

柴田、TTやるってよ

This session aims to:

- **demonstrate how to give students a class with ALTs.**
- **know better approaches to talk to ALTs about everything including your teaching plans.**

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WARMER

WAMER

Work with the person sitting next to you.

First, watch your trainers' demonstration.

Second, repeat the conversation after your trainers.



WAMER

Now, you are going to meet 4 people.

When you meet:

1. Have the same conversation that you practised with your trainer.
2. Ask your partners one more extra question.



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INTRODUCTION

Introduction

We are surrounded by fake news. Make one and tell your partner about it.

Planning (3 min)

Telling each other (4 min)

Work in pairs.

- 1) A tells B about fake news that A makes up. (1 min)
- 2) Feedback (1 min)
- 3) B tells A about fake news that B makes up. (1 min)
- 4) Feedback (4 min)

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DON'T BE DECEIVED: EVALUATING NUMBERS

Vocabulary

First, Listen carefully and repeat the words and phrases below after your trainers.

nothing wrong with ... / scare ... into doing / discontinuity / axis /
distort / impression / dramatically / no wonder / apparent /
flaw / bother to do / fool / shorten / curve / tick / critically /
underlying / overlook / in its place / violation / at any rate /
manipulate / misrepresent / draw in

Next, listen carefully and repeat the paragraphs on the 4th, 5th, and 6th pages after your trainers.

Third, work in pairs and roughly summarise 6 and 7 in Japanese.

Fourth, work in pairs and roughly summarise 8 and 9 in Japanese.

Fifth, work in pairs and roughly summarise 10, 11, 12, and 13 in Japanese.



Now you are teachers again...

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ANALYSIS

Analysis

Discuss these questions with your partners.

1. How did your trainers help their students with new words and phrases?

2. How did your trainers help their students read the text aloud?

3. How did your trainers help their students read and understand the text?

Suggested Answers

1. How did your trainers help their students with new words and phrases?

By **paraphrasing** them in a simpler way so that their students can understand them easily.

Suggested Answers

2. How did your trainers help their students read the text aloud?

By using their voices to make the text sound **engaging**, by using **natural pauses** to break the text into meaningful chunks, and by making the key points clear by **stressing key words**.

Suggested Answers

3. How did your trainers help their students read and understand the text?

By showing some simple examples **drawing pictures, maps, tables, and graphs** and by **paraphrasing** the text in a simpler way so that their students can understand them easily.

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WHEN YOU TEAMTEACH ...

Feedback from ALTs and JTEs

Case study: Some ALTs are worried about their situations, because things haven't gone smoothly, while other JTEs feel bad about their situations for the same reason.

Read the comments from three students.

- For each comment, answer this question:
- **What can we do differently to make things better next time?**



Feedback from ALTs

Comment

A

My JTE rarely takes me to the classrooms. I feel I can contribute more, but I don't get any chances.

Comment

B

My JTE always approaches me to do something, making interview practice or just general duties at what seems like exactly 3:49pm. I finish at 4:00pm and I want to go home! But I feel like he is guilting me into staying.

Feedback from JTEs

Comment

C

I'm pretty sure it's better to give students classes with my ALT but I get nerves when I try to talk to him in English, especially when other JTEs are around me because I don't want to make mistakes...

Comment

D

I have so much to do, I don't have enough time to talk to my ALT about our lesson plans in the morning... And once I start my club activity after school, again I don't have much time to speak to him... I have no idea but my students often ask me, like "When will our ALT show up?" "I heard another teacher always comes to their classrooms with him and give them classes together. But we HAVEN'T seen him for months! Why?"

Have we helped the ALTs and JTEs?

Actually, in this session, we have already worked together to deal with these issues. Have you noticed it?

Make a group of four and discuss the questions below.

What can we do differently to make things better next time?

Suggested Approaches

What can we do differently to make things better next time?

Approach 1: You have to talk to your ALTs about **everything and nothing**. They are waiting to be talked to by you.

Suggested Approaches

What can we do differently to make things better next time?

Approach 2: You can show your ALTs **examples of activities** so that they can understand how they help you. They are **proactive and creative**.

Suggested Approaches

What can we do differently to make things better next time?

Approach 3: You should have **daily, or weekly meetings** with your ALTs to let them know what you want **in advance**.

Suggested Approaches

What can we do differently to make things better next time?

Approach 4: You can take your ALTs to parties or enkai!



End of 柴田、TTやるってよ session