

## To improve team teaching

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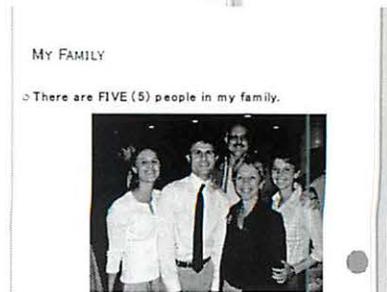
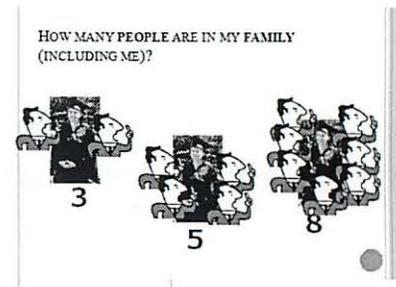
### 1. What is the ideal team teaching?

According to Imai Hiroyuki and Matsui Kaori, the ideal team teaching can actually be called “team learning.” This is because the “team” does not mean only the relationship between the ALT and the JTE. It should really consist of JTE, ALT and the students. So, the key to successful team-teaching is for both JTEs and ALTs to build up good relationships with the students in their classes together. I think this is true because when we teach students, if the students’ interests, characters, abilities of English, or problems go unnoticed, managing the classes becomes more difficult and the lessons are less effective.

Last year, I luckily had a chance to teach with a great ALT, Katie Post. She has been very interested in Japanese culture since she was a little girl and highly motivated to teach English in Japan.

### 2. Self Introduction

In our first team-teaching class, she introduced herself using PowerPoint. This presentation includes an amusing activity. Students have to bet points for each question. If they get the right answer, they get points according to their bets. The presentation was easy to understand and very effective. Students were very happy to be able to understand her English.



### 3. Web site

A few weeks after her arrival, she told me that she made a web site to help students study English. This site contains American culture, geography, history, and games that help students learn English. I often used this site in elective English classes. She sometimes joined the elective classes and helped me and the students did many different activities. (<http://katiesensei.googlepages.com>)

### 4. Relay notes

Relay notes are very popular among teachers who want to make the best use of ALTs. I

divided the classes into group of four or five students, and then I gave each group a small notebook. Students were asked to write about themselves, their families, their favorite things and so on, and passed them to the next student in their group. Then, the ALT read their writings and wrote back some comments about their journals. I saw the students were very excited when they read Katie's comments. It helped a lot to encourage students to communicate in English through writing.

#### 5. Pen-pal project

Katie also proposed that we should establish pen-pal club. It was not compulsory, but we tried very hard to encourage students to make friends with American senior high school students who were learning Japanese. She arranged everything to make this pen-pal project, through writing e-mails to her teacher of Japanese in America. In this pen-pal project, our students wrote in English and Japanese, and students in the states wrote in Japanese so that they could practice communication through writing in foreign languages. Students who attempted this pen-pal project were so excited when they got letters from their pen-pals. Some even received American goods like coins and stationary with their letters. This project finished because Katie left Japan last August, but I thought it helped a lot to enhance students' motivation to learn English and communicate in it.

#### 6. Real Communication in English

It is great pleasures for the students to be able to communicate with native speaker of English in class. I would like to introduce a successful class. The aim of the class was to learn how to guide the way to a certain place using trains. We had three teachers in the class: two JTEs and Katie. After learning the useful expressions for guiding the way, I told students to make skits to guide their partners to places they wanted to visit using trains. I told them to present their skit in front of me, the other JTE, or Katie. After their presentation of the skits, I told the students to try to guide Katie from a certain station to the station she wanted to go to by train. I thought this was real communication in English, but was a rather hard task for the students because they had to speak English impromptu with the ALT. This task was challenging, but students enjoyed it a lot. Students who were able to do it wrote about their great satisfaction in trying this activity on their evaluation sheets.

#### 7. Resources for introducing foreign culture

ALTs are great resources for introducing foreign cultures. Katie told the students about American school life, foods, cultures, and so on, by showing us pictures, maps, and other props. I believe it is important for students to know about the other country's cultures when they learn

a foreign language. The more the students know about the foreign culture, the more they will be motivated to learn its language.

#### 8. Difficulties and Problems of team-teaching with ALTs.

We used to have three ALTs in our town, but we have only one ALT now. He visits three junior high schools and many elementary schools, so he visits our school only three days a month. Currently, the ALT's few visits prevent him from building solid relationships with students in each school. I think we need more time to talk about classes and to give advice, or to exchange opinions about the classes we teach together. We should spend more time to work as colleagues.

Today we are striving to make our team-teaching, or team-learning, more effective and enjoyable for the students. I hope to find ways of managing ideal "team-learning" in exchanging ideas with other JTEs and ALTs from now on. I believe the foundation for a good relationship with one's colleagues is mutual understanding, respect, and honesty.

◆引用文献◆ 今井弘之・松井かおり(2008)「ALTとの授業がうまくいく関係性とは」『英語教育』5月号 大修館書店 pp.15-17