

Good ALT / Bad ALT: Debriefing

LESSON PLANNING

- Insufficient preparation and collaboration leads to:
 - ALT using bad "teacher talk" (disjointed, over colloquial, and full of circumlocution), changing gears abruptly, and developing inefficient order of instructional steps.
 - JTE confusion and counterproductive attempts to assist.
 - CLASS confusion, uncertainty, and apathy.
- **Suggestions:**
 - Fill out a monthly schedule of classes with JTEs individually (Don't just go through your supervisor!) and maintain it over the course of the month.
 - Develop a well-formatted lesson plan and give it to JTEs at least a day before the class.
 - Collaborate on rough drafts as much as possible.
 - Always use "teacher talk" that is clear, in simple grammar, that follows forms covered in class.

CLASSROOM METHODS

- Poor classroom methods lead to an inefficient and strained atmosphere un conducive to language learning:
 - Overbearing corrections of JTE and student mistakes distracts, disrupts learning momentum, and creates an awkward, stifled atmosphere.
 - Pressuring and rushing students into producing spoken conversation or written work results in rote copying or substandard work, and a general feeling that language learning is too difficult.
- **Suggestions:**
 - Correct students only on errors relevant to current material, and correct primarily by modeling (simply repeating the correct form).
 - Develop a relaxed exchange style with JTE where JTE and ALT can correct each other through lighthearted banter, and JTE can feel comfortable asking ALT when unsure of something.
 - Do not misinterpret a quiet, slow-moving class as lazy or bored. Find ways to engage and encourage students rather than pressuring them.
 - ✧ Build up to speaking activities in small steps using pre-writing and pair-work practice.
 - ✧ Lead students into writing activities with structural rubrics and clearly marked-up samples.

CLASSROOM MANAGEMENT

- Strict ALT discipline manner disrupts class, makes enemies of students, creates an awkward or oppressive atmosphere for all students, and may reflect an unrealistic idea of classroom dynamics.
- **Suggestions:**
 - Manage the classroom non-confrontationally with rewards, humor, and subtlety. Work with the JTE to manipulate the class atmosphere holistically rather than trying to directly manipulate individual students.
 - Be careful to keep your own Ego out of classroom interactions. Most adolescents are unconsciously itching for a good test of Ego and are up to the challenge. Don't let a teenager's test of wills derail your class time.
 - Try to develop realistic expectations of how a room full of tired, hot, sweaty (or freezing) adolescents behaves and responds. Depending on your hometown and situation, your Alma Mater (or your nostalgia) may not offer a realistic comparison to your current school.