

Effective Team Teaching: Using English in the Classroom

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Introduction

Welcome to our Effective Team Teaching workshop! We will be focusing on one primary goal of using English in the classroom: the English-Only lesson. We tried our first few 100% English lessons recently, and would like to explore the challenges, considerations, and potential benefits of achieving total English instruction.

Warm-up: “How well do you know your partner?”

- ★ Quietly fill out as much of your sheet as possible
- ★ Interview and answer check
- ★ Introduce each other in pairs



Our First Attempts at an English-Only Class

Here we will show three video clips from our first English-Only classes, with first- and second-year JHS students. During and after the videos we will talk about problems we faced and what we learned from those first experiences.

Some points:

- ☆ CLIP 1: “What’s up?” A simple phrase, right? Oh, so wrong...
- ☆ CLIP 2: “See you then!” You would think adding one word (“then”) to something the students already understand (“See you!”) would be straightforward. And you would be wrong again. (We certainly were.)
- ☆ CLIP 3: An example of a class finally catching on quickly, even though they were used to Japanese translation (and suddenly had none).

Discussion: The Challenges of Teaching English-Only Classes

What are some of the difficulties you have faced, or might expect to face, in an English-Only class?

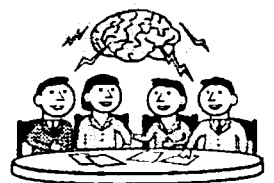
- ★ **It can take a long time to explain even seemingly simple words/phrases**
- ★ **Worksheets and materials have to be prepared very carefully when you can't give instructions in Japanese**
- ★ **(Others from group)**

Everyone will be divided into groups and assigned a challenge or difficulty. Please discuss possible solutions and ideas in your group, to be presented afterward. One ALT should be chosen as a Moderator to make sure everyone contributes, one JTE will be the recorder and a second JTE will present the group's opinions.

Each group's chosen presenter will present for 1-2 minutes. Please keep it brief and hit any key points you can!

MY GROUP'S TOPIC: _____

Notes (use the back of this sheet if you need extra space):



ACTIVITY — Attacking the Vocabulary Problem: TABOO

Three rounds of vocabulary fun! Please pair up with your ALT/JTE partner and try to guess the taboo word your partner holds!

ROUND 1: FIVE CARDS (Double-sided) ALT reads the words listed on the card. JTE must guess the taboo word at the top.

ROUND 2: FIVE CARDS (Single-sided) ALT must get his or her JTE to guess the taboo word (at the top) *without* using any of the listed words on the card. Any non-forbidden words are OK but NO Japanese and NO gestures!

ROUND 3: TEN CARDS (Single-sided) Here we go! JTEs must describe their taboo word so their ALT partner can guess it. Of course, the JTE CANNOT use the words listed on their card to do this (same rules as Round 2)...good luck!

Taboo can be used in class for student vocabulary testing/building, but depending on the students' levels, special rules might be a good idea. (For example, in Round 1, we used rules opposite of normal Taboo, having you *read* the forbidden words instead of avoiding them).

CLOSING AND DISCUSSION

Some things to keep in mind when deciding to do English-Only classes:

- ☆ **Making mistakes in English is perfectly fine, for both the ALT and JTE (can reassure students no one is perfect, and it's OK to make mistakes)**
- ☆ **Certain grammar points in the textbook can be very difficult to teach in a timely manner without any Japanese translation. For the**

sake of time, these sections may not be feasible in 100% English without a lot of extra preparation.

- ☆ Motivation is obviously a *huge* key point, both from the students and the teachers. If students see their JTE trying hard to avoid Japanese, it can be encouraging. Also, if the ALT and JTE find ways to have *fun* with the language in class, the students are more likely to experiment/play with it as well.
- ☆ We found using small skits to work well, and props/drama are both good ideas. If you don't use much of either in your classes, consider them a good way to replace spoken Japanese.
- ☆ English-Only classes are ultimately a *long-term* undertaking. Students who are used to even a little Japanese support will almost certainly *not* like having it taken away. It takes time for them (and possibly you!) to adjust.

Some easy activities that can be done with all English, that build or test student vocabulary:

- ★ Shiritori
- ★ Hangman
- ★ Drawing Dictation (you describe a scene in English and let students draw it)
- ★ Make-your-own-manga (give students manga strips with the dialogue blanked out and have them create their own)
- ★ Chain Storytelling (Have each student in a row write one word, then the next student writes the next word in the sentence).
- ★ "Categories" (Put the students in pairs/groups, and a sheet with letters A-Z. Give them a topic ("Disney," "Movies," etc.) and have them write as many words as they can on that topic, each word starting with a different letter of the alphabet).

Warm-up: How well do you know your JTE?

What is your JTE's...

1. Birthday? _____
2. Favorite color? _____
3. Full name? _____
4. Hometown? _____
5. Favorite food? _____
6. Favorite movie (recently)? _____
7. Hobby? _____
8. Favorite Karaoke song? _____
9. Favorite alcoholic beverage? _____

10. What would your JTE do if not teaching English?

11. Who can drink more, you or your JTE? _____

12. What club activity (if any) does your JTE teach?

13. Has your JTE ever dressed up as an animal? _____

14. Has your JTE ever slept at school? _____

15. If your JTE had a billion yen, what would they do?

<FINAL: Ask something you want to know about your JTE>

16. _____

Warm-up: How well do you know your ALT?

What is your ALT's...

1. Birthday? _____
 2. Favorite color? _____
 3. Full name? _____
 4. Hometown? _____
 5. Favorite food? _____
 6. Main reason for joining the JET program?

 7. Favorite movie (recently)? _____
 8. Hobby? _____
 9. Favorite Karaoke song? _____
 10. Favorite alcoholic beverage? _____

 11. Who can drink more, you or your ALT? _____
 12. What does your ALT do in his/her free time?

 13. Has your ALT ever dressed up as an animal? _____
 14. Has your ALT ever slept at school? _____
 15. If your ALT had a billion yen, what would they do?

- <FINAL: Ask something you want to know about your ALT>
16. _____