

TEAM-TEACHING: WHO SHOULD REALLY BE IN CHARGE?

A LOOK AT REVERSE VS. TRADITIONAL TEAM-TEACHING

By

ALAN R. MACEDO

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Supervisors: Dorota Pacek and Corony Edwards

Center for English Language Studies

Department of English

University of Birmingham

Edgbaston, Birmingham B15 2TT

United Kingdom

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ABSTRACT

In the developing world of teaching English as a foreign/second language, **team-teaching** has emerged as a popular form of presenting material to non-native speakers of English by utilizing the combined skills of two teachers. However, because team-teaching is still relatively young in the field of TESOL, it remains uncertain as to which techniques are the most effective. This dissertation investigates how Japanese teachers of English (JTE) along with assistant language teachers (ALT) and native English teachers (NET) feel about their present team-teaching situations. First, the author examines the historical aspects of team-teaching, by using a broad spectrum of relevant literature. Next, he examines the many styles (focusing primarily on RTT and TTT) of team-teaching being practiced currently in Japan. He then analyzes data gathered via nationwide survey, which supports the hypothesis that RTT is more predominant. It is revealed, even though RTT is indeed practiced widely throughout Japan, many ALTs do not prefer this arrangement because it exceeds their requirements as language assistants. As a result, the author recommends that RTT be implemented only in classrooms where JTEs are working with full-time NETs or certified ALTs. From this, it is concluded that RTT is an alternative, but not superior TT style. Finally, he suggests several implications for team-teaching including: the reduction of ALT turnover, specializing TT responsibilities, clarifying JET's objectives, and raising ALT qualifications.

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*A teacher affects
eternity, he can
never tell where
his influence stops.*

- Henry B. Adams

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LIST OF DEFINITIONS

ALT = Assistant Language Teacher (*Public school and/or employed by the Monbusho*)

CLAIR = Council of Local Authorities for International Relations

EFL = English as a Foreign Language

ESL = English as a Second Language

JET = Japan Exchange and Teaching Program

JTE = Japanese Teacher of English

NET = Native English Teacher (Certified and/or employed by **private** schools)

RTT = Reverse Team-Teaching

TESOL = Teaching English to Speakers of Other Languages

TT = Team-Teaching

TTT = Traditional Team-Teaching

CHAPTER ONE – INTRODUCTION

1.0 Aims

“There is no ‘I’ in T-E-A-M.” This is a common chant employed by ambitious supervisors and athletics coaches around the world, to help motivate their teams to victory or success. A team is not an individual, but members contributing to produce a desired result or effect. But role equality and specialization are in great question. Team members must maintain certain roles, which complement one other, as stated above, to produce a desired effect or result. Team-teaching is no exception. As it continues developing, team-teaching is still struggling to attain status as a reliable form of EFL teaching. Wada states, “It is a fact that team-teaching began without any form of pedagogic research to validate it as an effective educational innovation” (1994:14). With this perceived notion hovering over the head of Japan’s reputation of English proficiency in developed nations, it is no wonder that many are skeptical about yet *another* strategy for teaching EFL (Brumby and Wada 1990). In this dissertation, we take a critical look at team-teaching’s past, present and uncertain future.

The primary aim of this research is on reverse-style, NET-led (Native English Teacher) and JTE-assisted (Japanese Teacher of English) versus traditional JTE-led and ALT-assisted (Assistant Language Teacher) team-teaching. In Japan, for the past 14 years, team-teaching has been associated primarily with the JET program. However, there are other programs that preceded the JET program. Two examples of these include the British English Teaching Scheme (BETS) and the Monbusho English Fellows (MEF). In addition, team-teaching has developed abroad as well. An example is the Native English Teaching Program in Hong Kong (Benoit and Haugh 2001). However, in order to have more flexibility in deciding how language teachers are utilized, more and more private schools are becoming interested in hiring certified Native English Teachers (NET) on a full-time basis (Yashiro 1987).

The secondary aim is to identify how these schools are making changes in the system. In order to accommodate a greater need to make team-teaching more effective and practical for both ALT and JTEs, participating schools have had to make great efforts to refine team-teaching methods. This dissertation hypothesizes that reverse team-teaching (RTT) is a more predominantly used technique than traditional-team teaching (TTT). The justification for this standpoint is that RTT focuses on maximizing the strengths of ALT/NETs and JTEs to a greater potential.

