

About us

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 - Hobby : Photography
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 - Hobby : Playing with my children

Goals of this session

At the end of our presentation, we will be able to...

1. share ideas for speaking activities.
2. understand how instructions in English should be given.
3. share ideas of how ALTs & JTEs can cooperate for our students.

In this session...

1. Demonstration activities (15 minutes)
2. Analysis (20 minutes)
3. Q & A / Discussion (20 minutes)

1. DEMONSTRATION ACTIVITIES

Speaking Activities 1 THREE QUESTIONS

Find out three things about Shingaki

Work with the person sitting next to you.

First, tell each other your names and where you are from!

Next, together, think of three things you would like to know about Shingaki. (e.g. favorite animal, best friend, etc.)

- Make 3 questions to find out these things.

???

Three questions (plus one!)

Now, you are going to talk with some other people in this room.

- We already have three questions to ask each other.
- Think of one extra question you would like to ask people.



When you meet:

- Tell each other your names
- Ask the same three questions that you asked Shingaki.
- Also ask each other your extra questions.

Speaking activity 2

ONE-MINUTE CONVERSATION

What's your favorite place in Japan?

Can you guess Kelli's answer? Is it:

- Hokkaido
- Kyoto
- Okinawa
- Aso
- Yakushima

Listening

Now, let's listen and check your answer.



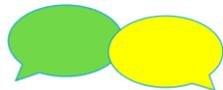
What's your favourite place in Japan?

Starting a conversation

- What's your favourite place in Japan?

Answering the question

- (I like) ___ because it's ...
- Also, ...
- ___ is known for ___.



One-minute conversation timer



Feedback 1

Active listening

- *Uh-huh / Yeah / Yeah? / Really? / Me too*

Possible follow-up questions:

- Why do you like it?
- Do you go there often?
- What do you do there?

Continuing the conversation

- *How about you?*

Now, try again with a new partner.



One-minute conversation timer



2. ANALYSIS

ANALYSIS

1. Speaking Activity

- ① Information Gap
- ② Public Speaking & Speaking Privately
- ③ Teaching Stages for Speaking Activity

2. Classroom Instructions

- Bad Example & Good Example

3. Roles of JTE & ALT in 1 Minute Conversation

2. Analysis – Speaking Activity

① INFORMATION GAPS

What is an information gap?

In a speaking activity with an information gap, students find out something they didn't know before by communicating in English.

- This makes the activity more interesting.

Information gap

In the three questions activity, what did you find out that you didn't know before?

(In other words, what new information did you get?)

???

Information gap (suggested answers)

In the three questions activity, what did you find out that you didn't know before?

You found out more about:

- Shingaki
- your partner
- other people in the group

???

Information gaps can be very simple

For example, ask your partner what they had for breakfast this morning.

- Did you know the answer before you asked?
- Were you interested in hearing what they had to say?

Can you think of a speaking activity that doesn't have an information gap?

- Is it interesting?

Point: An *information gap* makes a speaking activity more engaging.

2. Analysis – Speaking Activity

② SPEAKING IN PUBLIC AND SPEAKING PRIVATELY

Speaking in Public vs. Speaking Privately

Do you enjoy speaking in public?

In a class of 40 students, how many of them usually enjoy speaking in front of the class?

Public Speaking

Some people find speaking in public very unpleasant.

- It makes them nervous.
- They find it stressful.
- They tend to make mistakes.

If students only do public speaking in their English lessons, some may feel, "I don't like speaking in English."

Advantages of Speaking Privately

Speaking Privately

- Actively engages all students - everyone is either speaking or listening to their partner(s).

In a class of 40 students:

	Speaking	Listening
Presentation	1	39
Conversations in pairs	20	20

Private speaking is a more efficient use of class time.

2. Analysis – Speaking Activity

③ TEACHING STAGES FOR SPEAKING ACTIVITY

What did you do in 1 minute conversation?

What you did
1.
2.
3.
4.
5.
6.

What did you do in 1 minute conversation?

What we did
1. You tried to guess / predict Kelli's answer.
2. You listened to the teachers conversation.
3. You drilled some useful phrases.
4. You had time to think of your answer.
5. You had a conversation with your partner.
6. You got feedback from Teachers.

What did you do in 1 minute conversation?

What we did	Stage
1. You tried to guess / predict Kelli's answer.	
2. You listened to the teachers conversation.	
3. You drilled some useful phrases.	
4. You had time to think of your answer.	
5. You had a conversation with your partner.	
6. You got feedback from Teachers.	

What did you do in 1 minute conversation?

What we did	Stage
1. You tried to guess / predict Kelli's answer.	1. Raise interest.
2. You listened to the teachers conversation.	2. Model the dialogue.
3. You drilled some useful phrases.	3. Practice language briefly.
4. You had time to think of your answer.	4. Thinking time.
5. You had a conversation with your partner.	5. Students have the conversation in pairs.
6. You got feedback from Teachers.	6. Teachers give feedback.

Stages for a speaking activity

Stage	Notes
1. Raise interest.	Students try to guess / predict teacher's answer
2. Model the dialogue.	Teacher 1 asks Teacher 2.
3. Practice language briefly.	Drill 2 or 3 useful phrases
4. Thinking time.	Give students time to think of their answer.
5. Students have the conversation in pairs.	Teachers listen and take notes.
6. Teachers give feedback.	Good points plus any points to improve.

