

## Q16 What do you do in the classroom?

Answered: 171 Skipped: 0

#	Responses	Date
1	It depends on the teacher. Sometimes it's to have a graduate stand in the corner and read a passage of English occasionally. sometimes it's to have a graduate teacher make all the lessons for you because you have no time. Sometimes it's to be an assistant to do all the things you don't have time to do, like planning clubs etc.	2/5/2015 11:35 AM
2	In Elementary school I am the teacher. I prepare the lessons I go in and teach and sometimes the teacher will help discipline the kids but I do most of the work. At Junior High I stand/sit there doing nothing except speaking when the teacher wants me to speak.	1/22/2015 5:18 PM
3	Usually I am a <b>tape recorder</b> , or lead an activity. (Explaining the game, calling Bingo, etc.) But when there are writing activities, I walk around to check work and help students.	1/15/2015 7:51 AM
4	Some JTEs let me control the lesson which means I do everything. Some JTEs share half of the class with me. She/he does the grammar translation portion and I create activities to support her lessons. Some JTEs ask me to be a <b>recorder</b> which is basically the listen and repeat activities.	1/13/2015 4:52 PM
5	Lecture on culture; review grammar that they already learned; teach holidays; flashcards; repeat words	1/12/2015 10:36 PM
6	What I do in the classroom varies from school to school. At one school, I act as a human <b>tape-recorder</b> and do little else. At one school, I co-teach with 1 or 2 other Japanese teachers. At one school, I teach the entire class by myself while the JTE monitors the class in the back of the classroom.	1/12/2015 11:12 AM
7	This depends on the teachers. In some classes I've been a resource, the dreaded human <b>tape recorder</b> . In others I've been expected to be the main teacher with the JTE stepping in as required.	1/10/2015 11:30 PM
8	Drilling, practice the phrases they have learned .	1/10/2015 11:22 AM
9	Everything.	1/9/2015 5:05 PM
10	Facilitate students learning of English.	1/9/2015 12:20 AM
11	Games Videos Presentations	1/8/2015 7:19 PM
12	When I don't plan the lesson I am a <b>tape recorder</b> or help students with grammar or spelling if it is a written lesson. If I plan the lesson I could fill any number of roles- facilitator, cheerleader, dancing monkey, etc.	1/8/2015 3:43 PM
13	For the most part I run the whole class from developing the lesson plans and teaching materials to executing the lesson	1/8/2015 3:08 PM
14	In ES, I am the main (and often solo) teacher. I prepare all the materials and lesson plans, and am in charge of the entire lesson. In JHS I sometimes work together with a Japanese English teacher, and we usually share responsibility for lesson plans and activities.	1/8/2015 2:57 PM
15	Unlike most ALTs, I conduct class entirely by myself while the Japanese teachers sit in the back and assist if I need them.	1/8/2015 2:51 PM
16	I make a warm-up for the students. I assist the JTE, usually <b>reading the textbook</b> . I motivate the students, using positive reinforcement or by adding more energy to the textbook.	1/8/2015 2:43 PM
17	It depends entirely on the class and teacher. Various roles are as follows: - <b>Tape recorder</b> - read the passages and vocab and have the students repeat after me -Rapid-fire interview questions -Planning and implementing entire lessons around topics of my choice -Conducting grammar and language games I do more than this as well, but generally I try to keep the focus away from 'listen to me, sit down and write in silence' as much as possible - I get the students up and moving and participating as much as I am able.	1/8/2015 10:39 AM
18	I find that each class requires a different methodology. I use repetition for pronunciation, task-based and CLT for grammar and vocabulary. My JTEs often ask for grammar translation in my lesson plans but I keep this at a minimum, mostly to introduce new vocabulary or sentence structures.	1/8/2015 9:29 AM
19	Encourage cooperative learning. Try, with varying success to include modern teaching teaching practices such as CLT and task based and autonomous learning - all dependant on JTE, some are very old fashioned/rigid and unwilling to try new things (translating texts back and forth and doing nothing to promote language acquisition)	1/8/2015 9:05 AM

20	Drill vocabulary Demonstrate games and activities Model pronunciation Sing & act Evaluate / assess	1/8/2015 12:59 AM
21	Do Q&A about the topic and the target grammar. Sometimes, do games.	1/7/2015 10:17 PM
22	1. I teach a lesson I've planned with the JTE backing me up. 2. I back up a JTE who teaches from a textbook. 3. I stand in silence. 4. I play a game I've been asked to bring in that conforms to the JTE's wishes.	1/7/2015 7:15 PM
23	Lead the class, give instructions, monitor	1/7/2015 4:06 PM
24	In elementary schools I develop my own lessons, and work as the lead teacher in the classroom. Most of the time, I do this at junior high schools as well. On the rare occasion when the JT has a lesson that he/she wants to teach, I support the JT in the classroom by modeling language, participating in activities, and monitoring students.	1/7/2015 3:48 PM
25	I like to introduce games and activities that can give children confidence in their English skills	1/7/2015 3:45 PM
26	I am the head teacher and lead/prepare most-to-all of the class activities.	1/7/2015 2:58 PM
27	In 95% of cases I teach the whole of the lesson, from a lesson plan that I have made.	1/7/2015 2:52 PM
28	This question is a bit vague and I am not sure how to answer it without writing a ton of descriptions about how I teach.	1/7/2015 9:54 AM