1.1 Objectives

The objectives of this dissertation on team-teaching, are the following:

- 1) Discuss the history and present status of team-teaching in Japan.
- 2) Illustrate the differences between various team-teaching styles.
- 3) Report advantages and disadvantages revealed in questionnaire returns.
- 4) Compare and analyze the survey results with the original hypothesis.
- 5) Suggest pedagogical implications from the research data and results.

1.2 Justification and explanation of contents

The justification for selecting this area comes for the following reasons. First, because team-teaching has grown rapidly in Japan over the last two decades, many different styles have been developed with the notion that some techniques are more effective than others. Next, this dissertation examines which style is more prevalent (specifically **reverse** or **traditional**) and why EFL teachers prefer one approach to team-teaching over another.

In addition to the reasons stated above, this dissertation will add to the latest research and reveal which strategies are most strongly recommended for TT in the classroom. Finally, although team-teaching is still a relatively new methodology in the world of EFL, the JET program upholds there are many positive benefits and results from their team-teaching. However, there is a need for more recent and objective data gathered directly from ALT/NETs and JTEs participating in the program, to help validate these claims.

The contents of this dissertation are as follows: Chapter 2 discusses a general background on team-teaching; Chapter 3 addresses the history and foundation of team-teaching in Japan; Chapter 4 focuses on the methodology used in conducting the data collection for this research; Chapter 5 reveals the findings of the research conducted and is followed with practical suggestions for pedagogical implications of team-teaching. Finally, Chapter 6 provides a comprehensive summary of the research.

CHAPTER TWO – BACKGROUND OF TEAM-TEACHING

2.0 Objectives of team-teaching

With the objective of helping Japanese students develop better oral/aural communication skills, the Monbusho English Fellows (MEF) was formed in the late 1970's along with the British English Teaching Scheme (BETS) to promote direct contact with native speakers of English. These two programs were followed by the Japan Exchange and Teaching (JET) program in 1987 (Japanese Ministry of Education, Science and Culture 1994). In these three programs, native English speakers were hired to teach alongside Japanese teachers of English (JTE) in a team-teaching situation. Although a university degree is required for employment, approximately 90% of these native speakers are not certified teachers in their own countries (Eaton 1999). Also, because foreigners are not permitted to have a Japanese teaching license, they are given the title of Assistant Language Teachers or ALT. For this reason, the traditional team-teaching situation was established with the JTE being the teacher mainly responsible for the lesson planning, assessment, management and evaluation.

However, as the number of ALTs increased from 848 in 1987 to 6,078 in 2000, many changes occurred in the roles of ALTs and JTEs (Ministry of Foreign Affairs 2000). As Tajino and Walker (1998:113) state, "Given the dominant position traditionally held by the JTE in the classroom, the roles at this stage of team-teaching may be described as ambiguous or even displaced." With this in question, it is necessary to investigate the potential advantages and disadvantages of one style of team-teaching over another (reverse vs. traditional). In this research, it will be discussed if native English-speakers can be as effective and accountable as their Japanese teachers of English. If so, it will be investigated how both parties interpret their roles in team-teaching.

2.1 Reverse team-teaching introduced

This segment addresses how reverse team-teaching (**RTT**) is being implemented in the Japanese classroom. Because there are many styles of team-teaching being practiced currently in Japan, the primary aim is to reveal if RTT is the more preferred or predominantly used method of TT. The more traditional-style team-teaching (**TTT**) created by the MEF and BETS over two decades ago, and now practiced in the JET program, will be used as the comparative methodology. The main difference between RTT and TTT is that the ALT/NET assumes the primary responsibilities of the EFL classroom. These responsibilities include preparation, implementation, management and the assessment of Japanese students.

CHAPTER THREE – LITERATURE REVIEW

3.0 Aims

The aim of this chapter is to introduce the foundation of team-teaching through presentation of relevant literature. The sequence of topics presented is follows: a historical background of English education in Japan, a description of native English speakers (including NETs and ALTs), followed by a section on Japanese English teachers (JTEs). Finally, the various styles of team-teaching being currently practiced in Japan are presented.

