Hi ALTTO.net users. These are the transcripts of my (Nathaniel Reed’s) interviews with 12 JTEs at two junior high schools in 2018. During the 2017-2018 school year I worked in two schools, in one I spoke the student’s first languages (Japanese and Spanish) and, of course, English – this is the ‘code-switching school. In the other school I taught English through English (TETE school). The JTEs were my assistants throughout the study. I wanted to see how teachers and students reacted to English-only lessons because the Ministry of Education in Japan has asked us to teach in English from 2020 (the policy started in 2014. Fully implemented by 2020). The results of this study are in The Language Teacher journal.

Have you spoke to any other teachers about their views towards the English only policy? Have you talked about ways to teach English in English? Share your experiences in our Facebook group <https://www.facebook.com/groups/alttrainingonline>

Find out what teachers really think about this policy below. Pseudonyms have been used. N = Nathaniel (me).

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| **Kailey – 2:29 (minutes/seconds) – Code-switching school** |
| N – hello Ms Kailey  K – hi  N – so what do you think about English only in Japanese JHS?  K – …….. well it's difficult  N – Yeah… why?  K – because students can't understand all English words  N – yeah yeah yeah yeah  K – I think it's important but they think about….. I don't want to do…. I don't want  K – to teach English (inaudible)  N – what things do you think are going to be difficult?... like explaining grammar or  N – vocabulary or instructions?  K – I think the most difficult point is er teaching grammar  N – yeah, yeah, yeah  K – so now I teach I teach grammar….er in Japanese  N – um  N – yes yeah  K – sorry I can't imagine teaching English grammar  N – yeah yeah yeah  N – so that's gonna be really difficult?  K – yeah  N – do you have any training of how to teach using English only?  K – yeah  N – where do you have training?  K – …. hm two years ago I go to the Aeon  N – yes, yeah yeah  K – (laughter) do you know?  N – yeah yeah  K – so I practiced…. (laughter)  N – oh nice yeah  K – …..grammar teaching  N – was that did you pay for that or did you pay for that or was that with the like  N – kyoiku inkai  K – no no I paid…. by myself  N – oh wow ….. how was it.. was it I mean was it useful  K – errrr so so (laughter)  N – yeah ok so what do you think about the students do you think like they will it will  N – be too difficult for the students or do you think like ganbaru they will try  K – errrr half and half (laughter)  N – yeah yeah yeah  K – many student likes speaking English  N – yeah  K – and speaking English very fun they think  N – yeah  K – but.. ano… h-half the student doesn't think so  N – yeah yeah yeah  N – ok ok for many different reasons right  K – yeah yeah yeah  N – ok so last question do you think that erm the shiyakusho or the kyoiku inkai  N – should give you more training?  K – yeah… I want this opportunity but in the truth we don't have no time  N – yeah yeah  K – (inaudible) so easy but I want to I want to learn  N – yes |

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| **Kathleen – 2:22 (minutes/seconds) – Code-switching school** |
| N – so er 2020 is English only in the classroom what do you think about it?  K – uh-huh  K – …. um it's hard for teachers and to students too  N – ok so what's going to be hard like teaching grammar teaching vocabulary or  K – um  K – yes grammar teaching and…. um…. the students they have we have to see not  K – only English teaching but also their their feelings or their relationships  N – yes yes yeah N – yeah  K – so it's difficult for us  N – so as a teacher what like erm …. do you have any special techniques like how to  N – teach grammar how to teach vocabulary in only English?  K – erm… in my opinion it's important to have a reason  N – ok yeah… something I found difficult I taught in Red Lake and here and Red Lake  N – was English only something I found difficult was explaining activities explaining  N – grammar I couldn't teach much grammar I found it really difficult erm my  N – explanations were like half of the class …. but in Newark it was like 2 minutes  K – uh huh uh huh  N – so I think I need training d do you think Japanese teachers need some more  N – training or like do you need more training do you think  K – yup yes I think so too that erm not only the knowledge but we need some  K – techniques to feel happy to students to makes students happy and want them to  K – they want to they feel to want to study English more motivation yes  N – yeah like motivation themselves  K – motivation so we have to keep smiling or have reason  N – and be very supportive? Being very supportive  K – um?  K – um I think so  N – it's going to be difficult in English only  K – yeah so so so so (laughter) |