29	I facilitate and guide learning experiences by providing scaffolded opportunities for students to use targeted lesson material to achieve mastery of skills and goals.	1/7/2015 9:33 AM
30	It depends on whose classroom it is. In junior high school ALTs are used by the JTE as he/she sees fit. Some teachers want a full lesson planned around a particular grammar point, others want a glorified <b>tape-recorder</b> , still others want a short activity, and some are merely content with completely wasting the ALTs time by having them do nothing at all. In elementary school the ALT and HRT generally serve two different roles, the former teaching the lesson, and the latter providing assistance for demonstrations and in managing the class.	1/7/2015 8:13 AM
31	How much detail would you like? For Junior High on a usual (not a special class), something like: * Greeting & some sort of warm-up activity (short skit, or a listening activity that reviews what was previously taught). * Review previous lesson. * Introduce new point. Show various examples / ways to use. * Have students practice using the new point. Give them 1+ activities that they can do in pairs or small groups. Teachers monitor activity & help as needed. * As a class, review again the new point. Point out any problems noticed during the activity and correct. * Wind down. Tell them when the next class is, what they need to bring, and if possible what will be taught.	1/6/2015 11:16 PM
32	I usually have been the main planner. I try to get the students into groups and have them work through learning themselves.	1/6/2015 5:46 PM
33	I conduct activities, assist teachers in teaching grammar, play games, teach about cultures around the world, read and have conversations with the students about school or non-school related topics.	1/6/2015 5:41 PM
34	In elementary school classrooms, I demonstrate useful phrases and conversations with the JTEs and facilitate conversation practice between the students. We try to give our classes as much speaking time as possible. In junior high school, I do a lot of pronunciation and reading practice, as well as helping with grammar translation. When we have time, I give the students communicative activities to practice their speaking and listening skills. In high school, which I visit infrequently, I'm usually asked to bring games for the students to play as a break from their normal classes.	1/6/2015 1:04 PM
35	Model correct pronunciation of vocabulary and example sentences/passages; engage in mock conversation with the JTE; help students with work; check students' pronunciation; occasionally speak about American culture.	1/6/2015 12:37 PM
36	Depends on the JTE. I was a human <b>tape recorder</b> for some teachers, for others, I provided the "fun" image of English teaching, I brought in Western-style teaching methods for some... It's impossible to define my experience by one stereotype or another. Depends on the teacher and the day.	1/6/2015 11:57 AM
37	I start with a big, cheerful greeting. Then I review or teach vocabulary (Ex: red, green, blue, etc.) using flashcards and TPR. I do a activity or game to build vocabulary comprehension and retention. Then I introduce target phrase (Ex: I like red.) by using TPR. We practice a few variations with vocabulary using TPR. Then I elicit from a few students to use our new phrase. I give lots of praise even if I have to help them or correct something. Then an activity or game that uses our new target language (generally quick and fun). Finally, I introduce the other target language which at this point is generally a question (Ex: What color do you like?). Then we do last activity which is usually a game that involves the whole class in teams or in groups. It involves all of the language we have learned up to this point (vocabulary, question, and answer). I end with giving praise to the class and saying good bye.	1/6/2015 9:43 AM

38	Case 1, elementary school: I planned and taught all lessons from start to finish and was usually responsible for all classroom management including discipline. Case 2, JHS, genuine TT: Depending on the lesson either I or the JTE would take the lead with the other providing appropriate support. Case 3, JHS, "weak" JTE: I would run the lesson including answering students' questions, writing on the board and checking completed work while the JTE moved around the class observing students work or simply sat at their desk and marked other papers. Case 4, JHS, "dominant" JTE: I had some JTEs who objected to the presence of ALTs in he classroom, avoided speaking English whenever possible including in class and discouraged students from interacting with me. For "TT" classes those JTEs would ask me to "sit quietly" during class. I usually spent the time moving around giving students one-on-one guidance during class and occasionally in highly dysfunctional classes used the time to have some oral communication practice with the students who were eager to improve their speaking.	1/6/2015 7:47 AM
39	This varies by school and teacher. In junior high I tend to be the "human <a href="#">tape recorder</a> ", while in some elementary classes I am the T1, and others more of a teaching partner.	1/6/2015 12:26 AM
40	I am usually the main teacher	1/6/2015 12:09 AM
41	I provide handouts and worksheets to the students, greet the students, help students with their given assignment, read provided passages in textbook to the students and provide corrective feedback for when students speak in English.	1/5/2015 11:52 PM
42	Depending on the subject matter, I warm-up the students with simple exercises or games, introduce new material through the same method then go through various types of exercises to teach and reinforce the new materials.	1/5/2015 10:28 PM