2. Analysis CLASSROOM INSTRUCTION

What is clear classroom instruction?

First, in order to help us understand what clear instructions **are**, let's look at what they're **not**...

Bad example

Listen to Shingaki's instructions.

- Find three reasons why these instructions were difficult to follow.



Bad example

Listen to Shingaki's instruction.

Teacher 1

OK. So first you need someone to work with. You're going to work with a partner. One of you we'll call student A and the other one will be student B, OK? So, if everyone could stand up and find someone to work with and then sit down together. And then please decide who's A and who's B, OK?



How can you make his instructions easier for students to follow?

Good example

Listen to Kelli's instruction.

Teacher 2

First, make pairs [*teacher waits*]. This row [*teacher points*], you are student A and this row [*teacher points*], you are student B.



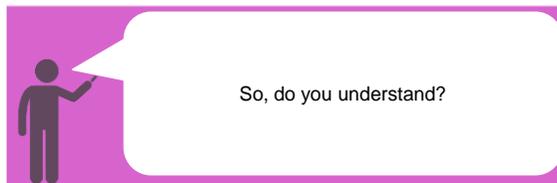
Giving clear instructions

Kelli...

- uses simple English
- uses gestures
- doesn't repeat instructions
- 'stages' their instructions:
 - 1) gives instructions
 - 2) watches students' response
 - 3) gives more instructions

Giving clear instructions

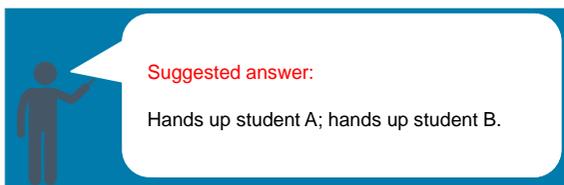
Now we 1 want to check whether students understand what to do.



- Think of two problems with this question.
- Now, think of a question to check whether students understand.

Giving clear instructions

We want to check whether students understand what to do.



Giving clear instructions

Plan your classroom instructions before the lesson.

- It's a good habit.
- You can plan your **Instruction Checking Questions (ICQs)**.
- ***Unplanned*** instructions are often longer and more confusing!

Instructions

Instructions should be...

- given slowly and clearly
- supported by ICQs
- short
- staged
- simple
- supported by gestures and/or pictures

2. Analysis ROLES OF THE JTE & ALT IN A SPEAKING ACTIVITY

Who worked primarily, the JTE or ALT?

What we did	Stage
1. You tried to guess / predict Kelli's answer.	
2. You listened to the teachers conversation.	
3. You drilled some useful phrases.	
4. You had time to think of your answer.	
5. You had a conversation with your partner.	
6. You got feedback from Teachers.	

Who worked primarily, the JTE or ALT?

What we did	Stage
1. You tried to guess / predict Kelli's answer.	ALT. We used ALT's idea.
2. You listened to the teachers conversation.	Both. We demonstrated the conversation together.
3. You drilled some useful phrases.	ALT. You practiced after ALT.
4. You had time to think of your answer.	Nobody.
5. You had a conversation with your partner.	Both. We monitored together.
6. You got feedback from Teachers.	Both. One is from JTE, and another one is from ALT.

The points are...

Stage	Points
1. Raise interest.	
2. Model the dialogue.	
3. Practice language briefly.	
4. Thinking time.	
5. Students have the conversation in pairs.	
6. Teachers give feedback.	

The points are...

Stage	Points
1. Raise interest.	ALT's opinion and experience are very effective.
2. Model the dialogue.	
3. Practice language briefly.	
4. Thinking time.	
5. Students have the conversation in pairs.	
6. Teachers give feedback.	

The points are...

Stage	Points
1. Raise interest.	ALT's opinion and experience are very effective.
2. Model the dialogue.	Teachers can show the model both from native and non-native speaker.
3. Practice language briefly.	
4. Thinking time.	
5. Students have the conversation in pairs.	
6. Teachers give feedback.	

The points are...

Stage	Points
1. Raise interest.	ALT's opinion and experience are very effective.
2. Model the dialogue.	Teachers can show the model both from native and non-native speaker.
3. Practice language briefly.	With ALT's demonstration, students can practice the pronunciation effectively.
4. Thinking time.	
5. Students have the conversation in pairs.	
6. Teachers give feedback.	

The points are...

Stage	Points
1. Raise interest.	ALT's opinion and experience are very effective.
2. Model the dialogue.	Teachers can show the model both from native and non-native speaker.
3. Practice language briefly.	With ALT's demonstration, students can practice the pronunciation effectively.
4. Thinking time.	
5. Students have the conversation in pairs.	Teachers can monitor more students if ALT & JTE work together.
6. Teachers give feedback.	

The points are...

Stage	Points
1. Raise interest.	ALT's opinion and experience are very effective.
2. Model the dialogue.	Teachers can show the model both from native and non-native speaker.
3. Practice language briefly.	With ALT's demonstration, students can practice the pronunciation effectively.
4. Thinking time.	
5. Students have the conversation in pairs.	Teachers can monitor more students if ALT & JTE work together.
6. Teachers give feedback.	More students can be motivated & advised if ALT & JTE work together.

Q & A

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Now, we are done!

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3. Discussion
**HOW DO THE ALT & JTE
COOPERATE IN YOUR
SCHOOL?**

Please talk with a partner.

Question:
**How do the ALT(s) and JTEs
cooperate in your school?**