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| **Hamza – 1:08 (minutes/seconds) – Code-switching school** |
| N – so what what do you think about English only in junior high schools?  H – only enj only eng hmmmm  N – can teachers do it?  H – yeah yeah yeah we can do that but when we teach English about grammar it's  H – very difficult for the students….so when we teach grammar point we will use  N – yeah yeah  H – Japanese  N – oh wow  H – yeah that is my opinion  N – ok you need you need to use Japanese  H – yes right  N – now mombosho says like only English….so how can you do it without Japanese  H – uh-huh  H – hoooow it's very difficult….because we have to teach them very long long  N – yeah yeah yes  H – sentences it's a very difficult point….only in Japanese maybe we can't do that  H – maybe  N – ok ok so do you think er Japanese teachers need more training?  H – more training yes of course we have to do that |

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| **Nickolas – 2:04 (minutes/seconds) – Code-switching school** |
| N – er in 2 years you'll have to teach only English in the classroom now what do you  NG – yes yes yes  N – think about this how do you feel  NG – aah actually aah I didn't feel nothing now so we teachers aah most of teachers  NG – aah try to use English in classroom so aaaah for me uh it's a normal thing  N – ok  N – ok so no problem so err  NG – but actually and er school it depends on the level of the students  N – hmm  NG – er some of the school it’s very hard to use English in erm in all of the class  N – Yeah  NG – I think so too  N – so what er what strategies or what techniques can you do to support all of the  NG – er  N – students  NG – I think that visual aid is very effective because we don’t have to use er, er  N – um  NG – Japanese  NG – a lot the flash card and the visual aid yes  N – yes, yeah  N – do you think the students will be ok with English only in the classroom?  NG – err, I think it’s ok but er students er need many experiences at first I think some  NG – of the students can’t understand our English but er I think er it is very important  NG – to continue using English er for all the year  N – yeah nice, so do you think that Japanese teachers need more training?  NG – er I think er of course we need training yes the if we teacher don’t have  NG – confidence to use English maybe should teacher can’t use English in the class  N – oh wow yeah yeah yeah I think so |

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| **Harmony – 1:15 (minutes/seconds) – Code-switching school** |
| N – so er in 2020 your gonna have to speak English only in junior high schools what  N – do you think about this  H – errr I can’t speak English very well so …. uh I was I am I will be nervous…. um  H – but I don’t have confidence …. um  N – what about the students do you think they can have English only classes?  H – hmmmmmm…. hmmmmm ….  N – it’s gonna be difficult?  H – I think it’s difficult  H – do you think you’ll have to speak some Japanese?  H – maybe |

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| **Ora – 1:31 (minutes/seconds) – Code-switching school** |
| N – what do you think about the English only rule in 2020 in junior high school  O – it’s impossible for students to understand English  N – ok yeah yeah what about the teachers will it it’s going to be difficult  O – un so I can’t speak English  N – yes you can so erm what can teachers do to prepare for the 2020 English only  O - ….so speaking English  N – yeah yeah I mean like do you need more training or do you need to think of new N – ideas  O – (audible sigh) I want to think new ideas  N – yeah yeah  O – to use both English and Japanese  N – yeah yeah  O – not English only both  N – yeah yeah  N – I understand yeah so why why won’t students understand English only classes?  O – so they think English is difficult I can’t understand English  N – yeah yeah  O – all the students think that  N – yeah yeah yeah yeah  O – so ……. Students……… students don’t enough preparation for English only  O – class |