43	In elementary, I am usually the main teacher and serve as a model for pronunciation, lead actives, etc. Basically, I do everything but discipline. In middle school, I mostly just act as a <a href="#">tape recorder</a> and sticker giver. In some classes, I actually get to lead activities, but it's rare.	1/5/2015 10:00 PM
44	At ES, I teach pretty much by myself. First I introduce vocab and/or grammar and then do games with it. In junior high I assist a JTE with their lesson planning, saying sentences and playing with the children.	1/5/2015 9:25 PM
45	*I perform most of the teaching *monitor students *talk with students *try to decorate the classroom with riddles, quotes, and student work when possible *Try to lecture as little as possible and have the Ss do group work and try to "discover" the lesson *keep a smile, stay moving, be supportive *try not to put Ss on the spot	1/5/2015 7:07 PM
46	Anything the JTE asks, really. Almost always <a href="#">reading the textbook</a> and lists of words, sometimes managing activities, and on occasion offering support to students preparing for exams or for an oral assignment.	1/5/2015 6:49 PM
47	In the middle school I am mostly a <a href="#">tape recorder</a> . In the elementary schools, I have much more direct control of the class and lesson (depending on the age group, young kids need their regular teacher to keep them in line) I co-plan the lesson with the elementary teachers, and team teaching usually goes pretty smoothly.	1/5/2015 6:37 PM
48	Teach my own lesson that I created	1/5/2015 6:37 PM
49	While on JET, I supported the JTEs because I understood that they were obligated to finish the textbook. On days they had to lecture about grammar, I would walk around the room to make sure the students were spelling properly while transposing notes. I particularly tried to help the slow learners with writing and pronunciation. When given time, I would show photos from trips using my laptop and the school's projector and screen. I had true-false quizzes to check comprehension. The teachers sometimes let me pass out candy from the trips as a way of sharing overseas culture.	1/5/2015 5:49 PM
50	I help my JTEs with fun activities, writing activities, listening, dictation and marking of papers.	1/5/2015 5:46 PM
51	I visit 9 schools (6 high schools, 2 junior high schools, and one elementary school). My role varies widely from saying a few words per lesson (one junior high school, elementary school) to full blown teaching (two high schools). At one of the high schools I team teach with the JTE. We both lead activities and help students. This is achieved by careful planning on the JTE's part, ensuring that my role is very clear and following through. At my other schools I am <a href="#">tape recorder</a> /clown/warm-up leader/helper during exercises.	1/5/2015 5:42 PM
52	In most cases everything with exception to grammar trans.	1/5/2015 5:35 PM
53	Facilitate grammar instruction. Lead games and speaking activities. Act as a <a href="#">tape recorder</a> . Give out high fives.	1/5/2015 5:25 PM
54	I mainly work with the students on pronunciation and intonation and is check their English while they're working on their worksheets.	1/5/2015 5:21 PM
55	I am usually responsible for planning my own lessons and executing them by myself as well, with some assistance from the JTE. But because I do a lot of projects, often my role in the classroom is more of a guide, or someone to answer questions, rather than a lecture-based teacher.	1/5/2015 5:21 PM

56	At Junior high school: Mostly, I stand at the back of the classroom, listening to the Japanese teacher speaking to the students in Japanese. I wander around class and try to help the students where I can, but often they are translating from English into Japanese, so i can't help them. I usually <b>read aloud from the text book</b> in each class and sometimes get to ask them a few questions of my own, but mostly I say and do very little. At Elementary school: I plan and teach the whole class by myself, sometimes with assistance from the Japanese home-room teacher, but usually only from a classroom management perspective.	1/5/2015 5:14 PM
57	It depends on the class - I try to do as little as possible, giving short and simple instructions where possible, explaining the meaning, form and pronunciation and giving examples - drilling pronunciation - and managing tasks ( Monitoring that students follow instructions, aiding students , giving feedback, error correction, sometimes stepping aside.) I try to make it student centered.	1/5/2015 5:00 PM
58	<b>Sometimes I am allowed to read.</b> On rare occasions, I am given a chance to create a small unrelated activity to the content of the lesson. I am not incorporated into the core of the class, which is a shame.	1/5/2015 4:54 PM
59	Depends on the class/year/teacher. But 90% of my activities focus on speaking and listening, from phonics to conversation practice to interviews to reading stories out loud.	1/5/2015 4:52 PM
60	Junior high: one on one conversation, textbook reading/repetition, vocabulary repetition Town elementary: main teacher, follow lesson plans made for me, games and word repetition Village elementary: team teach, games and vocabulary repetition	1/5/2015 4:38 PM
61	I lead the warmup activity before class (10-15 minutes). I can essentially do whatever I like in this time. I've done special presentations that last for 25-30 minutes when my teachers have asked for more cultural based activities. Typically I help with pronunciation by reading the text book and I help students with their worksheets by walking around and checking their work.	1/5/2015 4:18 PM
