

# *Why Team Teaching?*

Adapted from a seminar for New SHS Teachers, May 11<sup>th</sup> 2006

Ian Woosley: [staff30@nipec.niigata.niigata.jp](mailto:staff30@nipec.niigata.niigata.jp)

## *Advantages of Team Teaching*

- Motivates students to interact with English speakers, increasing their desire to learn English. This is *integrative motivation*.
- Provides a cross-cultural perspective, using the ALT's home country as an example. Helps students to understand cross-cultural differences and similarities. Provides cultural knowledge, e.g. casual language, body language, behavioural knowledge.
- ALT and JTE together provide good role models. The JTE is an active part of motivating students to speak English, through interaction and teamwork with the ALT. Students can learn important lessons from this.
- Good opportunity to focus on goal of communication. JTE can perhaps pick-up on grammar points and common mistakes afterwards.
- Provides expertise in English as it is used naturally in real communicative situations, as well as structural knowledge. The ALT can offer native explanations, paraphrases and alternatives etc. Together, the JTE and ALT can make English clearer, more natural and more easily understandable to students.
- 2 heads are better than 1: Many practical teaching advantages.

## *Other Advantages of ALTs*

- Provides good English practice and training for JTEs. JTEs regularly speak with ALTs and also have to work with them, which involves many different skills. This benefits teachers and students.
- Can interact with motivated students outside of class, and can build a successful English club. Can also help unmotivated students.
- Can help create new projects and activities outside of class to encourage English learning, e.g. clubs, radio show, English bulletin board/ website etc.
- Can assist with school exchange programmes.
- Can be a good friend to JTEs, and other teachers.
- Increased job satisfaction of JTEs.
- Can help with speaking and listening tests.
- Can be involved in all parts of school life, enhancing the general atmosphere of the school.

## ***Roles in Team Teaching (Who does what?)***

- Model for pronunciation.
- Lesson planning and evaluation.
- Linguistic expertise.
- Cultural knowledge.
- Ensure effective teaching methods are used.
- Grammatical explanation and translation.
- Student discipline and class management.
- Student motivation.
- Provide authentic materials.
- Encourage interaction.
- Other?

<b>JTE</b>	<b>ALT</b>	<b>Both</b>

## ***Example (Team) Teaching Activities***

### **1. Greetings and Introductions**

At the beginning of the class, the ALT and JTE can do a short skit/conversation about any topic, e.g. food, life in Japan, the weekend, hobbies, family etc. Then, ask students what was being said. This is a good way to introduce the lesson. The topic can change each time, and is good listening practice for the students. It also creates a connection between the ALT, the JTE and the students, generating more interest. Also, students see the JTE interacting well with the ALT and are more likely to be motivated to do the same.

### **2. Demonstrations**

Working together, the ALT and JTE can demonstrate and explain any dialog or activity in English, and the students can understand more easily. Then, Japanese translation is not necessary. This also involves interaction between the ALT and JTE, increasing student motivation to interact.

### 3. 'Ask the ALT' Activities

Activity	<b>ALT Guessing Game</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Self-Introductions</li> <li>• Get to know/interact with the ALT</li> <li>• Practice questioning</li> </ul>
Materials	Some pictures
Procedure	The ALT puts some 'hints' on the blackboard without telling the students what they are (for example, a picture of a family member, their age, their hobby when they were a child and other random things – at least half must be things the students don't already know). Students guess what the 'hints' are by asking questions to the ALT.

Activity	<b>Mind-Maps</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Get to know/interact with the ALT</li> <li>• Creating discourse</li> <li>• Adaptable to many topics</li> <li>• Include all students</li> </ul>
Materials	Large paper
Procedure	Students make small groups. One by one, students take turns to go to the ALT and ask a question. They report back to the group with the answer. The group records the answer and decides on the next question together. Then, the next student goes to the ALT. On the paper, the original topic is written in the centre. Students ask many different questions to create a discourse with the ALT, asking further questions about the answers they receive. The students make a 'spider chart' of the ALT's answers. Afterwards, each group can make a brief presentation about what they found out about the ALT.

