

9月15日(金) 私の授業(007)

## Team-Teaching in a Conversation Class

**Keywords:** Team-Teaching, Methodology, Curriculum Design, Pronunciation, Cultural Awareness

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The problems of non-English major students seeking to become fluent L2 speakers are well-known. They may have anxiety, less than adequate training, a strong internal monitor, and infrequent exposure to aural/oral L2, among other things. In spite of their strong desire, many tend to be introverted and often times frustrated in conversation class.

To solve these problems, the presenters initiated a team-teaching program three years ago and found students preferred this teaching format.

**Students:** 2nd year, non-English major (law, economics, engineering & Japanese culture) students

**Size of class:** usually less than 30 per class

**Frequency:** one 90 min. per week, 12-14 weeks per semester

### Team-Teaching format:

In the teaching context, the two instructors (a Japanese Teacher of English and a Native-speaking English teacher, hereafter JTE & NET) change classes each week teaching simultaneously, but in different classrooms with the same textbook. Occasionally, they combine classes and teach together: that means both classes are taught in one classroom by two instructors at the same time.

### Class procedure:

1. Both instructors teach their classes simultaneously with the textbook for about 60 minutes. Lessons tend to be centered on the conversation textbook that has an integrated, multi-skill syllabus for pair work, group work and communicative activities. Each instructor teaches previously agreed upon parts in his/her own way. The JTE uses the LL, while the NET teaches in the AV room.

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2. After this 60 minute session, a smaller group of students meets with NET for intensive pronunciation practice, while the others meet with JTE for communicative activities suitable for larger groups. This second session lasts for the remaining 30 minutes or so.

For the Pronunciation Clinic, up to 10 students are assigned each week. Initial introductions include intonation and sentence-pattern practice. Students are responsible for pre-practice and memorization of model sentences, which they repeat and the NET comments on their pronunciation. Close interaction between individual students and the NET is encouraged by two-way individual questions. Afterwards students write a report on the session.

For the Larger Group Activities, the JTE prepares communicative activities either from the textbook or from other sources. Students learn useful expressions, prepare for role-play activities, and are encouraged to speak loudly and clearly before a larger group. Although some pair work is used, most activities are group work.

3. Two or three times a semester, both classes meet together (for the initial class, role-play preparation, role-play evaluation, and a Christmas gathering, among other events). The video will present the role-play preparation session because it is thought to be the most significant. There the JTE acts as moderator, while the NET serves as informant. Both instructors give selective input to a student centered activity in which the interaction of the JTE, NET, and the students create an open-ended classroom atmosphere where instructors are able to respond to things students want and need to say. This provokes more profound cultural understanding.