3.1 A background of English education in Japan

After the Meiji Restoration in 1868, Japan reemphasized the importance of education in an attempt to become globally and technologically competitive. English also became recognized as an integral part of higher education. Consequently, “over 90% of all Japanese people have studied English for six or more years since its first introduction into the educational system” (Wharton 1986:39). Another factor that made English an important school subject was “the enormous pressure placed on students to pass junior/senior high and university entrance exams” (Noma 1993:346). As a result, although English was not a required subject, most Japanese students chose to take EFL courses for the reasons above.

With an emphasis on reading and writing skills, the chosen style of instruction was the grammar-translation method (GTM). Although this technique is gradually giving way to more communicative strategies, it continues to be used in Japan because proficiency in spoken English is not required for passing junior/senior high or university entrance examinations. The GTM is also a problematic issue in the team-teaching relationship between ALTs and JTEs. The ALT Handbook (CLAIR 1998:20) states,

“Because the JTE learned the foreign language and was trained to teach the same foreign language in the same system, he may not know any other way to teach. ALTs, as a product a different educational system may have been exposed to alternative ways of instruction, which may breathe new life into traditional teaching methods.”

This clash in learning and teaching styles may have a direct influence how both parties perceive the way English should be taught in Japan. This point, for reasons including raising the standard of English and achieving higher proficiency levels, still remains a heated topic today (CLAIR 2000).

After the end of World War II, the Japanese Ministry of Education reinstated the importance of speaking ability in its publication of the new course of study (Shimaoka and Yashiro 1990). With English reappearing in the core curriculum, recruiting teachers who had a good command of English (especially listening and speaking skills) became a very challenging task. Even though the Ministry of Education continued to stress the importance of these two skills, communicative competence was difficult to achieve because the total number of words and phrases to be learned was rather limited. For this reason, the demand to incorporate native English speakers arose.

With the grammar-translation method rooted firmly in the foundation of Japanese education, the demand for teachers with better speaking and listening ability caused a revival and search for new methods. The most recent changes involved in the development of English language education in Japan, was the introduction of team-teaching. As mentioned earlier, team-teaching started officially in the late 1970's with the Monbusho English Fellow (MEF) Scheme and the British English Teachers Scheme (BETS). The MEF scheme originally employed Americans (not all of whom were TESOL qualified) to assist as English teaching consultants at various prefecture boards around Japan. The BETS program, in collaboration of the Fullbright Committee, was formed when 20 Britons were hired to assist JTEs at the junior/senior high level (Japanese Ministry of Education, Science, Sports and Culture 1994).

As these programs continued to grow, a collective cooperation between ministries became necessary for the development of one central agency to handle the demand. In 1987, the Ministry of Foreign Affairs (Gaimusho) along with the Ministry of Home Affairs (Jichoshu) and the Ministry of Education (Monbusho) combined forces and launched the JET, or Japanese Exchange and Teaching Program (see AJET 1997). From 1987 to 2000, the number of ALTs or Assistant Language Teachers has grown from 843 to 6,078 participants (CLAIR 2000). In the beginning, only the US, UK, Australia and New Zealand were involved in shaping the program. The JET program states, "In its 14 years of existence, the JET program has grown to 39 participating countries since its inception" (ibid.:2). Despite this increase of new ALTs, they are still very low in percentage to the total number of JTEs in Japan. As the program continues to grow, the demand for understanding and defining clearer roles for these foreign language teachers has also increased. This is addressed below from the perspective of native English speakers.

3.2 Native speakers of English

Although the JET program is relatively new, the teaching of English by non-Japanese is not. In 1872, (just four years after the Meiji Restoration) “185 British, French and Americans came to Japan to help build a new English curriculum” (Takanashi 1979:12). After the end of World War II, an English-speaking army occupied Japan for many years, so the need to shift from written to spoken English took place. However, Shimaoka and Yashiro (1990:9) state, “Because English was banned during the war, teachers who had a good command of English, especially listening and speaking ability, were hard to find.” This created a huge demand for native English speakers. Most recently, the surge of native English speakers can be seen in the area of *eikaiwa* or English conversation schools. Many of these schools flourished during Japan’s economic peak in the mid-1980’s. Unfortunately, as the demand exceeded supply, most of these native English speakers were hired without any credentials, training or EFL experience (Tajino and Tajino 2000). Another problem created by this attraction to *eikaiwa* was leading many to believe that the solution to changing Japan’s grammar-based society was “simply adding conversation to the curriculum” (Wharton 1986:40).

