

Team Teaching with Native Speakers

Keno Junior High School

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This paper is a summary of chapter 6 in my temporary study at Utsunomiya University from October 1st to March 31st, 1990. There is no doubt that team teaching with a native speaker will promote our ability in terms of communication and international understanding. A course of study for junior high school teachers states that it is important for teachers to study about team teaching and to devise a way to team teach effectively and properly. In this chapter, I will consider the theory and practice of team teaching.

1. What is Team Teaching?

First of all, let us look at some definitions.

Team teaching has been defined as :

- (a) Cooperative instruction is defined as a method of study guidance in which some teachers team up and make a teaching plan cooperatively.
- (b) Generally to teach the same lesson with more than two teachers... Especially at the foreign language level, it is often done with a language teacher and a native speaker. In this case, the former will be engaged in mainly phonetics such as pronunciation, intonation, accent, etc. The latter will be engaged in explanation of grammar areas using their mother tongue.

In Japan, the method of team teaching is very new. We cannot find "team teaching" in our Japanese dictionary. So the method of team teaching in Japan is a new concept. We need to learn more about team teaching. Wada, a noted education consultant for Monbusho, defines team teaching as follows :

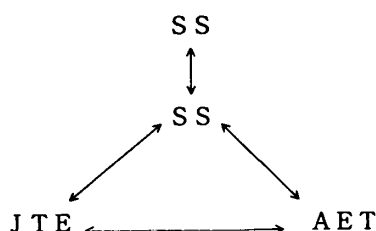
Team teaching is a concerted attempt by a JTE and an AET to create an English language classroom in which the students, the JTE and the AET are engaged in communication activities.

As mentioned in chapter 4 of my report, it is important that we should have an interactional classroom in which the students, the JTE and the AET are engaged together in communication activities.

2. Notes for Team Teaching

What points of team teaching should we consider? Flanders (1970) regarded the classroom as "an interactional activity by teachers and students through the use of languages." As for team teaching, its success or failure depends on the amount of communication the three groups are engaged in. Wada demonstrates team teaching with the following graph.

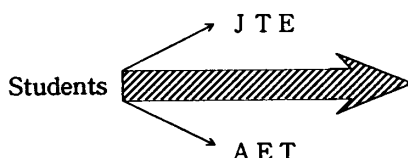
< Interactive (communication) Triangle >



We should try to have this type of interactive classroom. If the students participate positively, we will have even more dynamic interactive activities.

Saito (1989) shows this as Follows :

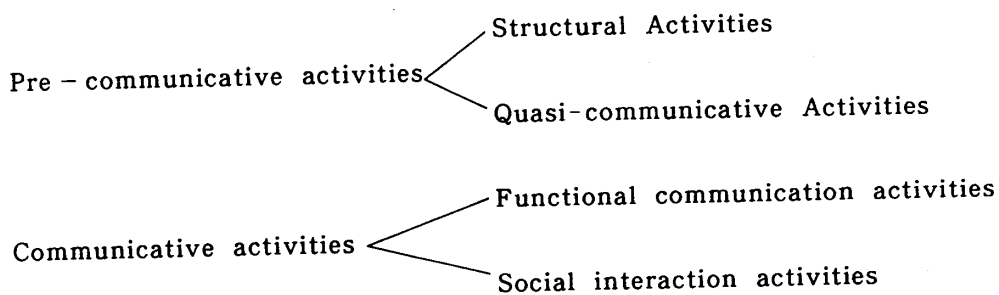
Figure 2



Wada (1989) regards the English lesson as having four integrated activities.

- (1) Mechanical Activity
- (2) Meaningful Activity
- (3) Pseudo - communication Activity
- (4) Communication Activity

He also states that it is beneficial to have pseudo-communication and communication activities in the English classroom. Needless to say, these activities are very important in the development of communicativeness in the classroom. Littlewood (1981) also suggests a very informative and easy to understand classification of communicative activities.



These two activities may be equivalent to pseudo-communication activities and communication activities.

3. What is "communicative?"

Nevill Grant (1987) states that a communicative textbook would be regarded as having the following features :

- * They emphasize the communicative function of language – the jobs people do using the language – not just the forms.
- * They try to reflect the students' needs and interests.
- * They emphasize skills in using the language, not just forms of language, and they are activity-based.
- * They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- * They tend to be very specific in their definition of objectives.
- * Both content and methods reflect the authentic language of everyday life.
- * They encourage work in groups and pairs, and therefore, make heavier demands on teachers' organizational skills.
- * They emphasize fluency, not just accuracy.

In this way, we should make every effort to do the communicative way of student-centered teaching.

4. Important Factors in Team Teaching

As far as team teaching is concerned, we usually think about the general lesson. However, we should think of team teaching not only as the lesson

in the classroom in isolation, but as an integral part of planning, teaching, and evaluation. Wada suggests that there are three indispensable components in team teaching.

