
- If your relationships are successful → Your classes with students can be successful
- Cross-cultural experience by working together

Questions?