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| **Icy – 2:39 (minutes/seconds) – Code-switching school** |
| N – in 2 thousand 20 *sarainen* you will have to teach in English only in junior high  N – schools how do you feel?  I – er ok I I’m not so nervous because in in my English classes I …. yeah I often do  I – almost only English classes  N – oh nice  I – so I’m ok  N – good  I – yeah but I’m wondering about some er some slow learners so in a only English  I – classes they they might lose what I say or my instructions so I think in some cases  I – some yeah Japanese are needed yeah instead of Japan saying Japanese speaking  I – Japanese I often do er some er gestures or some er material I I give some material I  I – show I’ll show some materials for slow learners um but I cannot say it’s 100% ok  N – ok ok so do you think you need some more training how to teach in only English  I – do I need? erm…. eah I don’t think so I’m ok  N – yes  N – yeah so were you er use any other strategies like how will you teach in only  N – English? like you mentioned gestures and using simple English  I – er  N – any other kind of other teaching techniques?  I – er….. to do only English classes er I think yeah Japanese English teachers need  I – more time to prepare for that so…. uuuuh…. Strategies err strategies err (laughter)  N – well just like time to prepare right  I – you know if you can speak Japanese a little in classes students can understand my  I – instructions easily  N – yeah yeah so do you think….  I – if it is not allowed to speak Japanese err…. ome like powerpoints or like some  I – visual things is needed for learners |

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| **Olympia – 6:39 (minutes/seconds) – TETE School** |
| N – I just want to ask you ….. so English I spoke English only in the classes like this  N – year how how was it for you or how was it like for the students?  O – er the first graders the enjoyed and they guessed, g guessed the situation and they  O – tried hard and they enjoyed I think  N – yeah was it difficult for third graders?  O – third graders some students are puzzled but they tried  N – why were they puzzled?  O – they couldn’t und.. some students couldn’t understand  N – ah puzzled because of the  N – English  O – and er… um… questionnaire and er what you were talking  N – yes what I said  N – do you think it was my pronunciation or my speed my vocabulary or grammar  O – ability of the the the difference of ability  N – oh ok yes their ability?  O – yes the third graders some students gave up  N – yes yeah yeah  O – understanding your English but first graders are very …… *nanteyokana*  N – *ganbaremashita*  O – they tried hard they were interested in English itself  N – yeah yeah yeah what about you?  O – hmm me for me  N – how was it?  O – team teaching is I think team teaching should be held all English… I think  N – hmm wow ok nice why?  O – it’s a communication is very important but some of the lesson I try I said  O – grammar point in Japanese  N – of course yeah  O – don’t want to say grammatical point in team teaching lessons  N – not so much yeah ok yeah I understand so sarainen you’ll have to teach grammar  N – in English  O – aahh I I try but I think it’s difficult I think  N – yeah can you …. how will you prepare to teach in only English?  O – not now I think I I (intake of breath) I need to train (laughter) hmm (intake of  O – breath) I need to prepare the *so ne* demonstration….or example  N – coz I found that this year of course most of my classes were just reviewing but  N – explaining just the exercise or explaining how to use the grammar in English only  N – was… really difficult it was kind of frustrating like in Newark I spoke English and  N – Japanese so I could explain in a couple of minutes  O – *so desuka* more easily yes yes I think so  N – I think most of my well half of my classes here I spent most of the class  N – explaining the worksheet in Newark I would do it in two minutes  O – (laughter)  N – so you know we it was a transition so it just took a lot longer to do things here do  N – you think you’ll have the same difficulties? or or how can you prepare?  