With these combined factors having a great impact in the instruction of English, it can be questioned exactly what advantages, if any, do native English speakers have over Japanese teachers of English? This is an ongoing dispute because opinions vary on the benefit of having fresh university graduates in the classroom as assistants. We begin with potential advantages. Arva states, “The primary advantage attributed to native English speakers lies in their superior English language competence and comparatively rich stock of colloquial expressions, idioms and phrasal verbs”(Medgyes 1999:81). Native English speakers also have the ability to answer questions related to other fields such as biology and chemistry, as well as to provide a vast source of cultural and other first-hand information. In a survey conducted by Medgyes (ibid.) additional advantages included speaking better English; teaching real language; using English confidently; adopting more flexible approaches; being more innovative; attending to perceived needs of students; and using a variety of activities. These are valid components to making EFL instruction more effective.

Unfortunately, there are some disadvantages that native English speakers have in Japan. As mentioned earlier, 90% are not certified teachers. JTEs often complain that the JET program’s basic requirements and low percentage of certified ALTs have often caused frustration and unsuccessful lessons in the classroom (Sato 1989). Other complaints range from ALTs having little metalinguistic ability to lack of professional sense. Tajino and Tajino (2000:4) also state common complaints that JTEs had about their ALTs included, “no formal

educational training, being too young to handle responsibility, and having little in-depth knowledge about the English language.” While this dissatisfaction about higher ALT qualifications is an obvious dilemma for many JTEs, Shimaoka and Yashiro (1990:18) list the job requirements established by the Ministries of Education, Foreign and Home Affairs for ALTs as, “a national, native-speaker of good English with a college-level education and an interest in living and working in Japan.” Wada (1988) also adds that ES/FL certifications for ALTs are welcomed, but not a necessary requirement for employment in JET. This may be a primary source of problems encountered by JTEs involved in the team-teaching field.

In a follow-up on the hiring policy of ALTs in Japan, Wharton (1986:50) states, “The Japanese teacher’s union forbids the hiring of full-time foreign high school instructors.” Childs (2000) and Takada (2000) believe the rationalization for such policies originate from a number of reasons. Among these are: (a) the statistical improbability to fill most of Japan’s English teaching positions with native speakers; (b) the depreciation of qualified and competent Japanese teachers of English; and (c) the displacement in the workplace of JTEs in their own country. With these factors weighing heavily on the policies made in the hiring of foreigners for EFL teaching positions, there may still be a legitimate argument for having a qualified and/or experienced NET in the classroom to lead and possibly train (in certain situations) a younger and/or less experienced JTE. But, Medgyes (1999) believes that native English speakers should not be given official responsibilities until they first become aware of the needs of students. However, with the JET program’s basic standards in hiring ALTs without any teaching background, there seems to be an area in question that fails to satisfy the requirements necessary for building a successful ALT/JTE team.

In this great variation between policy and practice, the successful implementation of authentic communication in the classroom may be greatly hindered. One alternative to resolve this problem is to hire ALTs with experience. According to Eaton, (1999) although the percentage of certified teachers in the JET program is only about 6-10%, the total number of qualified teachers is increasing. For these ALTs, teaching is not a new experience, and neither is being responsible or accountable for the education of students. For this reason, being referred to as an ALT (assistant language teacher) may be an inappropriate job title. The primary reason for this standard label for JET foreigners is that they do not possess an official Japanese teaching license (Kobayashi 2001). However, many ALTs with teacher certifications in their home countries prefer the title of NET (Native English Teacher) because it more accurately describes their qualifications. Not only does it represent any higher credentials, it allows these ALTs to solo-teach their own classes if the school permits.

Finally, although NETs placed in ALT positions may eventually gain equal status and respect from their Japanese peers, many NETs feel, “They are not being effectively utilized by their JTEs for their experience or background” (CLAIR 1998:30). This is a very common dilemma between JTEs and ALT/NETs, because many JTEs are genuinely interested in having their ALT/NETs maximized to a greater degree. The team-teaching duo may face yet another challenge. As will be revealed later, many JTEs simply may be deficient in the necessary team-teacher training, to effectively integrate their native English speakers in the classroom, or find a better way to capitalize on this valuable resource. As a result, there can be a heightened sense of frustration between ALT/NETs and JTEs alike.