Activity	<b><i>Sugoroku</i>/Board Game</b>
Target/Objective	<ul style="list-style-type: none"> <li>• To encourage the students to interact with the ALT</li> <li>• To practice asking questions</li> </ul>
Materials	Handout, dice, counters/pieces
Procedure	Students play a simple board game using dice to get from the start to the finish. In each square is a question about the ALT, for example, "what country does she want to go to?" If a student lands on a square, they have to answer that question. If they don't know the answer (which hopefully they won't), they must ask the ALT first and then answer it. The first student get to the end of the game is the winner.

#### 4. Listening Practice Activities

Activity	<b>The ALT's Trip/Country</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Listening to native English</li> <li>• International understanding</li> <li>• Discussing travel</li> <li>• Adaptable, depending on the photos</li> </ul>
Materials	Large photos
Procedure	The ALT brings some large photographs of their holiday into class and puts them on the blackboard. Label the photos with letters (e.g. A-L). The ALT tells the students about his/her trip/country. For each part of the ALT's speech, students guess which picture he/she is talking about.

Activity	<b>Picture Dictation</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Listening to native English</li> <li>• Listening for main points</li> <li>• Content adaptable to topic</li> </ul>
Materials	Paper
Procedure	Students close their eyes. The ALT describes a scene in detail. Students listen and then draw the main points of scene afterwards. The ALT can repeat things as necessary. The ALT then draws the scene on the blackboard and students check.

Activity	<b>Textbook Review Quizzes</b>
Target/Objective	<ul style="list-style-type: none"> <li>• To review reading material/the textbook</li> <li>• To create a fun, English environment</li> <li>• To practice questions and answers</li> </ul>
Materials	Quiz format and questions
Procedure	Quizzes can take any form and are often based on TV programmes, for example, <i>Jeopardy</i> , <i>Attack 25</i> , <i>Blockbusters</i> , <i>Millionaire</i> etc or sports. Questions should always be to review and reinforce what the students have been learning and should be appropriate to their level. Different kinds of questions should be included, for example open/closed, recall/inference/re-organisation/evaluation. The difficulty with these activities is trying to ensure full participation of everyone.

#### 5. 'Information Gap' Activities (Useful for OC classes)

Activity	<b>Character Profiles</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Introducing someone</li> <li>• Practicing vocabulary related to personal info, circumstances and characteristics, hobbies and lifestyle, 'dreams'/ambitions etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pair communication practice</li> </ul>
Materials	Large pictures of different people
Procedure	Put some interesting pictures of different people on the board and label them alphabetically. Have the students each choose one picture and create an interesting character profile of them, including as much information as possible. Students make pairs and tell their partner about their character. The partner listens and guesses which picture.

Activity	<b>Find a Time to Meet</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Making appointments/schedules/dates with others</li> <li>• Practicing 'real' discourse</li> <li>• The topic of free time</li> </ul>
Materials	Handout
Procedure	Give students a week planner/schedule and tell them that they have a week off school and they can do whatever they like in that week, but they have to try to make the week as interesting and varied as possible. They must also spend half the week with friends. Students fill in about half of the week with interesting things they would like to do by themselves. Then, they must speak to different partners and plan 'dates' or trips together, completing the rest of their schedule.

## 6. Conversation/Fluency Activities

(These can be done quickly as a regular warm-up at the beginning of class so that students get used to them over time through practice. Always demonstrate first.)

Activity	<b>Say the Word</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Fluency practice</li> <li>• Practicing discourse and influencing/'steering' a conversation</li> <li>• Topic adaptable according to words on word cards.</li> </ul>
Materials	Word cards
Procedure	Students make pairs. Each student receives a vocabulary card, and the pair starts a conversation ("Hi. How are you today?"). The student must try to fit their word into the conversation (perhaps related to OCI – food, school subjects, free time, travel) naturally, without their partner guessing the word. The first student to do so is the winner.