62	It depends on the school and teacher. At some schools I teach an entire lesson, as well as creating content for that lesson. I either teach a grammar point or about my home country in English. In this case, the JTE often translates if the students don't understand. At other schools, I do a warm up activity based on the grammar point in the text book.	1/5/2015 4:01 PM
<u>63</u>	Nursery - 4th year elementary; I am the lead teacher. I plan all lessons and teach said lessons. The HRT's primary role is as support for me, although I try and include them in lessons as much as possible. 5-6th year elementary; I play a secondary role whereby I provide a living embodiment of the language. The HRT provides the primary impetus of the lessons and I act as an adjudicator, correcting in real time when necessary, and assisting with pronunciation. JHS; split between limited team teaching and secondary role. One JTE uses my skills more than the other. In one JTE's classes I assist in all role plays and provide assistance to the pupils as necessary as would any other teacher. I also control the "fun" bingo activity at the beginning of class and all "test" exercises and speeches are made to me. For the other JTE I am more a corrective sounding board. Role play is kept to a minimum but impromptu Q&A sessions occur regularly throughout the class. At this time I also provide information about different word usage and pronunciation between different types of English (US, BrE, AusE, etc).	1/5/2015 4:00 PM
64	Facilitate	1/5/2015 3:58 PM
65	As stated in my previous answer, at one school I am mainly a <b>tape recorder</b> - read vocabulary and sentences, listen to the children and correct their pronunciation, and as a few warm up questions (day, date, weather, time, emotion/how are you feeling). At some schools, it's more of a 50-50 balance - the JTE shows some grammar and I can run an activity or assist my JTE with their activity. If it's a writing exercise, I walk around the room and help correct grammar and spelling. At some schools, I do most of the lesson - from teaching the vocabulary and target sentence patterns to explaining games and activities. Sometimes I sing songs with the children, and I do cultural presentations (mostly for holidays) through PowerPoint, pictures, and flash cards.	1/5/2015 3:55 PM
66	Depends on the school and the teacher I'm working to. Junior high school I run games and help with pronunciation and marking work. Elementary school varies with school and teacher every class. Some times I run the whole class others I do nothing. Mainly make english fun.	1/5/2015 3:50 PM
67	<b>Read textbook material aloud.</b> Prepare and administer review questions. Lead games and communication activities. Help students with problems.	1/5/2015 3:44 PM
<u>68</u>	I am responsible for the repetitive drilling of vocabularies. I execute games and activities. I do chants and songs and some dance English. Assisting my Japanese English teachers. I do story telling. I do finger trace for reading and writing for my 6th grades students.	1/5/2015 3:40 PM
69	Depending on the day I will either read text aloud or correct grammar and pronunciation OR I will lead a class based off an ALT text book.	1/5/2015 3:40 PM

70	For elementary school I run the lesson, team teaching occasionally with the HRT. In JHS, I mostly aid the teacher in pronunciation, and activities.	1/5/2015 3:37 PM
71	Reading texts. worksheets. Play games	1/5/2015 3:17 PM
72	Greetings, simple grammar review, games to help students learn or practice new grammar, and communicative activities to help students practicing speaking with a native speaker. I also help administer speaking tests, listening tests, and proof read speeches and notes. Whatever my JTEs ask of me, I try to do.	1/5/2015 3:15 PM
73	Facilitate learning	1/5/2015 3:13 PM
74	I am the lead teacher during TT time. As such, I introduce the materials, lead the explanations and activities, etc.	1/5/2015 3:06 PM
75	Read and repeat vocabulary Textbook passage... listening activity Questions based on the textbook, worked on in groups Activities from the textbook Introduce my culture Word games that encourage active participation	1/5/2015 2:52 PM
76	Read through dialogue	1/5/2015 2:47 PM
77	I do some simple grammar review, make students aware of special cases in which grammar is used differently, share tidbits of cultural information, lead some activities, and assist with reading, communication, and vocabulary.	1/5/2015 2:46 PM
78	Most of the time I act like a tape recorder, but sometimes I will be asked to prepare an activity. With the exception of one school, I do relatively little when it comes to leading the class and planning the lessons.	1/5/2015 2:38 PM
79	ES T1, teach and support students through the activities, in every class we produce and present, so I move around to help with this too. My classes are only up 24 students at ES. JHS I do demonstrations with my teachers to illustrate the point for the day (skits), teach the reading passages, mark work, move around to support students as they work on activities.	1/3/2015 9:34 PM
80	Read passages from texts, chat with students, help them out if they are doing activities, practice singing.	12/31/2014 5:34 AM
81	In each class I do some or all of the following: present the main point, lead practice drills, explain grammar points, have mini-interactions with JTE and/or students, explain/model and lead games and activities, conduct speaking tests, model pronunciation of vocab and/or reading sections, explain and act out the meaning of new words, read textbook or original passages (for listening comprehension), correct students, give feedback on student presentations, monitor student participation	12/30/2014 6:52 AM
