

TETE WORKSHOP

FOR HIGHER LEVEL
SENIOR HIGH SCHOOLS

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JTE in Miyako Senior High School for 6 years

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Irene Ní Mhuireagáin, Ireland

ALT SHS, Technical HS & Special Needs

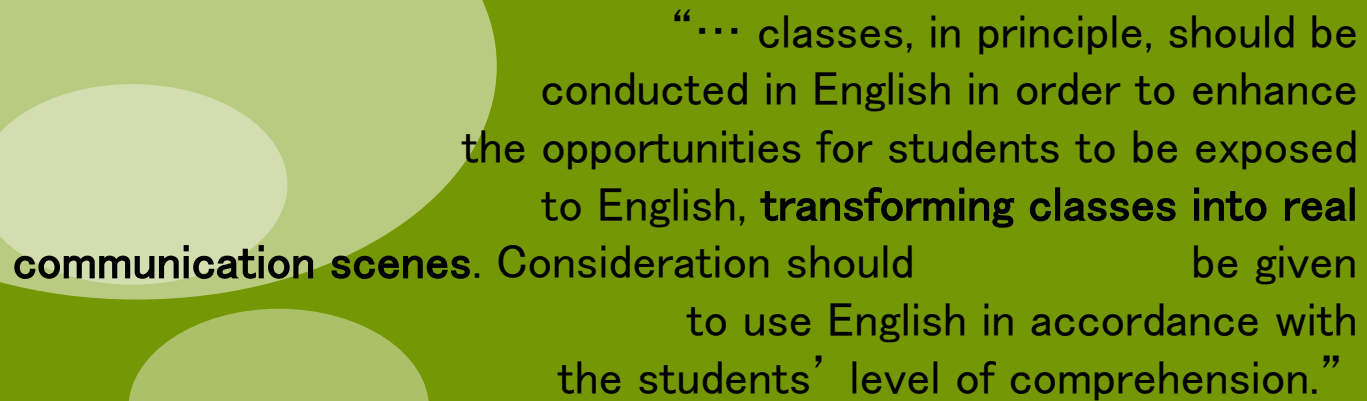
B.Ed. Degree in Education (Trinity College Dublin)

Teaching through the medium of Irish

Immersion Summer Camp Director

Saga-ken ALT 1992–1993





“... classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, **transforming classes into real communication scenes**. Consideration should be given to use English in accordance with the students’ level of comprehension.”

New Guidelines for High School English Curriculum Article 4, Point 3.4 (p.7)



Let' s Discuss

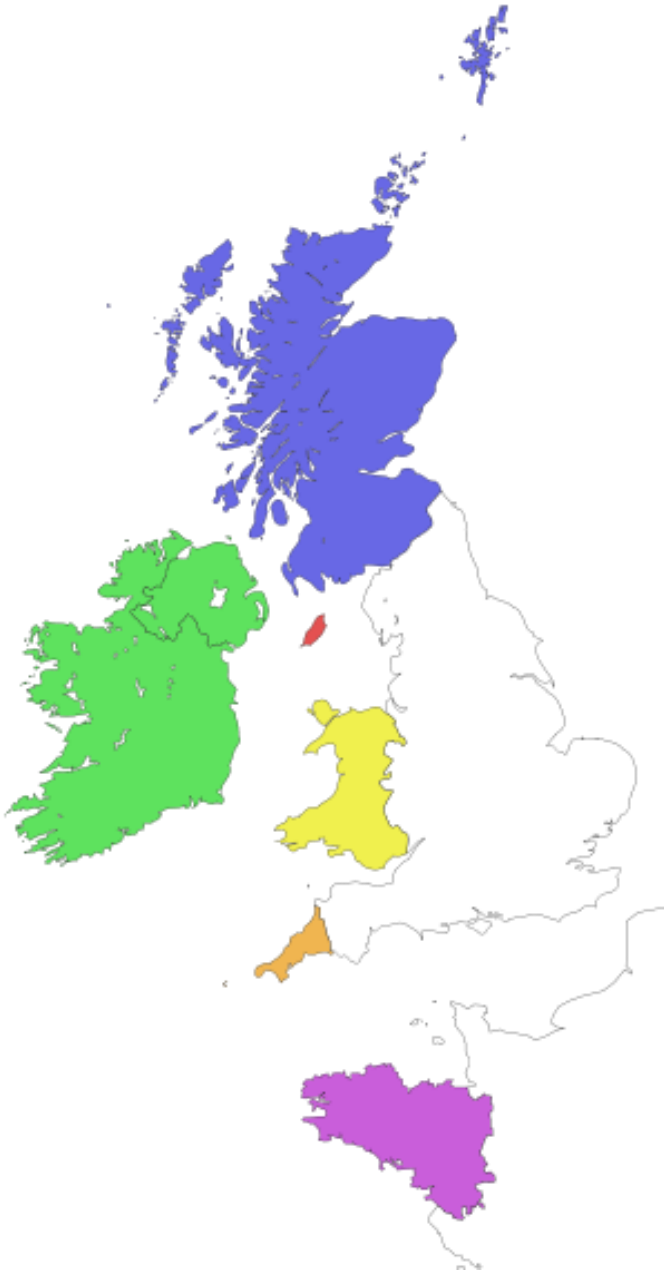
- how to teach English class using **all** or **mostly** English
- how to create opportunities for each student to **use** as much English as possible
- how to motivate students to **speak** in English only during class
- how to best use team-teaching with the ALT to achieve the above.