1. Cooperative Planning
2. In - class interaction
3. Evaluation

Above all, the most important factor is cooperative planning. If we plan well, team teaching will be successful most of the time. It is important for the JTE to decide the meeting time with the AET. In Ashikaga city where I work, there are two AETs and they always stay at the Board of Education on Wednesdays. So if necessary, we can talk with the AET to find out when they are available. It is helpful for us.

As for evaluation, it is helpful to decide the following points :

1. Planning 2. Preparation 3. Lesson Objectives
4. Activities 5. JTE/AET/Student Interaction

Among these I think that JTE/AET/Student Interaction is the most important. This should be our goal in team teaching so that the students are given ample opportunity to speak English.

5. Team Teaching in Japan from the viewpoint of the AETs

The JET program began in 1987. The first year there were about 850 AETs.

The following year, there were about 1500 AETS. Last year, about 1900 AETs were involved in teaching English in Japan. There are many AETs who are engaged in English education at junior and senior high school level. Let's look at their opinions about team teaching in Japan.

- * I believe the most difficult aspect of my job is that I visit a different class every time I teach, and go to a different school every day. It is difficult to build rapport or understanding with teachers and students in such a short period of time.
- * I believe that the system of "one-shot" English teaching is not productive, and in some cases counterproductive, to the development of "spoken English" education.

* I think it is very important to go to the same school often to form good friendships with students and teachers, and this creates more comfortable, relaxed and successful classes.

* I believe that the "one-shot" visit may be a motivational experience for students and promote an understanding of Western culture, but as far as "learning" is concerned, a "full-time" base school AET can create the most effective curriculum for spoken English.

As stated above, there is indeed some dissatisfaction and difficulty with the one-shot visit system. But it is impossible for each school to have a base school AET. So we must learn how to team teach effectively with only a one-shot visit.

The type of team teaching will be divided into two groups of the one-shot visit and the regular visit.

1. The One-Shot visit

This type of visit is often done at almost all the schools with two or three visits in a year. The main purpose of this visit is to motivate the students and to increase their interest in English. We need to ask ourselves, "Can students understand what the AET says or can they speak in easy English?" This form will soon be changed to a regular visit two or three times a month.

2. The Regular visit

In this category, the AET would usually visit the school about once or twice a week. So we may presume that there are about 30 - 35 visits in a year. At some schools, the JTE can team teach every lesson with the AET. This would generally be a base school. But it is very rare. One of the merits of this is that we can teach the lesson using materials in the textbook. However, it would be related to the usual lesson.

In either case, it is very important for us to have a communicative English lesson with an AET cooperatively. Shiozawa, who is a professor at Utsunomiya University, suggests the following three points to make the lesson more effective:

- that the JTE should use English in a positive manner
- that the JTE should use English in the class as much as possible
- that the JTE should have a good rapport with the AET.

The last item is of particular importance and should be regarded as one

of the fundamental elements of education. He also states that the success of team teaching often depends on whether there is a good relationship between the JTE and the AET or not.



6. A Model Teaching Plan

Instructors : Atsushi Iizuka
Bruce Feiler
Keno Junior High School

1. Date : October 22nd, 1990
2. Class : 2 - A
3. Text : New Crown English Series 2 (New Edition)
Lesson 9 Gestures Talk

4. Aims of this lesson :

- (1) To help the students develop a deep interest in the language and to facilitate a basic understanding regarding different ways of communication through the study of communication, manners and customs.
- (2) To aid the students in explaining in English some Japanese gestures to the AET and to have conversations.
- (3) To familiarize the students with the following items :
 - 1) We are going to discuss some of them.
 - 2) How useful gestures are ! What a big difference it is !
 - 3) Why did he go to Europe ? Because he wanted to see old friends

5. Allotment

	Main Activities
1st period	To understand the lesson plan To grasp the topics of the lesson 1) Content of the lesson 2) Understanding the new sentence patterns
2nd period	To practice reading and using new words
3rd period	To practice reading and using new sentence patterns To write down some questions concerning the contents
4th period	Exercise (pp.60 - 62)
5th period	To do some research on Japanese gestures, customs, and manners and write them down in English Recitation
6th period (this lesson with AET)	To create a dialogue using the new sentence pattern Recitation of one of 3 parts To explain Japanese gestures, customs and manners to the AET in English

6. Aims of this period

- 1) To have the students communicate with native speaker by using English they have already learned.
- 2) To promote the students' communication attitudes and ability by explaining some Japanese gestures, manners, and customs to the native speaker.