O – sometimes in your worksheet the erm English explanation was a little bit too O – long  N – yes  O – and complicated and….difficult….maybe in Japanese much easier I think so I  N – yes ok  O – wanted I wanted to translate  N – yes yeah (laughter)  N – good yeah yeah ok so how will you do that sarainen do you think?  O – sarainen  N – how will you adapt your teaching?  O – maybe I …. I need to explain easy English  N – ok yeah  O – hmm do you know [NNEST]…. he was very good example….he tried very easy  N – yes yes  O – simple English and demonstrate many activities I was very shocked (laughter)  N – yeah yeah good yeah N – yeah  O – not not grammati… not not academic very easy like elementary school  N – yes yeah  O – so sometimes they for example take take not take note just memo  N – yeah memo yeah  O – or er put put textbook into note no no textbook very simple like er dog training  O – (laughter)  N – yeah yeah yeah yeah so just like simplifying using simple English simple  N – expressions  O – we want to learn so simple simple like dog training (laughter)  N – yeah I know  O – sit down  N – one of the one of the main problems in Japan is the mixed levels classes in any  N – country is mixed levels classes in any subject especially language there might be  N – for example in Japan there might be er fluent speakers in Newark there are a  O – hmmmm mmmmm mmmmm  N – couple of fluent speakers and students that can’t do ABC and there’s there’s that  O – hmmmm mmmmm mmmmm  N – that and there’s that (inaudible) of course that’s that’s there are many problems  N – but if the classes like simple explanations simple grammar the students learn  N – nothing it’s a it’s a bad education they come to school for education  O – arrr just just  O – childish like fun activity  N – maybe these students make the lower level student maybe it’s still too difficult  N – maybe but in the middle  O – me too middle and much higher they want to grow  O – they want them I want them to learn much difficult English I think  N – so do you think you can do it? English only  O – hmmm I don’t know now but I try  N – yeah you’ll try nice |

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| **Chantal – 13:40 (minutes/seconds) – TETE School** |
| N – what erm so we did the English only classes like ALT was only was teaching  N – English only what do you think about that? What did the students think?  S – hmm I think it’s good but *eto* junior high school students *eto* they are the  S – beginning of the *eto* learning foreign language….for them I think it is too difficult  N – yes yeah  S – only English class  S – so I think er we JLTEs help you *eto* teach together and if they can’t if the students  N – yes um  S – can’t understand you I will help them and sometimes in Japanese or sometimes  S – give them hints or something and er for example today I want to express *eto* give  S – some explanation how the rule or order or something some students confused the  N – um yes yes yes  S – order just like the order uh so I want to give them some advice but you thought  S – you want to only English and without Japanese help so un so some at the  N yes yes  S – beginning this class that class *eto* they can’t work very well….you said ping ping  N – yes yes (laughter)  S – ping (laughter) *dakara* I want to help them but so  N – did you I understand that I understand did you have that feeling all year?  S – umm maybe so *eto* the spring to summer I maybe I gave them some advice or  S – some Japanese *eto*….instruction but maybe *eto itsu gurai* in September or *sono*  N – instruction *kyu gatsu kara*  S – *hen de* you said *eto* don’t give them some advice so I during the class I just  S – looking so hmm some students want to want me to help uuh to *eto* actually today  S – some students asked me what is that or something like that so hmm maybe some  N – yes yeah  S – students like Leo want to help Japanese instruction and they can’t understand at  N – yeah yes  S – all (agreeing) maybe so some students want looks happy or looks exciting but I  N – yes yes  S – can’t understand what they are doing what so hmmm  N – what do you think about like *sarainen* uh you will have to teach English only  S – hmmm English only *wa* I want to try to teach in English but I think they need  S – some Japanese word or some Japanese  N – I agree really what erm what do you think will be the main challenges about  N – teaching English only  S – main challenges?  