82	Help with students pronunciation, getting students to do the task at hand and giving instructions	12/22/2014 10:38 PM
83	I would typically either introduce themes and grammar or reinforce what was being taught in the textbook. Sometimes my co-teachers and I would do skits where the students became the main element. In a nutshell, introduce new topics and have the students somehow interact with that information. Be it speech, skits, reports, show and tell, or teaching the younger children.	12/22/2014 6:25 PM
84	I solo teach 13 classes a week. In the team teaching classes in high school I mainly correct and explain grammar mistakes that the students have made in sentences written on the board ( don't laugh when you compare my bad grammar in this questionnaire ). The students in groups of four choose the best translation that they have written ( before class....preferably) and two groups write an example for each sentence (4/5) in the textbook - two groups for q1 , 2 for q2 etc(they race to the board to write as they have to board different versions). I then have the students check each other's sentences before I go through them. In general though my role in Tt classes often depends on the other teacher.	12/22/2014 10:27 AM
85	Again, depends on the JTE. In one class, I teach- I lead the lesson, with the JTE helping to encourage and keep control. In others I take that role. In a lot, I'm a CD player, or a walking grammar book and dictionary. According to some teachers I'm mostly just a distraction.	12/20/2014 11:54 AM
86	Model	12/19/2014 9:59 PM
87	Gosh this is qualitative research isn't it! Brings back memories. Sorry, that's far too hard to answer.	12/19/2014 7:09 PM
88	Teach?	12/19/2014 5:19 PM
89	I try and not let the attitude of the students get me down and keep a positive energy. Most of the classes this isn't a big issue but there are a couple that are infuriating. I wake up students and make sure everyone is participating. I try to use the textbook only as a jumping off point and create my own activities to work into the information we are learning that class.	12/19/2014 3:16 PM
90	Almost everything	12/19/2014 2:44 PM

91	For the most part I play games or have quick speeches about holidays. I try to make games that tie into what students are studying in the textbook, though if I only see a class once a month it's hard to find a game appropriate for their level.	12/19/2014 10:42 AM
92	I lead the lesson and emulate English pronunciation of vocabulary words. Furthermore, I explain certain ideas and cultural differences between perceptions that may arise from the lesson, such as the difference between recycling in America as opposed to Japan. The JTE translates my words if necessary and provides support for the lesson.	12/19/2014 10:21 AM
93	Everything. I acted as the teacher. My JETs offered help when needed but I preferred to manage by myself.	12/19/2014 9:21 AM
94	Talk with the kids,we sing a song together,storytelling,playing games	12/19/2014 7:25 AM
95	usually T1	12/18/2014 11:15 PM
96	JHS 1st: give instructions, model demonstrations, design worksheets, mark student work, make listening exams 2nd: administer listening tests, prepare music lyric activities, model writing, check student work and tests 3rd: design and teach pair or small group oral communication activities as T1	12/18/2014 10:01 PM
97	Teach the Ss the TL for the day, work and adjust my lesson plans according to the Ss needs, interests, interactions and responses	12/18/2014 9:52 PM
98	In elementary school I do all the teaching and the homeroom teacher assists me and helps maintain order. In junior and senior high school it varies according to the JTE. I can so anything from human tape recorder to leading the class.	12/18/2014 8:43 PM
99	Mostly read the textbook, help struggling students, do what the JTE tells me	12/18/2014 8:25 PM
100	Create activities and provide instruction for completion	12/18/2014 7:24 PM
101	I currently just lead team-taught sections of Expression 1, which now consist of multi-lesson writing projects, taught weekly for one of the two weekly Expression periods (the other period is devoted to one or more grammar units in the textbook), a format which I have objected to repeatedly but have been requested by JTEs to continue. I introduce the project and the goals and focus expressions for that particular day, then the students write for most of the lesson while I and the JTE circle the classroom giving individual attention. At the end of the project, students give a presentation with the script and visuals they made, to which I assign a grade (accounting for 15% of their total Expression grade). In previous years when team-teaching English 1 or 2 or now English Communication, I mostly followed the JTE, doing oral introductions to the day's reading, providing model readings, or walking around the class helping students individually while the teacher analyzed the reading word-by-word in Japanese. In the old curriculum's Oral Communication course, I prepared and led communicative, task- or function-based lessons, providing a model with the JTE, guided practice, and then monitoring their interactive activities and wrapping up with good peer examples, advice, etc.	12/18/2014 6:56 PM
102	Mainly tape recorder - sometimes solo teacher (if lesson is a 'special' English-only lesson)	12/18/2014 6:44 PM
103	At JHS I'm a tape recorder but at Elementary I often am in charge and I follow the textbook but try to use fun activities when doing so	12/18/2014 6:38 PM