7. Teaching procedure in detail

ACTIVITY	J T E	A E T	STUDENTS (Ss)	NOTES
1. Greetings	Greets AET and Ss	Greets JTE and Ss	Greet JTE and AET	<ul style="list-style-type: none">• To create a relaxed atmosphere• Spontaneous response
• Singing	Sing a song with the students		Sing "Yesterday" Listen carefully	
• T – T dialogue	JTE has a casual conversation with AET		Respond to AET (JTE)	
• T – P dialogue	Asks students about their daily life in easy English			

2. Speech	Asks some questions to other students about the contents of the speeches	One or two students make short speeches about their daily life	• Errors should be allowed insofar as we can understand the outline		
3. Review • Recitation	Find trouble spots	Read and look up	• Voice projection • Linking • Comprehension		
4. Communica – tive Activity • Confirmation • Expression	Walk among students and help some slow learners Listen carefully and answer questions	Practice speaking what they prepared in a group Explain Japanese questions customs and manners	• Teach them how to find the key words of the contents • Develop the contents by adding some information • Evaluate the attitude to communicate		
	(Time permitting, a game may be introduced)				
5. Geetings	Say good – by to each other				
Evaluation	Excellent	Good	Fair	Poor	Comments
Planning					
Lesson Objective					
Activities					
JTE/ AET/ Ss Interaction					

8. Comments of Teaching Plan

1. Greeting

The students walk around in the classroom and talk to 3 classmates who come from different elementary schools. The JTE and the AET walk around and greet and say a few words to the students. This is not greeting in chorus, but it encourages the students to answer on their own and makes them less nervous.

< Example >

Good morning. How are you?
Did you go to bed early last night?
What time did you go to bed?
Did you sleep well last night?
What time did you get up this morning?
Did you have breakfast this morning?
Are you hungry?
Do you watch TV often?
What program do you like?
How do you spend your free time on Sundays?

2. The JTE or a student plays a guitar and sings a song. If the AET is a good singer, it would be better if he/she were to sing alone. This is a good chance to make friends with the students.

3. T - T dialogue

At the beginning of the lesson, the JTE and the AET have a daily conversation. This activity gives the students a chance to listen to an English conversation. We can also introduce the AET with the activity.

4. Speech

It is a good idea to have two or three students give speeches in front of the class. This helps them to develop their ability of expression, speaking, hearing, reading, and writing. It is very enjoyable for the students to make a speech when the AET visits. The AET can then directly check their pronunciation, accent, intonation, etc. Materials of the speech should be checked by the JTE before the lesson.

5. Review

I would like the students to memorize a lesson or part of a lesson which they have already learned. The JTE selects a few students at random. This activity is simple, but if we continue it, their English ability will be strengthened.

< Example of adjective comparative >

The students study comparative form by comparing two things. The JTE distributes one card to each student and the students compare the number on their cards. Those with a larger number say, "10 is greater than 3," and take the card of his classmate. The student who gathers the most cards is the winner. By studying English in such a way, the students can enjoy learning English. The students remember a target sentence through this type of game.

6. Communicative Activity

Each group will investigate and explain Japanese gestures, customs, and manners to the AET in English. All students express their views and do a play using pictures or different materials. The JTE acts as an interpreter between the AET and the students. In a shy class, this productive activity can be quite beneficial because the students work in a group.

< Examples of Communicative Activities >

- 1) Activity asking for information e.g. interview
- 2) Activity communicating information e.g. picture description
- 3) Activity exchanging information e.g. complete A - B cards
- 4) Activity problem solving by exchanging information
e.g. discussion
- 5) Social interaction activity e.g. greeting

9. Message from AET Bruce Feiler

This farewell speech was given to the students by Bruce Feiler, an AET from the Ansoku region. When we think of internationalization and team teaching with the AETs, these messages are very helpful for us.

It's summer now.

I like taking walks in the summer.

The other day, I was walking by a doll store.

I thought that every doll in the shop window was beautiful and

almost the same.

Without thinking, I entered the store.

I asked the shop keeper how the dolls were made.

I found out that every doll was a little different either in the face or the body. Each doll had its own story and character.

For one year now, I have visited many junior high schools.

When I look at the outside, I found that every school was about the same.

But once I visited the schools and talked with the students, I realized that they are not all the same.

This year in September new AETs will come.

At first you may regard them as almost the same as all foreigners.

But please don't think of them as the same person like the dolls, and please don't say "foreigner" and laugh at them.

Try to talk to them as much as possible.

Please learn about them as individuals by asking questions and listening to their stories.

Look for their true person.

Please speak positively to the AET about your experiences.

This is the best way to make friends with every person.

Thank you.

To the Teachers :

In thanking you, I would like to say one thing : that the AET is a kind of vaccine for you. If I compare Japan to the body, an AET is a virus of internationalization. At first you may have a high fever, but you will be strong in the end.

Lastly many Japanese people say, "You acted like a Japanese." When you remember me, please remember aameleon. He sometimes changes his color.

Though I am an American, I thought and acted like a Japanese. On the other hand, you are Japanese but you thought and acted like an American.

To live in the same forest, we have to change our colors for each other.

This is the knack of internationalization : when and where we should change our colors.

Thank you very much

B. F.

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