N – main problems the main difficulties  S – *nandalo* I I feel recently I feel *eto* some students said to me the listening test is the  N – um yeah  S – native native nanteano un so so so native speaker they can’t understand the  N – speaker  S – native speaker because of my our Japanese teacher said Japanese English  N – yes yes yeah yeah  S – (laughter)  N – the pronunciation  S – *so so so so dakara* I was very worried about that so un it is very important to  S – speak like native or speak *eto* like you ALT speak a lot in the class so  N – but also with the listening there’s like a Australian English Canadian English or  N – Singapore English so I don’t think your pronunciation I don’t think you should  N – worry so much  S – *so kana* umm *so yoku* often students often tell me about that  N – what about giving instructions  S – aah I think that for example the game in the game rule is very important they can’t  N – yes  S – understand the rule they can’t join the game so I want some students *eto* don’t  N – yeah  S – understand the rule I will give them some instruction in Japanese some a little  N – alright yes  N – just a little yeah  S – I think it’s important  N – because that’s the main thing one of the main things I found this year in Newark  N – I could speak Japanese I could explain in two minutes every worksheet two or  S – un uh  N – three minutes but Red Lake it took me like 20 minutes sometimes to explain like  S – ahh *so desu yo ne*  N – English only and personally it was really frustrating….a and you’re Japanese so  S – hmmmmmmm  N – you can speak English very easily can speak Japanese very easily just explain so  N – as personally I found that’s going to be my biggest problem how to explain  S – why *eto* do you choose *eto nandalo* Red Lake only English Newark is half?  N – activities it was kind of random….(laughter) one school was English only and  S – *aaaah soka*  N – one school was English and Japanese but probably because I taught in Kuorsaki  N – last year maybe I built a relationship with the students  S – aah naruhodo  N – because English only another thing I found was my relationship with the students  N – was further apart but in Newark I could make jokes with the students like *dajire*  S – uh uh uh uh  N – *oyaji gag* and things and things I could build a really close relationship with the  S – uh uh  N – students but in Red Lake it was more difficult because I was only speaking only  S – aaaah aaaah  N – English so *datara* I taught here last year I had some relationship….so I thought  S – aaaaah  N – maybe English only  S – as a matter of fact last month we gavethem test Niigata City all of them and  N – um yes um  S – Red Lake is very low and er maybe Newark is higher than Red Lake so aah in  S – Red Lake students Red Lake don’t study at home I think but *demo eto* they  S – *nandalo* they …….. um  N – it’s true I mean at Newark it’s erm a lot of the students they have richer parents  N – right so they all go to juku I see them at juku coz I walk I live in that area I live in  N – Newark and they always going to juku….and there are lots of erm  S – um um um *so desune* um  N – native speakers in Newark too like there are Australian people and Filipino  S – aaah aah  N – students and things so I don’t know….what do you think you could do to like  N – encourage the students to use more English?  S – um I….um I have some ideas er *eto* I (inaudible) nandalo not in Red Lake other  S – school I worked at *eto* Akatsuka *nandalo* Nagaoka *shitatokini eto* I asked a ALT a  S – part of the class for example 20 minutes you you do the game and er *eto* to 30  N – um yes  S – minutes I will give them the English class with you and er  N – yeah yeah  N – how was that?  S – um I think the students want to enjoy but they want to learn *nandalo* umm for  S – their …. *nandalo na nantiyoundalo*…. so….um.….  N – for tests?  S – um tests *untioka* umm *tatueba* for example during the class they can understand  S – the words and sentence or grammar or something um maybe they enjoyed your  S – class with the game eto during the game or nandalo eto….the activities uh but  N – activity  S – they want to learn more I think sometimes you give them some worksheet and  S – writing for *ichnensei ni nandalo a arimshita ne* ‘did you’ *no yatsu so you no* they  N – yeah *so so so so*  S – I think they also enjoyed writing umm so you they want to get writing skills *or*  N – yeah yeah  S – *nandalo so you kanji ga suru*  N – ok yeah ok so but the so English only for you in *sarainen* is going to be a  S – um um  N – challenge? *kana*?  S – um um *so desho ne*  N – but maybe just think about every situation or preparing now about how to give  N – instructions or how to teach grammar using pictures or example sentences will  S – um um um um um *so desho ne*  N – help yeah ok nice thank you |