Activity	<b>Conversation Strategies</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Fluency practice</li> <li>• Practicing discourse</li> <li>• Practicing conversation and social skills in English</li> <li>• Learning expressions for maintaining a conversation</li> </ul>

<b>Materials</b>	<b>Handout</b>
<b>Procedure</b>	The ALT teaches the students common useful words that are used to maintain a conversation, for example, “I see”, “really?”, “what do you think?” Students receive a handout of these useful words. Students then make pairs and start a conversation about a topic (perhaps related to OCI – food, school subjects, free time, travel). To maintain the conversation, they try to use some of the words on the handout. If this is done quite frequently in lessons, students will gradually get much better at conversing. It is very good conversation practice.

<b>Activity</b>	<b>Telephoning</b>
<b>Target/Objective</b>	<ul style="list-style-type: none"> <li>• Fluency practice</li> <li>• Coping in a difficult situation; resourcefulness/spontaneity</li> <li>• Tact and diplomacy</li> <li>• Making one’s point clear</li> <li>• Telephone expressions</li> <li>• Ending/Prolonging a conversation</li> </ul>
<b>Materials</b>	<b>Role cards</b>
<b>Procedure</b>	Students make pairs. They are given roles (see handout) and asked to start a telephone conversation. Basically, student A wants to have a long conversation about something on that’s on their mind. Student B is busy and wants to end the conversation as quickly as possible. The students carry out a telephone conversation according to these roles.

### 7. Show and Tell Activities

<b>Activity</b>	<b>Culture Exchange</b>
<b>Target/Objective</b>	<ul style="list-style-type: none"> <li>• To think about Japanese culture and facilitate cultural exchange</li> <li>• To have students practice talking about Japanese culture</li> <li>• To practice a verbal presentation</li> <li>• To practice description, explanation and speaking at length</li> </ul>
<b>Materials</b>	<b>Handout</b>
<b>Procedure</b>	After the ALT has done an activity about their culture or something in their culture, students (individually, or in pairs or groups) must think of one thing (e.g. food, clothing, national holiday, sport) that they feel is ‘Japanese’. Then, they prepare a brief description of it and students/groups tell the ALT, one by one. The ALT can ask questions and provide feedback.

Activity	<b>Commercials</b>
Target/Objective	<ul style="list-style-type: none"> <li>• To practice using the language of advertising and persuasion</li> <li>• To practice a verbal presentation</li> <li>• To practice description, explanation and speaking at length</li> </ul>
Materials	Objects
Procedure	This is similar to 'Culture Exchange'. Students choose or receive an object (it could be a Japanese object) and they make a short commercial to present to the ALT, explaining what it is used for and what is good about it. The ALT decides which object(s) he or she wants to buy.

### 8. Discussion-Based Activities

(When discussion activities have a clear structure, a purpose and are interesting to the students, they can be successful. They can be done in pairs, small groups or with the whole class, depending on what you think is right for your students.)

Activity	<b>Aims in Life</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Discussing future plans/ambitions</li> <li>• Communicating hopes/desires</li> <li>• Expressing one's thoughts and listening to others</li> <li>• Vocab. related to jobs/career, relationships, dreams and other 'deep' subjects</li> </ul>
Materials	Handout
Procedure	Students are given the "Aims in Life" handout. Then they are asked to think about their aims/goals in life. What do they want to do/achieve? By using the topics on the right side as a guide, they must write some aims that they want to achieve in 1, 5 and 30 years. Then, they must communicate some of their aims to a partner/group/the class.