104	Really differs from teacher to teacher and school to school. Sometimes I run the whole class, other times I assist.	12/18/2014 5:14 PM
105	It depends on the school, but mostly I prepare the game/ activity and run it. The JTE helps me to explain.	12/18/2014 4:13 PM
106	In Elementary school I generally am the main teacher for the whole period. This includes planning the lessons and games. In JHS I am the helper and create materials when asked but generally will be there to support the JTE.	12/18/2014 4:00 PM
107	All sorts - it can be listen and repeat but more usually it's initiating activities, checking work, supporting, encouraging - in ES it can be leading whole lessons - it changes every week!	12/18/2014 3:59 PM
108	I am the lead teacher most of the time in the classroom.	12/18/2014 3:47 PM
109	I conduct my own activities most of the time and sometimes I help the teacher by doing discipline and helping out the students. My activities are mainly speaking activities and group activities. They help the students practising their recent grammar.	12/18/2014 3:39 PM
110	I begin by reviewing previous lessons and then introducing new vocabulary and grammar, then giving them an opportunity to use what they learn, practically, in either a skit or game they can play with each other.	12/18/2014 3:02 PM
111	Teach	12/18/2014 2:38 PM



112	1. Join with the students in their activities. If the JTE ask his/her students to repeat the words written on the flash cards, I join the students. 2. Human <b>recorder</b> as they say, after the original reading of a certain conversation from the book had been played for the students to hear, I will read again for them then the students repeat the conversation after I read. 3. Check student seatworks. 4. Communicate with them about the lesson and ask them if they understand.	12/18/2014 1:59 PM
113	Mostly read and ask students questions. occasionally I help students with writing assignments.	12/18/2014 1:57 PM
114	Teach...	12/18/2014 1:55 PM
115	I lead the class and I teach alone but as much as possible I involve my Japanese teachers so they can monitor what's going on in the class and they can also see the progress and they can learn too.	12/18/2014 1:28 PM
116	It varies greatly. Sometimes little more than <b>reading aloud</b> , others leading the entire lesson basically alone. Generally, it strikes a good balance, where I run any activity that involves pronunciation or production, and the JTE handles anything that requires in depth explanation or rote selection based activities.	12/18/2014 11:31 AM
117	Essentially a voice box who helps students with worksheets	12/18/2014 10:53 AM
118	Depends on the school. In elementary, I generally lead the classes with an elementary JTE. I introduce words, help with phonics, and prepare games/activities. I speak solely in English, and if the students have trouble understanding my JTE translates when necessary. In junior high, it varies. Sometimes I'm a "human <b>tape recorder</b> " with nothing to do except read vocabulary and walk around supervising the students. Other times I am allowed to introduce games or give brief speeches on various topics at the beginning of class for listening/communication practice. In general, I do not do as much at junior highs as I do at elementary schools in terms of team-teaching and class involvement.	12/18/2014 5:46 AM
119	I just do my job.	12/18/2014 5:11 AM
120	Rocknroll	12/18/2014 2:36 AM
121	This question needs to be cleared up. When team teaching I am basically <b>tape recorder</b> . When teaching myself I do it all.	12/18/2014 1:08 AM
122	At elementary school, I prepare the lesson and lead as T1 (most of the time). I speak in English and Japanese, set the pace of the class, lead the students, and explain and execute the games. At junior high school, I greet the class, create (with the JTE) and execute skits through which to introduce new grammar, introduce new vocabulary words with flash cards, <b>read the textbook aloud</b> for the students to repeat, pronounce various things throughout the class for the students to repeat, and, not every class but relatively frequently, talk about cultural aspects related what's going on in the textbook or class. On occasion, I am asked to create worksheets to practice grammar.	12/17/2014 9:44 PM
123	Greet the class,lead/ explain the activities,pronunciation,offer help with written work and grammar,reading,listening exercises.At times also discipline if necessary and help students who are having difficulties.	12/17/2014 8:42 PM
124	Music, picture books, a variety of props	12/17/2014 7:25 PM
125	90% was self introductions and similar questions to kids, pop songs of the time, cloze exercises, relay games, and the perennial human <b>tape recorder</b> .	12/17/2014 7:15 PM
126	This is also very dependent on the teacher pairing. Generally, example reading and explanations, but also interaction and facilitation.	12/17/2014 7:12 PM
127	Whatever the teachers want me to do. Help students, play games, roleplay, sing songs, silly dancing, talk about weird Dutch customs etc.	12/17/2014 7:11 PM
128	I try to act as s facilitator and consultant and also help students with weak points.	12/17/2014 6:49 PM
129	Am the lead teacher.	12/17/2014 6:38 PM
130	Depending on the teacher, I might act out dialogues, help run team games, help students with individual work, or do the <b>tape recorder</b> thing. In elementary school I more or less run the class, and that might mean teaching new vocabulary or facilitating activities.	12/17/2014 6:37 PM
131	<b>I read the text book</b> and am told to pronounce words the way the JTE's thinks english is spoken. (no joke, I was told to fix my intonation so that it falls on questions and rises on statements.)	12/17/2014 6:23 PM