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| **Teddy – 4:54 (minutes/seconds) – TETE School** |
| N – how was it English only classes how were my classes?  T – I think er it’s ok because er that’s why er students er will try to listen to English er  N – um yeah  T – understand your English so er that attitude is er very useful for students  N – um um um  N – was it difficult do you think?  T – but er it’s difficult for students to understand but when Japanese teacher er  N – um um  T – Japanese English teacher er ….. only Japanese English teacher teach English er  N – um  T – …. students.…student….um depends on er expla how to explain in Japanese  N – (inaudible) ok yeah yeah yeah  N – yes depend on you explaining in Japanese ….. dakara in English…hmm  T – yes in English only English  T – er only English er way is more difficult but er I think it’s er necessary for student  N – why?  T – er er to student er must have attitude to er try to er understand  N – ok so it creates er a positive attitude in students ok yeah do you think it will be  T – yes  N – difficult like sarainen do you think it will be difficult to teach only English?  T – er I don’t think so er you should try more  N – what about the Japanese teachers JTEs team teaching class ok the ALT can teach  N – but in your classes without the ALT do you think it will be easy or difficult or …  T – ……. sorry one more time  N – yeah so team teaching class jugyo so ALT sensei can teach the class *ne* but erm  N – *jibun no* class *anata dake*  yeah yeah yeah *dou desuka*?  T – me? for me?  T – ah to tell the truth (laughter) it’s difficult for me….er I think I must do that  N – yeah yeah yeah  N – so how erm can you prepare to teach only in English?  T – um so ummm er….I think er….I must try to use er the words students have  T – already learned….so and that we Japanese teachers should use er easy expressions  N – yeah yes um um  T – if we do so student will be able to understand English  N – yes yes yeah  N – so it’s going to be a challenge but there are some ideas like using the English they  T – yes  N – know which is good or like er maybe using more gestures….or giving like  T – un uh uh uh  N – example sentences example bunpo….nice  T – yes uh uh yes I think so |

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| **Wolfgang – 11:38 (minutes/seconds) – TETE School** |
| N – so erm the English only classes taught by me how were they how what do you  N – think what do you think the students thought?  W – ummmm  N – first what did you think?  W – ah for the students difficult to understand but it’s very….important opportunity  W – to listen  N – ok yeah do you think it’s educationally useful if they don’t understand can they  N – learn English was it useful?  W – yeah I think so but er….for some low level students….they will….I….give up  W – to try to understand what you say….and yeah  N – um um ok  N – do ou think if I spoke Japanese they wouldn’t give up?  W – erm it’s so our JTEs responsible responsibility so er in case when the students  W – cannot understand and um….um so they need some help um the Japanese  W – teachers can help using Japanese  N – yeah  N – so in *sarainen* er you can’t help in Japanese you have to speak only English  W – um  N – what do you think about teaching classes only in English?  W – erm it’s very hard for me er also for me to imagine English only lesson uh and  N – yeah yes  W – um….but we have to do that so it’s a little hard to imagine now….so  N – yeah ok yeah  N – you said erm when I taught English in only English it was important for you to  N – help in Japanese especially for the low level students….but if you can’t do that at  W – yeah  N – the 2020 changes what will happen to like the low level students?  W – erm….they will easily give up….so yeah erm but er so we the  N – ok yeah yeah yeah I think so  W – teachers ALT and JTE must try to support the the another way for example a  W – little easier worksheet….or writing blackboard….in easy expression….like some  N – yeah yeah that’s a good idea yes yeah yeah  W – kinds of….  