Roles of ALTs and JTEs for a successful team-teaching relationship
—From a second language acquisition perspective—
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Before we begin...
- Please consider this talk as a proposal, rather than a lecture.
- Your questions and comments are welcome at any time.

About me...
- I’m a teacher of English.
- I’m a researcher in second language acquisition.

Researchers’ roles, teachers’ roles
- Researcher
  - Making guidelines
- Teacher
  - Adapting the guidelines

What we know from research

We know...
- Importance of input
  - No input, no language learning

Importance of input
- Limited input sources
  - Outside the classroom
  - Textbook
  - Teachers’ role as a main source of input

What about output?
- Output is also important, but
  - Input is crucial.
What about output?

• Output is also **important**, but
• Input is **crucial**.

Not all input is good.

It's Greek to me!

Comprehensible input

By the way...

I have two daughters.

My daughters' conversation yesterday

MSR: こんなパフェ食べにいくって！
We're gonna eat some parfait!
AKR: パフェ？
Parfait?
MSR: こんどアイス食べにいくって！
We're gonna eat some ice cream!
AKR: アイス！
Ice cream!

Even a 6-year-old knows how to adjust her talk
Speech adjustment

- Caretaker speech
  - a.k.a. motherese, baby talk, etc.
- Foreigner talk
- Teacher talk

We know...

- Language learning takes place
  - When learners understand the meaning of the input, and
  - When they pay some attention to the form,
  - At the same time.

Form-meaning mapping

Gestures & visual aids

- They are useful, but
  - They need to be used with caution
  - Because students may not pay attention to the form.

Statue of Liberty

How do you adjust your speech?
To simplify or not to simplify...

- Everybody knows that Mike is diligent.

Suppose your students don't know this word.

- Replacing difficult items with easy ones.

There is a girl over there. She is wearing blue jeans. That’s my sister.
Simplification

- Generally improves comprehension, but
- Takes away the chance to learn a new item.

Instead of simplifying...

Elaborate!

Elaboration

- Giving additional information to improve comprehension without removing the difficult item.

Elaboration

- Everybody knows that Mike is diligent, I mean, hard-working.

Or...

You can interact!

Interaction

- Everybody knows that Mike is diligent. Do you know what diligent means? (No.) It means hard-working. So, everyone knows Mike is hard-working.

We know...

- Simplification improves comprehension, but it does not help language learning.
- Elaboration does both.
- Interaction does both, too.
Feedback

We know...

- Students need to pay some **attention** to form.
- Providing **corrective feedback** helps increase their awareness.

Feedback options

- +/- Explicit
- +/- Correction

Feedback options

<table>
<thead>
<tr>
<th>Feedback type</th>
<th>Explicit–Implicit</th>
<th>Correction</th>
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<td>Clarification request</td>
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<td>Elicitation</td>
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<td>Metalinguistic clue</td>
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<tr>
<td>Explicit correction</td>
<td>+</td>
<td></td>
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</table>

Clarification request

S: *I go* to the library yesterday.

T: Pardon?

S: Oh, *I went* to the library yesterday.

Recast

S: *I go* to the library yesterday.

T: Oh, you *went* to the library yesterday. Did you borrow any books?

Repetition

S: *I go* to the library yesterday.

T: “*I go* to the library yesterday”?

S: Oh, *I went* to the library yesterday.

Elicitation

S: *I go* to the library yesterday.

T: Yesterday, you ...

S: ... *went* to the library.

Metalinguistic clues

S: *I go* to the library yesterday.

T: It’s about yesterday, so what tense do you have to use?

S: Past tense. *I went* to the library yesterday.
Explicit correction

S: I go to the library yesterday.
T: It's about yesterday, so you have to use the past tense went.
S: OK, I went to the library yesterday.

Summary

• Importance of comprehensible input
• Elaboration and interaction to enhance form-meaning mapping
• Corrective feedback to increase awareness

My last question

• How will you incorporate today's ideas into your teaching?