3.3 Japanese teachers of English

Team-teaching is sometimes criticized because “many believe there is no justification for having two teachers in the classroom at the same time” (Shimaoka and Yashiro 1990:29). Despite claims that team-teaching has many benefits, Tajino and Tajino (2000) believe there is a legitimate debate as to which of the two parties is more valuable to the teaching team in respect to qualifications. Tajino and Walker (1998) argue that a common ground to reaching a harmonious duet can be reached, because the traditional roles of team-teaching may be changing in the near future. This may be a direct result of the increasing numbers of ALTs in Japan every year. In spite of these increasing numbers, it is argued (Lung 2000, Lee 2000, Medgyes 1999 and Machado 1997) that JTEs maintain many more advantages over their ALTs in the teaching of EFL. These advantages make them irreplaceable as English instructors in their homeland because they provide the following:

- 1) High cultural awareness of Japanese students.
- 2) Understanding of the Japanese educational system.
- 3) Knowledge of classroom management parameters.
- 4) Professional accountability as certified teachers.

Cultural awareness is an area of interest for all teachers, especially for teachers who have endured the same rigors as their students in learning a new language. Lung (2000) argues that local teachers have a greater understanding of the cultural background and linguistic needs of their students, than do their ALT/NETs. Takada (2000) points out that this level of understanding cannot be accomplished by simply importing native English speakers into the classroom. To an extent, many ALT/NETs may be able to sympathize with the difficulties of learning a second language, but this may be irrelevant because JTEs share the L1 (Japanese) and have learned the same L2 (English) as their students. This relationship supports the

argument that JTEs may have a greater capacity to understand the difficulty students are having with learning a new language. Medgyes (1999) supports this with JTEs having more sensitivity to the problems and needs of their learners, as well as providing a better learning model for students to imitate. Medgyes (ibid.:57) adds that, “Even though local teachers may fail in being perfect language models, non-native speakers are found to be more insightful than native speakers.” This insightfulness is a vital component in providing ideal situations for L2 learners to develop their language skills.

Another argument in favor of JTEs is their background and understanding of the Japanese education system. Horwich (1999) found in his survey, that only 79 out of 141 JTEs (56%) in Ibaraki Prefecture, Japan, were satisfied in their team-teaching situations. Kobayashi (2001) agrees with this argument by providing similar results from a CLAIR survey. This survey supports the theory that the majority of JTEs wished their ALTs (1) were less assertive about their individual rights and (2) had more knowledge about Japanese society and the educational system. In any team-teaching situation, there should be at least one party who is familiar with the educational system. In most cases, this would be the JTE because it is unrealistic to expect an ALT to understand completely the entire school system within a short period of time. Machado (1997) adds that although some NETs solo-teach or are hired full-time, very rarely do they assume complete accountability for students, as do JTEs.

Classroom management is an area in which JTEs have both strengths and weaknesses. JTEs can better understand what is acceptable both culturally and legally in terms of discipline. According to the ALT handbook (CLAIR 1998:28), “Corporal punishment in Japan is illegal, and under no circumstance should a JTE or ALT ever hit a student.” Although there are cases where such extreme situations occur, the average JTE and ALT will have to deal with less severe problems ranging from students playing with portable phones to sleeping during class. Here is where the JTE as the senior member of the teaching team, has the sole responsibility of establishing and enforcing the rules and guidelines of classroom behavior. Although ALTs play an important role in creating a positive presence alongside their JTEs, they are *not* responsible for discipline. However, a negative drawback to this occurs if the JTE hesitates to discipline students with the ALT present. This tends to occur when JTEs and ALTs differ in opinion about what is culturally acceptable or tolerable classroom behavior.

A final point concerning JTE advantages is professional accountability. Of the over 6,000 ALTs hired for the JET program in 2000, “Only about half renewed their contracts to work another year, fewer still elected to stay the full three years permissible” (Yomiuri 2001:8). The JET program recently announced it would extend the contracts of ALTs who fulfilled certain criteria, to a maximum of 5 years. Furthermore, unlike most ALTs, JTEs are more

familiar with specific educational goals, curriculum and entrance exam requirements. For this reason, Medgyes (1999) believes that the JTEs have a clear advantage over their less experienced, more temporary ALTs. Because many school syllabi are focused on having students pass entrance examinations, the JTE is somewhat bound to teach a curriculum that is appropriate for achieving this objective. As a result, JTEs and ALTs may differ greatly in opinion about teaching English for the purpose of exam preparation, versus the teaching of English for effective communication. For this reason, a modification may be needed in either aims of exam requirements or the JET program. Childs (2001:8) adds, “With respect to exams, change can be seen as the nationwide Center English test for college screening now contains almost no direct questions about grammar.” Still, many JTEs may be unwilling to alter their teaching styles, until changes in these policies include more oral communication.

