When the ALT reads new words in English at the start of the lesson students repeat the words back but later in the lesson it is clear they have repeated the words back without actually understanding what the word means or how it works in a sentence.

Consider how new words are presented. Is there a way the JTE can allow the ALT room to present new words in a way that offers better engagement with students and helps their understanding?

There are intelligent students in the class who excel in many subjects, and while they have decent English grades, they are never engaged in activities or show any interest in trying hard in English.

How could an ALT help to enthuse the student about learning English and trying hard. How can the JTE help the ALT to fulfill this role?

Think about how grammar is presented in the classroom. Is it first demonstrated in English and then explained in Japanese? How much Japanese is used and how much English? What is a good ratio? Are there ways to present grammar that help student’s immersion in English? Are there methods for making students think for themselves first about what the grammar point means before it is explained in Japanese.

How can ALTs and JTEs work together to teach new grammar in a fun way without overwhelming students?

Students present a conversation from the textbook in pairs at the front of the class. There are good pairs and not so good pairs. At the end of the lesson the students are given feedback.

How is this feedback delivered? Is there a way to deliver feedback that won’t discourage students who are not so confident in English? How can ALTs and JTEs work together to deliver feedback to students that helps with encouragement, increases enthusiasm and immerses the students in easy to understand English?

The textbook has a section about foreign countries. It is about a home-stay and the differences between home life in Japan and home life in a foreign country, in this case America. Students are interested in the cultural differences between Japan and America. And ask some questions in Japanese.

How do you handle questions about foreign culture in Japanese? Is there value in deviating from the textbook and the assigned lesson to talk about culture differences? If the ALT is from America is there anything you could do to have their experience in America work with the textbook? What about if the ALT is not from America? How can you work information about foreign culture into a grammar lesson to help encourage and enthuse students about the English and countries where English is spoken?

There are many students with High enough English skill to give the English speech contest a try. They enjoy English and get good grades but they are not very interested in trying to do the speech contest.

How can the ALT help to encourage the student to give the contest a try? How can the JTE and ALT work together to try and encourage students to try speech contest?

The ALT is asked to help translate a speech from Japanese into natural English. The student has a great English ability, but the ALT knows from judging the speech contest the year before that the topic chosen is boring and clichéd (My grandfather, my bukatsu, the importance of smiling etc etc)

How can the ALT and JTE work together before students have written speeches to encourage the students to choose topics that are fresh and interesting?

In class a lot of teacher student interactions are being asked in Japanese. When handing out or collecting papers, opening windows or requesting students prepare for activities. Is there a way this could be turned into an English immersion opportunity? Are there defined lines for when ALTs are expected to request things in English?

How can standard interactions in class between JTEs and students be used to immerse students in English? How can ALTs compliment these interactions with English?

The JTE has made a lesson plan and given it to the ALT but during the lesson the English being taught does not feel to the ALT to be the most natural English way of getting across the idea. Although it is not in the lesson plan, the ALT wants to take the time to briefly explain in simple English the difference between, for example, saying “…Fine” and …That’s fine”

How flexible are lessons when small issues like this come up? How willing are JTEs to allow ALTs time to explain small changes and interesting differences that only a natural English speaker may be aware of? Is there space to add extra information into the lessons from the perspective of the ALT?

There are a number of Students who wish to do the English speech contest. Some are very capable and have done speech contest before, others are excited to try but their ability is not as strong as other students. You realize some students are more likely to make it through to finals than others.

Is there a way ALTs and JTEs can work together to set goals for students of different ability levels in the speech contest. Is it worth setting different goals for different students that will help to encourage, enthuse and immerse them in English, not only for the speech contest but for learning English in general?