Activity	<b>Our Room</b>
Target/Objective	<ul style="list-style-type: none"> <li>• Discussion/Negotiation/Compromise</li> <li>• Agreeing and disagreeing</li> <li>• Vocab. for home objects</li> </ul>
Materials	Handout
Procedure	Students make pairs and are given the "Our Room" handout. They are then told that they are to share a room (for example as exchange students). Together they must discuss and decide (in English) how best to arrange their room with the available resources, and then draw it. When finished, they can show and explain their room to other pairs.

## 9. Journals

This is a great idea to encourage communication between students and the ALT, and to help your students with communicative reading and writing. It works best with classes that the ALT visits regularly. Students write short entries in a journal, either at the end of each TT lesson, or between TT lessons, and give the journal to the ALT in the lesson. The ALT reads the journal outside of class, and writes a reply, giving it back in the next lesson. The ALT does not correct mistakes. Journals are not 'marked' and they are confidential. The purpose is simply continued communication between students and the ALT. The students write about whatever they want to write about, or the teachers can decide a topic each time. Journals can be compulsory or voluntary.

Remember to ...

- Try to plan, prepare and evaluate TT lessons together with your ALT. Your ALT will appreciate it, you will become good friends, and your lessons will become easier and much better. You and your ALT can learn together.
- Enjoy your TT lessons! If you enjoy them, so will your ALT and your students.
- Try to create continuity between TT classes, so the students get used to the classes and your TT style, and better at the activities. Create your own TT style. Choose some good activities that you can do regularly. Decide what works well with your students and review this regularly.
- Have your students listen to and interact with the ALT as much as possible. Its really good practice.
- As a JTE, interact with the ALT as much as possible in and out of class. You are a role model for your students. If you enjoy speaking with your ALT, so will your students.
- Try to include the ALT in school life outside of class. They can contribute so much if they have the opportunity.

Some useful resources ...

- Klippel, F. (1984) *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP.
- Ur, P. (1981) *Discussions that Work: Task-Centred Fluency Practice*. Cambridge: CUP.
- Ur, P. (1988) *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: CUP.
- Wright, A., Betteridge, D., Buckby, M. (1983) *Games for Language Learning*. Cambridge: CUP.
- [www.niigatajet.org](http://www.niigatajet.org)

# *Sugoroku!*

5  <b>FREE PASS</b>	6  Why did Kim come to Japan?	7  What did Kim study in university?	  <b>FINISH!</b>
4  Does Kim have any brothers and sisters?		8  What is Kim's favourite place in Japan so far?	18  What does Kim like most about her country?
3  What is Kim's hobby?		9  What other countries has Kim been to?	17  What is Kim's best experience in Japan so far?
2  How old is Kim?		10  What kind of food does Kim like?	16  What does Kim find difficult about living in Japan?
1  Where is Kim from?		11  What job does Kim want to do in the future?	15  What place does Kim recommend in her country for people to visit?
  <b>START!</b>		12  Can Kim speak Japanese?	13  What is Kim's favourite place in Niigata?
			14  <b>FREE PASS</b>

## *Personality Profile*

**Name:**

**Age:**

**Family:**

**Job:**

**Hobbies and Interests:**

**Character (e.g. funny; hardworking; boring; crazy; serious; stupid):**

**Ambition:**

## *Personality Profile*

**Name:**

**Age:**

**Family:**

**Job:**

**Hobbies and Interests:**

**Character (e.g. funny; hardworking; boring; crazy; serious; stupid):**

**Ambition:**

# Let's Meet Up!

Dialog

- A: Hi Ian. How are you?  
B: I'm good thanks.  
A: What are you doing on Friday?  
B: Nothing. Why?  
A: Let's play basketball.  
B: OK, sounds good. What time?  
A: About 7:30.  
B: Great. See you then.

*If someone is busy...*

- B: Sorry. I'm busy.  
A: How about Saturday?  
B: I'm free.