N – like adaptable worksheets….so you can have for easier level the same worksheet  W – uh yeah yes that’s right  N – the same one that’s a good idea yeah so how erm that’s one way of preparing for  N – English only….are you are you preparing for English only classes or how can you N – prepare?  W – hmmm….so it’s hard for me to imagine but er….but er….um….pictures  N – ok yes yes  W – and some kinds of material they can see visible material is useful to understand  N – yeah um yes  W – so not only listening English but  N – yes  N – that works really good for nouns right ‘table finger chair’ draw a picture yeah  W – yes yes  N – that’s a good idea yeah but basically it’s going to be a challenge  W – yeah very high level challenge for the low level students  N – yeah yeah yeah do you think do you think it will happen? do you think you will  N – speak only English? and do you think other teachers will speak only English  W – I don’t know….we have to do we I’ll try um but um it’s hard for for me  N – yeah (laughter) nice yes yeah  N – it’s a lot of lot of pressure really  W – yes very pressure um  W – and English lessons will be very quiet (laughter)….yeah so no Japanese and  N – (laughter) yeah I think so yeah  W – joke or….students also will also be very er sensitive  N – yes yeah yeah  N – like you mentioned no jokes there and er that’s one thing I found this year  N – because I spoke only English my relationship with the students it was really  N – difficult to make a relationship but last year or in Newark I could joke any time  W – um aah  N – English and Japanese or make a like *oyagi gag* like *dajire* or something but here I  W – yeah (laughter) aah  N – couldn’t do that and it was really frustrating and it it didn’t bring me close to the  W – yeah yeah yeah hmm yeah  N – students but outside of class you can speak Japanese so you can build your  W – hmmm  N – relationships but maybe the atmosphere will be will really change like in the  N – classroom  W – hmmm (intake of breath) I don’t know what the….this *ninensei* students are  W – many ninensei students feel….um that English very difficult so um very….they  W – erm (intake of breath) they it’s hard for them to study positively and….um  N – um ok yeah  W – communicate with you and JTE who will speak only English….so yeah so hm  N – yes yeah yeah  N – it’s tricky huh so in this school I taught the *ninensei* last year when they were  W – hmm  N – *ichinensei….ichinensei tokini* I spoke English and Japanese but the *ninensei* it  W – yes hmm  N – was English only do you do you think there was like a a change for the students  W – yes  N – do you think like my relationship changed or do you think the atmosphere in the  W – hmmmmm  N – classroom changed ok yeah  W – hmm not so much hmmmm  W – but umm the learning material is not very difficult more difficult than last year’s  N – ok yeah  W – so they the students feel very difficult which is very difficult so  N – yes yeah yeah  N – coz that’s one of the major things I found in Newark worksheets we could do  N – maybe two worksheets in one class I explained the worksheet quickly in Japanese  W – yes  N – *setsumei* and do it but in Red Lake it took half of the class sometime just  N – explaining the worksheet….I found it um a huge challenge….and I adapted and  W – yeah hmmm  N – adapted but erm think thinking about this will really help you to prepare for how  N – will I teach in only English….yeah  W – hmmmm yeah  W – they many many factors we have uh uh there are many factors to make the lesson  W – better it’s hard for me to express the uh what we should do hmm …….  N – yes  W – I usually support the students as much as I can that’s all for um that’s all I can do  N – you do yeah  N – some support from the city office some training would be nice  W – hmm yeah |

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| **Yassir – 8:56 (minutes/seconds) – TETE School** |