132	It depends on the grade, the class, and my team teacher. Sometimes I am a <b>human cassette player</b> (YUCK!!). Sometimes I teach about foreign culture. Sometimes I lead games and activities. Sometimes (VERY SELDOM!!) I lecture or read and expect students to repeat and/or to care. (They usually don't!)	12/17/2014 5:32 PM
133	Sometimes, my JTEs ask me to teach or review a textbook grammar point to the students at the beginning of the class. Usually, the students have already learned the grammar, but occasionally I get to explain it for the first time. Regardless of whether or not I review grammar, I usually head a game or activity in the second half of the class.	12/17/2014 5:20 PM
134	Sometimes I'm a <b>glorified CD Player</b> . Sometimes I plan a warm-up activity or a worksheet to take up a bulk of the class time. Sometimes I plan the entire lesson from start to finish. Sometimes I plan and run the entire lesson from start to finish without even having a JTE in the room. (There's always another teacher, they're just not always a JTE.)	12/17/2014 4:16 PM
135	Speak English! Slowly and with a lot of gestures. Teach vocabulary in elementary school and small "skit" situations. I use games to enhance their learning and understanding. In junior high school, I prefer "student led" teaching methods. I have found that students tend to "tune out" if I'm talking too much, therefore, I give them the tools and they explore their way to understanding.	12/17/2014 3:40 PM
136	Teach, play games, sing songs,	12/17/2014 3:21 PM
137	Everything	12/17/2014 3:11 PM
138	At my main school I more or less lead the lessons completely. I plan, organize, prepare, and execute most of the lesson. The JTE is more of the assistant role, helping with clarifying my English if it gets confusing or offering translation in a pinch. They also help keep the students in line if they act up at all. At my visit school, I vary between <b>"tape recorder"</b> role and reference ("how do you spell/say...?").	12/17/2014 2:41 PM
139	I basically explain all activities and then circulate to see if students understand/are doing the activity	12/17/2014 2:39 PM
140	As I'm mostly left on my own, everything that needs doing.	12/17/2014 2:30 PM
141	This varies from JTE to JTE as well as from grade to grade. In the special elective third year course I teach, I am the lead teacher and the JTE is just support. For the 1st and 2nd years I teach, I take the lead on some activities but I'm mostly there to help the JTE.	12/17/2014 2:30 PM
142	Mostly, I lead the lesson. I start every class with a set of flashcards and questions (how are you, how is the weather, etc.) and then I have my new vocab set and activity. There are only three classes where I am only used as a <b>tape recorder</b> and have tried to join the lesson, but usually don't succeed because of the teacher. In those classes I walk around and help confused kids.	12/17/2014 2:27 PM
143	Sometimes teach most of the lesson, sometimes support the JTE, sometimes half each, but always team teaching. I don't do serious discipline. But everything else is shared	12/17/2014 2:15 PM
144	Everything. Warm up, grammar drilling, games, excercises, multimedia displays, a lot of music. I play a lot of question answer points based competition orientated games.	12/17/2014 1:48 PM
145	Depending on the JTE I can act as a human <b>recorder</b> , a game master or lead in teaching.	12/17/2014 1:46 PM
146	I practiced dialog from the text with the students, had them <b>repeat vocab after me</b> , and that was about it.	12/17/2014 1:39 PM
147	In JHS, I provide a native speaker's input. For example, pronunciation practice and reading the textbook. I also check students' work and help students, particularly in free-writing exercises. In 5-6 grade in ES, I do a lot of pronunciation practice. I also lead phonics practice, introduce activities using English, talk about my country, and (depending on the HRT) come up with activities, prepare materials, and lead the class. In 1-4 grade in ES, I do everything. I prepare the materials and lesson plans, explain activities in English, introduce grammar and vocabulary, and lead the lesson.	12/17/2014 1:23 PM
148	I do everything for ES. For JHS, I do many things such as just walk around, provide native pronunciation, etc.	12/17/2014 1:23 PM
149	It varies by school and teacher. In one class I am only called in to provide my native pronunciation, in another I sub in for absent students so everyone has a partner, in yet another class I make activities to supplement my JTE's lessons and the textbook.	12/17/2014 1:18 PM
150	I have students practice speaking to each other.	12/17/2014 1:10 PM
151	Varies from level to level but in general I plan, create and teach the lesson. The JTE is there for support and any translation classroom management that needs to be done.	12/17/2014 1:00 PM
152	Teach communicative activities	12/17/2014 12:19 PM



153	Not a lot. Read text, walk around the room helping struggling students. A lot of time is spent standing in the corner	12/17/2014 12:08 PM
154	When I am in the classroom, I teach the lesson. Even in a team teaching environment, I am the one who prepared the lesson that day and I am the main one leading the activity. I go through a warm-up activity, I introduce the main lesson activity, I circulate the room and assist students as they work, and then I bring the class back together and wrap-up the material.	12/17/2014 12:02 PM
155	If the JTE is leading, I wander around and check the students are on the right track and answer their questions. Otherwise I write on the board and explain grammar, generally teaching the lesson.	12/17/2014 12:00 PM