Monday

---

Tuesday

---

Wednesday

---

Thursday

---

Friday

---

Saturday

---

Sunday

## Find a Time to Meet

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Lunch							
Afternoon							
Evening							

# Conversation Strategies

## Basics

- Opener-      Hi! How's it going?  
                  ... ..  
                  Pretty good thanks.  
                  Mmm... so-so.  
                  Uhh... not so good  
                  ... ..
- Closer-      OK, its been nice talking to ya!  
                  See ya!

## Useful expressions

- |                      |                       |                    |
|----------------------|-----------------------|--------------------|
| - How about you?     | - Really?             | - No way!          |
| - Who with?          | - I see.              | - You're crazy!    |
| - That's too bad.    | - Me too.             | - Me neither.      |
| - How was it?        | - By the way...       | - Oh my God!       |
| - Why?               | - Because...          | - Are you kidding? |
| - Unbelievable!      | - When?               | - Where?           |
| - Wow! That's great! | - Hmm...let me see... | - For example...   |
| - Nevermind.         | - What else?          | - Sounds nice.     |
| - Pardon?            | - Sorry?              | - Congratulations! |
| - So...              | - You're lying!       | - Are you serious? |

## Questions:

How are things?

How was your weekend?

What have you been doing lately?

What are you doing this weekend?

## Telephoning

<b>A</b>	You are in a hurry because you are going out in half an hour and want to wash and dry your hair beforehand.
<b>B</b>	You and your boyfriend or girlfriend have just split up and you desperately need someone to talk to. You call your friend.
<b>A</b>	You are studying for an important exam next week and are struggling with a difficult textbook. When you think you have just worked out what one chapter means, the phone rings. You know you have to go back to your book quickly so as not to forget what you worked out.
<b>B</b>	You have just come home from the most fantastic weekend trip you have ever had. You went to a log cabin on a quiet lake with some other students. There you did your own cooking, lots of sports and had a party every night. You are really eager to tell your friend all about it so you make a phone call.
<b>A</b>	You are in the kitchen baking a cake as a surprise for your parents. Your parents will be home in two hours. The phone rings.
<b>B</b>	You are 75 years old and have sprained your ankle. It is very difficult for you to walk. You need someone to do some shopping for you. And you would really like to tell the young person living on the top floor in your building all about your fall, so you call them.

Source: Klippel, F. (1984) *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP. p. 185.

# *Telephoning*

## *Opening a basic telephone call*

- A: Hi. This is Ian. May I speak to Yuriko? / Hi. Can I speak to Yuriko please?  
B: Hi Ian. This is Yuriko. / Wait one minute please. I'll get her.

## *Ending a basic telephone call*

Good speaking/talking to you. I'll see you later.  
Thanks for talking.  
Take it easy.  
All the best.  
Goodbye/See you.

## *Prolonging a conversation*

I know you're busy, but this is really important.  
I don't want to take up your time, but I really need to speak to you.  
What do you think I should do?  
Do you have any ideas?  
Could you just give me a few more minutes?  
I really need your help/advice

## *Ending a conversation*

I'm sorry. I really have to go.  
I have something on the boil.  
Sorry. I'm just about to go out.  
I have something really important now.  
I'm really tired.  
Can you call back later?  
Can we talk again later?  
I know you need my help, but I can't help you right now.

## Aims in Life

Area	Next Year	Areas
		<i>Travel</i>
		<i>Job</i>
		<i>Family</i>
		<i>Friends</i>
		<i>Hobby</i>
		<i>Partner</i>
		<i>Possessions</i>
		<i>Appearance</i>
		<i>Qualifications</i>
		<i>Learning</i>
		<i>Lifestyle</i>
		<i>The World</i>