Today' s Workshop

- TITI Ireland: Comparison & Methods
- TETE Japan: Challenges & **Solutions**
- DEMO: Effective **Games & Activities**
- Discussion Forum (Q&A)

Workshop Challenge:
Let' s do it **all** in English!



The Irish Language (Gaelic)

- a Celtic language (*English is West Germanic*)
- 2,500+ yrs old (*among oldest in Europe*)
- Prohibited by English rulers until 1871. Official EU language since 2007.
- LAW: Mandatory in public schools (age 5–16)
- University requirement: must pass Irish, English & Math (+ 3 other subjects, to include a *foreign language*).
- While 41% of the Irish population say they **can** speak it, only 18.7% speak it daily.

An Irish Perspective



- Teachers are rarely native speakers of Irish.
- Few teachers feel grammar confident.
- Students have low motivation to speak it (cultural > “not good enough”).
- Similar to Japan: ashamed that after 12+ years of study, still can't speak Irish well.
- Why?

Language Immersion works

JUST DO IT.



- Language immersion is not dependent on native speakers.
- Even native speakers don't understand each other 100% (probably just 80%)
- Opportunity for JTE & ALT to demo real life **conversations between native and non-native.** Mistakes are normal.
- We need to reassure students about this. **It's all a guessing game.**
- Just create the rules in the classroom for a new habit. And dive in.

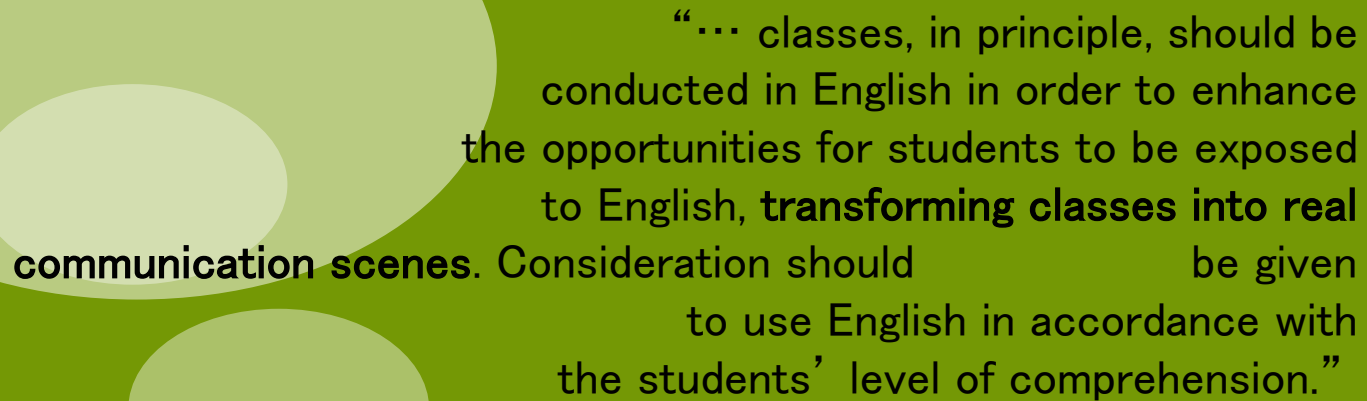
The Staff Ethos (Mind-set) that works



“For a student to make full use of the lesson it is imperative that they **speak Irish at all times**. Failure to do so not only affects their own progress but that of those around them.”

