



U.S. DEPARTMENT OF STATE

# Team Teaching

---

Jenny Selvidge

US Embassy Tokyo

September 18, 2020



This webinar will focus on  
addressing the  
**cultural considerations**  
of team teaching in Japan and  
will present **different**  
**team-teaching scenarios.**



# General Benefits of Utilizing an ALT

- to reduce the teacher-student ratio
- to brainstorm communicative strategies
- to help students become comfortable speaking
- to facilitate cross-cultural understanding



# Successful Scenarios

- cross-cultural appreciation and flexibility
- mutual respect
- JTE & ALT / Sts & ALT
- clearly defined roles
- regular communication; frequent feedback
- consistent time with the same JTE and class

# Cultural Considerations



shutterstock.com

# Culture & Communication

## **Japan**

indirect

“read the air”

## **Western Countries**

direct

conflict addressed directly

Neither is right or wrong. Find a middle ground.

Explain things as directly as possible.

## Communication (JTE comment)

“For every lesson, before and after, we have a brief discussion on the lesson. We talk about how the lesson will be managed and what are the weakness of the students. We frequently change the emphasis on the activities according to the previous class’s performance even if we do the same lesson.”

## Communication (JTE comment)

“For every lesson, before and after, we have a brief discussion on the lesson. We talk about how the lesson will be managed and what are the weakness of the students. We frequently change the emphasis on the activities according to the previous class’s performance even if we do the same lesson.”

## Communication (JTE comment)

“For every lesson, before and after, we have a brief discussion on the lesson. We talk about how the lesson will be managed and what are the weakness of the students. We frequently change the emphasis on the activities according to the previous class’s performance even if we do the same lesson.”



# Takeaways

- regular communication led to a more dynamic classroom
- both parties **adapted** to meet students' needs
- both JTE and ALT were “on the same page”

## Communication (ALT comment)

“I took [my work] very seriously and make sure to communicate directly with the JTEs to ensure that my activities addressed their teaching goals. I even went as far as to create small lesson plans so that even if the JTE didn't have time to immediately discuss the plan, they could read the document on their own and share their thoughts when most convenient.”

## Communication (ALT comment)

“I took [my work] very seriously and make sure to communicate directly with the JTEs to ensure that my activities addressed their teaching goals. I even went as far as to create small lesson plans so that even if the JTE didn't have time to immediately discuss the plan, they could read the document on their own and share their thoughts when most convenient.”

## Communication (ALT comment)

“I took [my work] very seriously and make sure to communicate directly with the JTEs to ensure that my activities addressed their teaching goals. I even went as far as to create small lesson plans so that even if the JTE didn't have time to immediately discuss the plan, they could read the document on their own and share their thoughts when most convenient.”

## Communication (ALT comment)

“I took [my work] very seriously and make sure to communicate directly with the JTEs to ensure that my activities addressed their teaching goals. I even went as far as to create small lesson plans so that even if the JTE didn't have time to immediately discuss the plan, they could read the document on their own and share their thoughts when most convenient.”



# Takeaways

## The ALT:

- aligned with the JTE's goals
- took initiative
- recognized the JTE's busy schedule

# Lesson Planning

---



# Ideal Lesson Planning

---

1. Class objectives are set. \*Either together or by JTE.
2. Plan or meet before class.
3. Decide on roles.
4. Post-class evaluation/discussion.

**\*This process does not have to take a great deal of time.**





# 1. Objectives

Setting the goal of the class helps both the JTE and ALT know what role they need to play.

If the ALT has freedom to plan a lesson, the JTE needs to make the objective clear to them.



## 2. Plan ahead of time

Find a system that works for you and **PRIORITIZE** communication with one another. Determine communication method at the beginning.

### **Ideas:**

- 5 minutes before/after class
- LINE, Facebook
- Google Doc / physical document in the Teacher's Room



### 3. Clearly defined roles

The JTE is the lead teacher:

- knows the context
- knows the academic expectations

ALTs bring many strengths:

- a background in communicative classrooms
- a strong desire to be useful



## 4. Post-class evaluation

### Why evaluate after?

- to identify what went well and what didn't
- to discuss any problems/questions
- to plan for the next class
- to meet your goal (to help students learn)

# Team-Teaching Approaches

---



# 3 Types of Classes

1. JTE-centered
2. ALT-centered
3. collaborative

Which is the best type?

Are there times when one is a better option than the others?

Can you use a mix of the three?