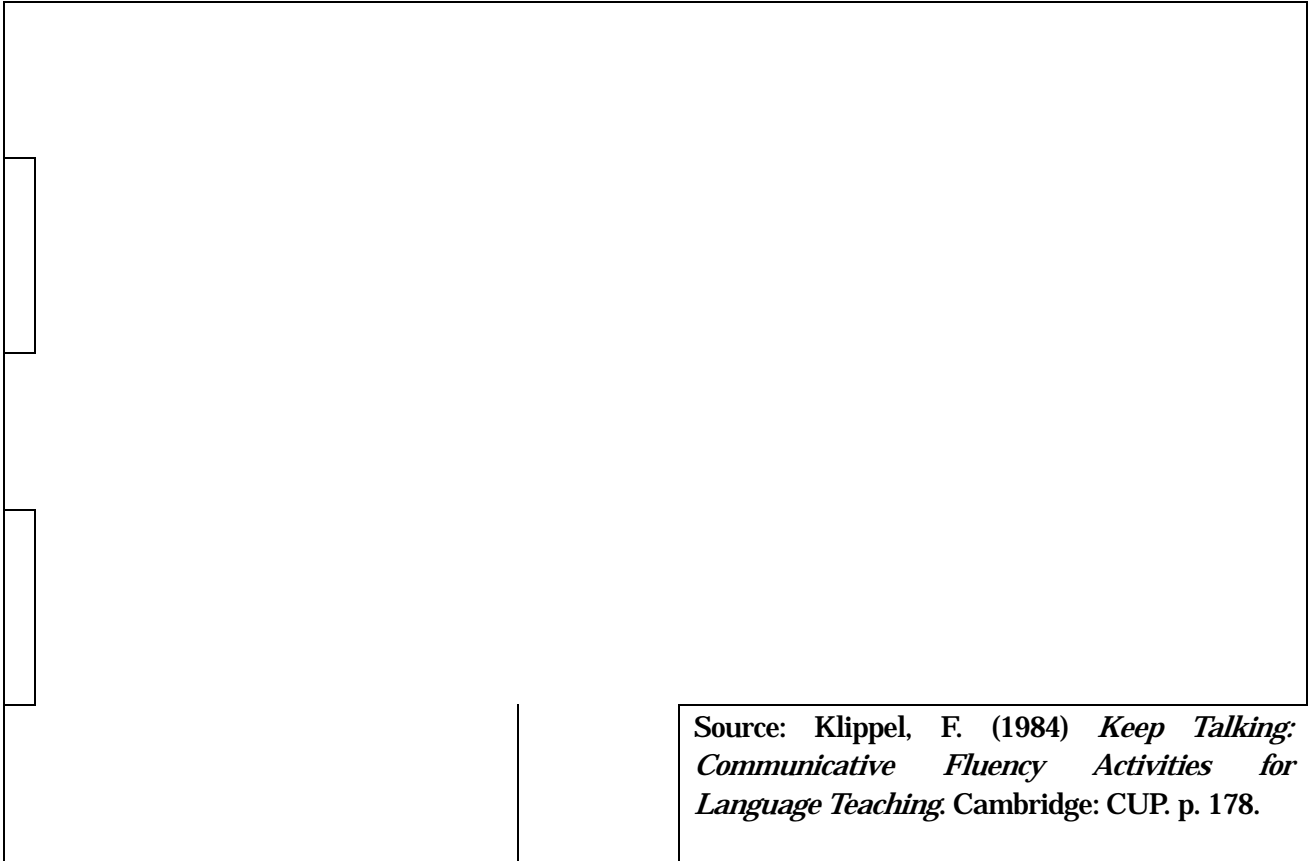
Next 5 Years	

Next 10 Years	

Source: Klippel, F. (1984) *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP, p. 171.

# Our Room



**You have 100 points**

Single Bed	15
Wardrobe	15
Dining or writing table	10
Coffee table	5
Side table	5
Shelves	5
Bookcase	5
Chest of drawers	10
Sofa	10
Armchair	5
Chair or rocking chair	2
Cupboard	5
TV	5
Radio	2
Stereo	5
Lamp	2
Sideboard	10
Rug	10
Pot plant	1
Picture/Poster	1
Telephone	10
Cushion	1