

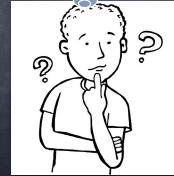
Intercultural Communication

ALT Skill Development Conference
Okinawa Prefecture

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CLAIR and The JET Programme



- Council of Local Authorities for International Relations (財団法人自治体国際化協会)
- The role of CLAIR is to administer the JET Programme in coordination with MIC, MEXT, MOFA and local governments across Japan

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How about you?

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Goals

- Identify what is necessary for a successful team teaching relationship.
- Discuss what can hinder effective communication and team teaching relationships.
- Introduce strategies and resources to improve communication and team teaching relationships

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Q: What do you need for successful team teaching?

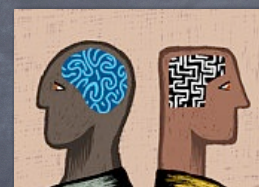


"Paul and I are gearing up to team-teach another course."

Cooperation and Mutual Understanding

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What can hinder communication and team teaching relationships?



Cultural differences
Differences in expectations
Differences in opinion

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Culture and the Role of Verbal Communication

High context cultures

- Tolerance of verbal ambiguity
- Comfortable with silence

Low context cultures

- Need for precision in language
- Uncomfortable with silence



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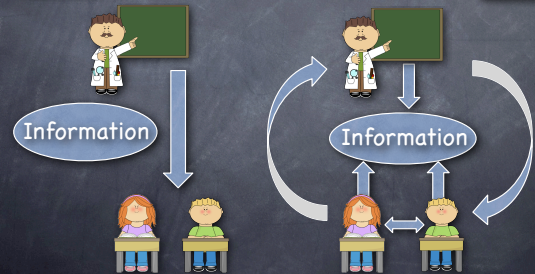
Styles of Teaching



Confucian



Socratic



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Styles of Teaching



Confucian

Respect



Information

- No direct challenge from audience
- Hierarchy
- Age

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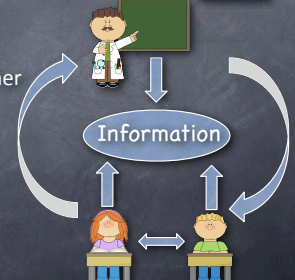
Styles of Teaching



Socratic



- Information from/for teacher and between students
- Active contribution by students in class
- Challenge teacher's ideas



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Different Teaching Styles

Potential Problems in the English Classroom

For the ALT

Lack of active participation/questions

For the students

Pressure to participate in class

For the JTE

Uncertainty about how to achieve classroom goals

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Teaching with a JTE will be like...



What ALTs Often Expect

Japanese students will be **well-behaved**

Students will be **excited** about learning English

JTEs will be **fluent** in English

ALTs will play an **active** part in lesson planning

JTEs will provide **guidance and feedback**

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What JTEs Often Expect

ALTs will have **extensive** knowledge of geography, history, etc. of their home countries

ALTs will have **expert** knowledge of English grammar

ALTs will make an effort to **understand and adapt to** the Japanese way of doing things

Most ALTs come to Japan to **have fun** and are **not interested** in their work performance or community involvement

Teaching with an ALT will be like...



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Differences in Opinions

Lesson Planning

- Should the preparation for each class be split evenly (50-50) between ALT and JTE?
- Should JTEs find time to plan the lesson with ALTs?

Teaching English

- Should ALTs only speak to students in English?
- Is teaching grammar for entrance examinations more important than teaching communicative English?
- Should ALTs speak with the same accent as the listening CDs used in class?

Outside of Class

- Should ALTs volunteer towards after school activities?
- Can ALTs study Japanese when they don't have class?



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Description

- Describe what is happening (4W1H)

Evaluation

- Identify emotional and psychological reactions

Interpretation

- Analyse the reasons why you had those reactions

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Suspend judgment

Remain calm

Consider course of action

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How can you improve communication & your team teaching relationship?

- Clarify the division of roles
- Set lesson goals together
- Make time to plan classes
- Get to know each other outside of class
- Study each other's native language
- Implement a system of feedback

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The Importance of Feedback

- The role of culture
- Develop a system
- Be proactive and creative

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Final Thoughts



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Feedback-related Resources

For JTEs:

- ALT勤務評価記録書（案） p.234-235
ALT Evaluation Form (GIH)
- 担当者ハンドブック p.31-33
Supervisor Handbook

For ALTs:

- JET Self-Evaluation Form (JET Programme Website)
- JET Programme Participant Goal Management Sheet (GIH p.233)

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Other Resources

www.jetprogramme.org



ALT Handbook
(CLAIR)

JET活用マニュアル
(CLAIR)



Teaching Materials
Collection
(CLAIR)

JETプログラム
担当者ハンドブック
(CLAIR)



Teaching Materials
Exchange Forum
(JET Programme website)

EIGO-NET
(ELEC and MEXT)

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Thank you for listening!

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