| N – so just a conversation  Y – hmm  N – so what do you think about the erm English only in Japanese junior high schools?  Y – umm I think mmmm for the lower students lower student it’s difficult but you  N – hmm  Y – explained again and again and again with gestures chain changed some examples  N – (laughter) mmm  Y – so they can un they could understand but it took time so mmm we lost the time to  N – yeah  Y – do activities  N – I think so yeah what about in your classes so your classes soon will have to be  N – English only  Y – errrrr I tried but sometimes….so….ummm not whole class but in the first 10  N – yeah nice you did try  Y – minutes or they tried to listen to me but err they know they I can help them  N – yes in Japanese  Y – so they er answered or react in Japanese so um it’s not a good situation for JTE  N – yes yeah  Y – in your class I tried to help only in English and sometimes you mentioned me not  N – yeah  Y – to help….so….so I er….that’s a good way er they know we will help them  N – (laughter) yeah so so so thank you  Y – so how do I say amaieru (laughter)  N – yeah amaieru so that’s a possible er possible thing to do with Japanese teachers  N – there’s nothing….in when you are team teaching  Y – hmmmm  Y – but for example in 1-3 very low students….is in the class 4 or 5 level 1 (laughter)  N – mm yeah yeah yeah  N – I just has a class with 2-3 too and there’s this one or two students in there have  N – really bad association with English and they didn’t want to do anything it’s the  Y – hmmm hmmm  N – first grade maybe it will be difficult but what about erm students starting English  N – in *shogakko* in *yon nensei kara*  Y – from next year?  N – now  Y – *yon nensei*?  N – yeah oh no *gomen nasai go nensei kara* in 2020 *san nensei kara* so maybe do you  N – think their English be will get better?  Y – mmmm mmm  Y – mmmm yeah but they know some words but they have difficulty in writing….or  N – uhuh  Y – reading I tried to let them teach phonics hmmm  N – yeah yeah….oh yeah I remember you did some phonics  Y – in a long way systematically….I couldn't teach them….hmmmm  N – hmm why not?  N – what do you think were the problems?  Y – the timing or chance….is everywhere….so I can teach in short term….but also I  N – hmm mmm  Y – can them in a long term I have no idea which which method is more efficient  N – yeah  N – with teaching though really where always trialling something….and does this  Y – hmmm  N – work? and then change our approach….change our our skills  Y – yeah yeah yeah  Y – I know many words so I can understand the rules….phonics rule easily but they  N – yeah yes  Y – don't know words so much so the rule is just a rule  N – hmm….hmm yes  N – did you teach phonics before?....like 2 years ago 3 years ago  Y – before? yes yeah  Y – but I have some worksheet for the phonics too but….I have no idea (laughter)  N – hmm hmm (laughter)  Y – which method is  N – and how will you explain this in English only classes  Y – hmmm explain to who?  N – I mean if you're teaching the students in English only will will you continue  Y – hmmm hmm  N – teaching phonics?  Y – hmmm so we have to do we have to do and to get the knowledge for English is  Y – important but but to use English and to be accustomed to use English is more  N – yes yeah  Y – important (laughter) so I want to do but I'm a slow  N – yeah I think so yeah it's certainly a challenge  Y – teacher (laughter) I'm a slow teacher in teaching English so my class is very slow  N – (laughter) hmm ok yeah  Y – that depends on my character (laughter)….but we have to do lesson tests  N – ah your personality yeah yeah  Y – at the end of the lesson….every lesson so I have no time to do more activities in  N – yes yes hmm  Y – my lesson schedule  N – so will you be preparing do like this year preparing next year preparing for  N – English only classes?  Y – aaahhhh mmm  N – like you don't have time….w will you try different techniques or different  N – preparing or just speak English only?  Y – to join the seminar or something is possible  N – like from the city office?  Y – ….hmmmm….city office or sometimes in the summer vacation  N – ….or the university or something  N – who organizes that?  Y – hmmm you know EEE? Teachers Enjoy English….Education (laughter)  N – Education? (laughter) I don’t know N – yeah  Y – some very able English teacher organize the seminar every month….from 5 years  N – hm hm ok  Y – ago I have joined….(laughter) but recently I haven’t mm yeah  N – oh nice so it’s by choice?  Y – some great teacher gives a lesson plan or lesson scene we can experience the how  N – does she speak in English or or Japanese?  Y – to mm that’s a kind of lesson style teacher becomes the student erm it’s like a  N – mm ok yeah  Y – English lesson  N – so the person teaches in English….ok wow that sounds difficult  Y – yeah yeah yeah yes |