LEADING BY EXAMPLE

- Students **know** the class should be conducted in Irish (no excuse).
- Students see their teachers **speaking** together in Irish always, outside the classroom.
- Teachers **meetings** are conducted in the target language (i.e. Teachers of Irish have their staff meetings in Irish).
- No child left behind > No exclusion.



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I can't learn to play the clarinet by watching someone else play.

Let's Discuss

How do we create opportunities for **each student** to practice using as much English as possible during class?

The background is a solid green rectangle with rounded corners. On the left side, there are three overlapping circles of varying shades of green, creating a layered effect. The top circle is the lightest, the middle one is a medium shade, and the bottom one is the darkest.

Sharing Ideas



Miyako SHS Model

TETE: ENGLISH EXPRESSION 1

Miyako SHS Model

The “Show me the money!” Rule

- Pick Me!
- Picture Hexagon
- Comparison Game
- Tennis Debate





Towards an English-only classroom

RULES & REWARDS



Hey... you spoke Japanese... Show me the Money!

RULE: “No Japanese”

- “How do you say くやしい in English?”
- ええと.../じゃあ... are OK.
- “くやしい ... *as we say in Japanese!*”

REWARD: Play Money (grade “points”)

- “Hey... you spoke Japanese!” Pay ¥1,000



OOOHHH
PICK ME!
PICK ME!



Pick Me!

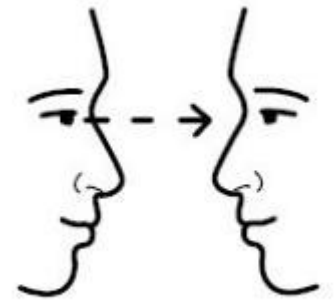
WARM-UP GAME

Warm up 1: Pick Me!



Q&A pair practice with emphasis on REAL COMMUNICATION/ impromptu speaking.

- “Too slow!” (think fast)
- “Eye contact!” (focus on the listener)
- “No reading!” (think for yourself)





Picture Hexagon

WARM-UP GAME

Warm up 2: Describe the Situation (Picture Hexagon)



LAYER 1

- What can you **see** in the picture?

LAYER 2

- What **were** they doing just before?
- What **will** they do next?

LAYER 3

- What are they **saying**?
- What are they **thinking**?

Expanding Layers

What can you see?

What were they doing
before?
What will they do
next?

What
is this man
thinking?





Comparison Game

MAIN ACTIVITY

Comparison Board Game



- Make a comparison = 1 point
- 10 seconds to answer “Countdown...”
- First team to finish = win 5 points
- *Keep note of your score*
- *See list of adjectives for help.*



Useful Expressions



- Flip the coin!
- Countdown... 10...9...8... ..1.
- Time up!
- That's true / not true.
- Your turn / My turn!
- You miss a turn!
- You win 3 points!

Impromptu Expressions



- Oops.. can I try again?
- What's that?
- Oops... I meant (to say)
- Oh no! / I don't believe it! / OMG!
- Sorry! / My fault! / My mistake!
- Hard luck! / Don't worry!
- Better luck next time!
- Well done! / Good job! / We did it!



Tennis Debates

IMPROVISATION ACTIVITY

Tennis Debate: “Singles”



PAIRWORK (with a time limit)

INCENTIVE 1: Loser debates the ALT

INCENTIVE 2: Loser pays¥1,000 to winner

“Give up? ... Show me the money!”

Time up> no winner = “It’ s a tie!”

Tennis Debate: “Doubles”



TEAMWORK

Divide class in half

Designate FOR / AGAINST sides

Same rules

ALT awards points for:

- Creative ideas
- Good grammar
- Loud & Clear

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Discussion Forum

QUESTIONS & ANSWERS