3.4 Styles of team-teaching

There are many styles of team-teaching being practiced currently in Japan. Shimaoka and Yashiro (1990:23) state, “Depending on the policy of the boards of education and individual schools...procedures and emphases in the classroom differ greatly.” This is not problematic for the teaching of EFL, as it promotes the experimentation of various styles of team-teaching. The fact that team-teaching is relatively new in the field of TESOL encourages teachers to take their own initiative and experiment, without relying too heavily on just one style. Presently, there are many JTEs carrying out new techniques to further enhance the development of team-teaching (see Yorozudo 1988, Nagae 1988 and Namimatsu 1989). This section examines the four most common team-teaching patterns used in Japan. With this background of current strategies, a comparison and analysis will be made between the styles and patterns found in the research of this report.

Shimaoka and Yashiro (1990) describe reverse team-teaching (RTT) as the ALT/NET being the leader, and the JTE being the assistant. RTT is used primarily when NETs are employed full-time, ALTs visit classrooms on a **one-shot** basis or JTEs place little emphasis on the curriculum/material being taught. This pattern may be beneficial in the first situation when the NET is at a base school where he/she has the same duties/responsibilities as a JTE. The latter two may present more difficulties because the JTE may have an unconcerned or overtly passive attitude. However, many teachers welcome this pattern because it gives the ALT/NET maximum opportunity to use the target language while having “the freedom to incorporate more communicative ideas, without relying exclusively on a textbook” (CLAIR 1998:23). While the advantages of this pattern include more creativity, authenticity and depth, the drawbacks are very evident. An NET is likely to have qualifications and

professional experience, whereas ALTs are *assistants* for shorter periods of time and may not have the ability to handle the same responsibilities within their three-year contract limitations. Other disadvantages included ALT classroom management skills or JTEs who abdicate their roles as teachers and become translators (Brumby and Wada 1990).

Traditionally speaking, the next pattern used most often in Japan is when the JTE is the leader and the ALT, as the JET program intended, assists the JTE. Many ALTs complain about this pattern because they often feel as if they are treated “only as an assistant or an alternative to a tape-recorder” (Kobayashi 2001:8). If JTEs fail to take the necessary steps to plan lessons with the ALT, this complaint is most likely to surface. Fortunately, the majority of ALTs, regardless of their lack of credentials or experience, are more motivated than simply having students do choral pronunciation. However, one of the primary aims of the JET Program is, not only expose students to a variety of cultures, but to “develop the JTEs communicative level as well as the students” (CLAIR 1998:20). This can be facilitated better by having an open-minded JTE, who is cooperative and interested in team-teaching.

Perhaps the most satisfying team-teaching pattern is one in which JTE and ALT share responsibility and complement each other in the classroom. In this arrangement, the JTE handles most of the reading and writing instruction, and the ALT focuses on the speaking and listening training. While this arrangement may seem the most ideal and symbiotic, some still find difficulty justifying having two teachers in the same classroom. In this pattern, it may seem more reasonable to have the teachers teach separately in different classrooms and address the needs and levels of the students accordingly. Yashiro (1987) mentions that there are many private schools, which hire full-time NETs to teach in this particular manner. Examples of these include International Christian University High School and Doshisha International High School. However, even though this particular pattern might utilize the strengths of each teacher, it may be impractical in public schools for the following reasons:

- a) Private schools have an independent budget to hire their own NETs.
- b) It is difficult to attract and hire a sufficient number of NETs to Japan.

Although JET places the majority of ALTs in public schools, “private schools often employ ALTs”(CLAIR 1998:3). Also, many NETs are hired to teach in various ways. They include: full-time, part-time, sub-contract, solo and RTT. Because private schools maintain more flexibility in hiring teachers, there is a greater difference in expectations and accountability. Probably the greatest difference is curricula. While public schools are required to use Monbusho approved textbooks, private schools may not be. Therefore, public and private sector schools vary greatly in the areas of employment, teaching arrangements and curricula.