156	At JHS: Give a greeting at the beginning of class and maybe a warm up question in English. Read vocabulary words. Read dialogues/excerpts from the textbooks. Help grade papers. Assist students with their in class work. Play 5 min filler games at the end of lessons because the teacher needs to fill the time. Stand around while the teacher explains grammar in Japanese. Stand around while the teacher tells stories in Japanese. Come up with example grammar sentences on the spot when the JTE asks for them, but didn't tell me until in class. At ES: I plan and carry out lessons by myself. For 5th and 6th graders, activities follow the Hi Friends books. For lower grades, its whatever I think of that week.	12/17/2014 11:45 AM
157	I am the only person teaching. I am responsible for everything	12/17/2014 11:34 AM
158	Once again dependent on the JTE. Either I take a more central role and describe games or activities in English, or I am there to read out conversations for pronunciation, or maybe jsut have fun with the students and encourage them to keep trying	12/17/2014 11:28 AM
159	A range of speaking and listening activities using authentic material	12/17/2014 11:24 AM
160	Generally, lead the class with the JTE supporting the activities. Most lesson plans are created exclusively by myself based on input and discussions with JTEs about what would work best with their educational objectives.	12/17/2014 11:22 AM
161	That's a very broad question. I'm not sure what answer you're looking for. Often I am the primary teacher and my JTE assists. I do activities where students have to use the key phrases in order to accomplish goals, though I'm not always in charge of planning the lesson, even if I'm expected to run it myself.	12/17/2014 11:22 AM
162	I am scheduled for either weekly or biweekly team teaching with each class. When I come, I usually either assist the teacher with textbook work (provide examples, real life applications, pronunciation, etc) or design a number of activities for the class period that are related to a particular grammar lesson or communicative goal.	12/17/2014 11:15 AM
163	Smile, communicate and help out!	12/17/2014 11:13 AM
164	That depends on the lesson. Sometimes I lead the whole thing, other things I am just an assistant.	12/17/2014 10:52 AM
165	Use my voice....a lot.....talking....repeating.....	12/17/2014 9:12 AM
166	I do a lot of modelling, coaching in the mechanics of sound production, on the spot phonics lessons gor difficult vocabulary. There is also plenty of human tape recorder in there, too. I create a lot of additional materials that focus on review, communication, and mastery of key knowledge for each level. Some JTEs request cultural lessons. Aside from that I circulate the classroom and clarify the task or answer student questions. During this sort of one on one time I use a lot of Japanese.	12/16/2014 10:56 PM
167	Pronunciation practice, games, listening comprehension, instilling a sense of fun in the English language. I am also in charge of something called the English Shower room in which I have a room that I decorate and encourage kids to join me in games and afterschool activities involving the English language. It's mostly a way to make English more fun and less of a chore for kids to use.	12/16/2014 6:39 PM
168	I usually lead the lessons. The class is English Expression, and is intended as a communicative lesson complementing the students' grammar lessons. We vary activities a lot. They range from role-plays and play-acting such as the buying/ selling exchanges mentioned before, to interviews, karuta card games, stand-up quizzes, and competitive games. While we sometimes use the textbooks, the lessons are generally not based on them.	12/16/2014 5:38 PM
169	Sometimes parrot vocabulary. Other times I teach tie grammar by myself. Often I lead an activity that reinforces a grammar point taught by the JTE.	12/16/2014 5:29 PM

170	<p>It depends on the class and the grade/age level. Generally, with JHS students, I do this: 1) Warm-up (it usually has nothing to do with the upcoming main pt of the lesson) 2) Put a question employing the main teaching point on the board in "Wheel of Fortune" style (blank spaces for letters) -- then I break the class up into teams (usually 3 or 4) and have them take turns guessing the letters. Instead of "the wheel" I use an oversized soft die that the kids roll to score points. 3) After the "Wheel of Fortune" game is done and the question is revealed, I have the kids practice it briefly in pairs. First I model the question/answer with the JTE in English, and maybe with one or two students. Most of the time, the modeling helps the students catch on to the meaning, without needing it explained in Japanese. 4) I ask one student to read an introductory dialogue with me; then I ask the students listening-comp questions. They can roll the die to score points for their team if they answer correctly. 5) Listen and repeat the dialogue 6) Hand the dialogue out and have the students read together in pairs 7) Meaning check. This is the only stage of the lesson where a good amount of Japanese will be used. Even then, though, I try to keep the Japanese to a minimum. 8) Some sort of small-group activity or plenary-group activity on a handout where the students go around and try to complete some task.</p>	12/16/2014 4:54 PM
171	<p>I model pronunciation. I explain activities in English. I explain activities in Japanese. I walk around and check student's papers. I give short talks about America. I do "oral introductions." (Short skits with the teacher to introduce new grammar.) I ask students questions.</p>	12/16/2014 4:08 PM