---

# 6 Team-Teaching Approaches

---

1. One Teach, One Observe
2. One Teach, One Assist
3. Parallel Teaching
4. Station Teaching
5. Alternative Teaching
6. Team Teaching



One Teach, One Observe	The one not teaching is ACTIVELY observing.
One Teach, One Assist	One lead teacher, the other is circulating/helping as necessary.
Parallel Teaching	Divide the class into two groups. Teach same content to smaller number of students.
Station Teaching	Each teacher covers something specific at their “station.” Either teachers or students move to different stations.
Team Teaching	Teaching together. “Tag teaching.”

## Grammar Lesson: present perfect

1. Whole Group (WG) discussion.  
"What are some exciting things you have done in your life?"
2. JTE teaches Target Grammar (TG) to the WG and gives sample sentences using Question/Short Answer form.
3. Students get into small groups to practice asking questions and giving short answers using TG.
4. ALT circulates around the room.



### ALT Observes:

- reports back to JTE mistakes being made
- JTE uses information to address the WG or to plan the next lesson.
- doesn't stop the students' flow of speaking

### ALT Assists:

- circulates, listening for mistakes
- gives subtle correction if appropriate
- depends on whether you want students to be corrected

## Grammar Lesson: present perfect

1. Whole Group (WG) discussion.  
"What are some exciting things you have done in your life?"
2. JTE teaches Target Grammar (TG) to the WG and gives sample sentences using Question/Short Answer form.
3. Students divided in two groups: 1 with JTE, 1 with ALT

### Station Teaching, Group 1:

- leads students in **speaking activity**

Example:

- in a circle, teacher begins by asking a question to the students beside them. Student answers then asks a question to the student beside them, and so on.
- Teacher can give subtle correction

### Station Teaching, Group 2:

- students are given a **grammar writing task**

Example:

- a dialogue with missing blanks
- Teacher can circulate and check on students' work bc there's a smaller group
- can give feedback and/or re-explain the TG

## Lesson: Writing Topic Sentences

**Parallel Teaching – JTE and ALT do the following with TWO separate groups:**

1. Warmup – “What do you think about anime?”
2. Teach:
  - the purpose of a topic sentence and how to write one
  - present 2-3 examples of developing a topic sentence from a topic (sample topics: Takoyaki, Osaka, K-pop)
  - give students 2-3 topics and they write topic sentences on their own (teacher circulates and gives assistance/direction)

### **Why parallel teach?**

Topic sentences are extremely challenging. Dividing the class in two reduces the teacher to student ratio so that **students can ask questions** and the **teacher can see how students are doing**. This also informs **how to plan the next class**.

## **Lesson: Discussing a Difficult Reading (e.g. a reading about biology)**

### **Team Teaching – JTE and ALT address the whole class together**

1. Warmup – What do you know about biology? (sts can discuss in English with some Japanese words, if needed)
2. ALT reads section of the text in English / JTE adds vocabulary help in Japanese or clarifies ideas in Japanese, if needed
3. Application Options (both JTE and ALT circulate):
  - 1) students discuss reading
  - 2) students answer comprehension questions
  - 3) students write a response to the reading

### **Why team teach?**

To **clarify new and/or difficult ideas** and vocabulary with L1 (Japanese) assistance.

# Starting Well

---



Start on a  
positive note

At the beginning of the school year –

Have a brief “meet-and-greet” event where JTEs and ALTs can meet one another.

At the beginning of a team-teaching partnership –

Spend some time talking together about expectations.





## Questions to ask ALTs:

1. Why did you want to be an ALT in Japan? What are your goals for your time here?
2. Do you have any experience teaching English? If yes, what kind? If no, are you interested in learning how to teach?
3. What do you think your strengths are that could help in a Japanese classroom?

## JTEs, share the following with the ALT:

- a. The role you want the ALT to play in your classroom.
- b. How you hope they will help your students.
- c. **How** you will communicate with them and **how often**  
(e.g., in person conversation, LINE, etc. – every Monday, before/after class)

# Final Thoughts

## JTEs

Be direct with the ALT

Establish regular communication

Set your objectives and how you want to utilize the ALT

Model positive cross-cultural interactions

## ALTs

Take initiative when you can

Be patient

Know what strengths you bring to the classroom

Be okay with doing things you don't feel confident in

**Be aware of the iceberg under the surface**

# Resources

State Education Resource Center. "Six Approaches to Co-Teaching."  
2004. February 2020.

# Questions?

Please use the **Q&A button** to ask your questions,  
and please write them in **English**.

Before you leave, we'd like to ask you  
to complete the short 5-question survey.  
Thank you!