Finally, team-teaching when ALT/NETs and JTEs share equal roles and certifications, both can teach the 4 domains mentioned earlier. In a sense, this pattern is more of a vision than a reality because Eaton (1999) explained earlier that as few as 6-10% of all ALTs presently teaching in Japan, have little or no previous teaching experience. This reality leads Venning (1988), Shimaoka (1989b), and Ogata (1989) to claim that the key to success in team-teaching relies on these 5 stages below (see Shimaoka and Yashiro 1990:32):

- 1) JTEs provide background information, but both ALTs/JTEs plan together.
- 2) JTEs/ALTs meet to discuss revision and refinement of drafted lesson plans.
- 3) JTEs/ALTs prepare lessons jointly and practice all lessons to be implemented.
- 4) JTEs/ALTs make necessary changes for final lesson adjustments, etc.
- 5) JTEs/ALTs have a post-lesson discussion and evaluation for revisions.

Time is critical in this pattern. As Wiltshire and Honma (1999:2) found in their team-teaching research, “finding time to sit down and discuss a lesson was quite difficult to do.” In a sense, this element of team-teaching is like teaching the same lesson twice, especially in the planning and evaluation stages. Therefore, the ultimate goal is to become the most effective and efficient teaching team. However, these principles are based mainly on the premise that ALT/NETs and JTEs can work together professionally and to provide students with the best opportunity to learn the English language. Unfortunately, as this research suggests, many team-teaching situations are far from being this ideal.

CHAPTER FOUR – METHODOLOGY

4.0 Aims and Objectives

The aim of this chapter is to focus on the research methods used for discovering the recent practices and attitudes of ALT/NETs and JTEs team-teaching in Japan. The objectives for this chapter will also include identifying the strengths and weaknesses of the current system and discussing how teachers feel about their present team-teaching situations. The sequence of topics to be presented is: research design, population, location, techniques, restrictions, materials, procedures, variables and statistical treatment. Finally, statistical analysis of the survey sent to junior and senior high schools across Japan, will be presented based on results collected via questionnaire. This data will be analyzed and discussed in Chapter 5.

4.1 Research design

This section describes how the data collection was conducted. The corpus of this particular section was designed to reveal how ALT/NETs and JTEs feel about their team-teaching situation by gathering data via questionnaire. Because the focus of this research was on both JET and non-JET affiliated team-teaching, the difficulty in a survey of this type was locating schools that had an ALT/NET on staff. In order to receive enough feedback to ensure objectivity, schools participating in JET were not targeted directly. Even though there are over 6,000 ALTs presently employed by the JET program (Ministry of Foreign Affairs, 2000) this is still a comparatively low percentage compared with the 11,220 junior and 5,481 senior high schools, both public and private, in Japan (see Japanese Ministry of Education, Science, Sports and Culture 1999). Therefore, both a time-efficient and cost-effective method of survey distribution/collection was essential in the planning of this research.

4.2 The population/sample used

The two groups used for this research were JTEs and ALT/NETs who are working at public and private junior and senior high schools in Japan. The reason this target group was selected is that these are the two levels where team-teaching is being conducted. Because solo teaching is more prevalent at the university level, and English instruction at the elementary school level is not scheduled to commence until April 2002, these two areas were not included in the research. The initial number of surveys sent to the junior and senior high schools was 50 respectively. The percentage of public to private schools was also divided evenly at 50:50. Japan uses the grade numeration system listed below (fig. 1).

Figure 1: Japanese grade numeration system

Junior high	Senior high school
1 st = 7 th grade	1 st = 10 th grade
2 nd = 8 th grade	2 nd = 11 th grade
3 rd = 9 th grade	3 rd = 12 th grade

4.3 Location and technique

To ensure that feedback would be objective by location, the surveys were sent nationwide. There are a total of 47 prefectures in Japan (Noma, 1993:1224). 46 of the prefectures received two surveys each. This equaled 94, so Tokyo was sent the remaining six since it contains the largest number of schools. The sampling technique chosen for distributing the questionnaire was by electronic mail (e-mail). The reason this method had been selected is because it seemed to be the most time and cost efficient way to send the survey to all 100 schools. Alternative methods considered were by telephone, mail and fax. However, these were all eliminated primarily because of excessive cost and loss of time.

4.4 Disadvantages of e-mail survey

Unfortunately, the advantages of using e-mail can be very limited. Firstly, one must own, or have access to a computer, and also be connected to the Internet. This may sound trivial in this day and age of technology, but it cannot be assumed that all schools have such facilities that are user-friendly. If this method proved ineffective within the given one-month period, the secondary choice of survey-distribution was by facsimile. A restriction of the latter method is having a fax machine and the numbers of all the schools in Japan. However, locating these fax numbers was much easier than e-mail numbers because school phone/fax numbers are usually changed less often than e-mail accounts or web sites are disconnected.

4.5 Materials and Procedures

The materials used for the data collection were two, 2-page questionnaires. The first (see appendix C-D) was addressed to ALT/NETs, and the second was addressed to JTEs. The objective of having two separate surveys was to obtain data from both teachers working within the same school. This would ensure a balance of JTE and ALT/NET feedback. As noted above, the initial method chosen for distribution of the surveys was by e-mail. After compiling a list of e-mail addresses, the survey was sent simultaneously to all 100 schools.

The survey was also attached as a file, with a basic introduction letter explaining to whom it should be forwarded. After one month had transpired, an additional 100 surveys were sent by fax to 100 randomly selected schools (2 per prefecture) and given a one-month extension. In a final attempt to gather sufficient data, the surveys were again sent to another 100 randomly selected schools.

4.6 Variables

Firstly, to successfully locate 100 junior and senior high schools with websites took approximately 8 hours of *surfing* the Internet. Also, finding a comprehensive list of school e-mail addresses was not an easy process. To locate enough public/private - junior/senior high schools, extract their e-mail addresses and assemble a completed list to be sent out simultaneously, made both the cost and time factors become greater variables (economically, it is a fairly reasonable figure to work with, but time-wise may be very inconvenient). The second variable in using e-mail was the possibility that some e-mail addresses or websites had changed or were no longer in service. The third variable in doing this research was timing. The Japanese school year starts in early April and is followed immediately by the *Golden Week* holiday season from late April to early May (Noma 1983). During April, schools are very busy organizing and preparing for the new school year before the Golden Week holidays commence. Therefore, the time selected for the survey was May, June and July. This allowed ample time for responses before August 1st, the start of summer vacation.

Unfortunately, there were many factors which affected the collection of data for this research. Firstly, while using e-mail was the fastest method of distribution, it was by no means the most effective way. As mentioned above, after the 100 e-mail addresses were located by accessing websites, the survey could be returned as a file attachment via e-mail. It was also difficult to locate active school websites/pages that met the criteria for this research, i.e., 50 public/private + 50 junior/senior high schools. After the letter was sent, within 30 minutes, 20 letters bounced back. This 20% return of closed websites automatically dropped the responses to 80%. During May, only 13 responses (5 ALT/NET & 8 JTE) were received by e-mail. In a second attempt, 100 additional surveys were sent by fax to 100 different junior/senior-private/public schools in Japan. The deadline was extended to the end of June, which allowed ample time to complete and return the survey.

Within this period, 10 ALT/NET and 13 JTE surveys were returned. This brought the total to 15 (ALT/NET) and 21 (JTE) equaling 36 altogether. For statistical reliability a minimum of 30 responses was necessary (Bell 1993). This number represented a 30 + 30 response from both ALT/NETs and JTEs. As a result, another month was required to achieve the desired

goal. The surveys were sent out again, by fax, to another 100 public / private- junior / senior high schools in Japan. With the total number sent out at 300, a 30% or 45/45 response rate was desired. The month of July also coincided with the final contract month of many ALTs in Japan and the last month before summer vacation. With these two factors working in favor of the research, the final number of responses was successfully achieved at 45 ALT/NETs and 44 JTEs. This brought the total count to 89 responses, or a 29.6% return rate. The comprehensive list of survey results appears in appendices A and B (*note to the reader: For reasons of space, the **top 5** answers from non-logistical questions are recorded only*).

4.7 Summary

In conclusion to this chapter on methodology, it should be emphasized the key to making the data gathering more successful was *remaining flexible* and utilizing alternative approaches. By relying exclusively on one method only, the results would have been insufficient in providing enough substantial data to achieve statistical reliability. Therefore, it is recommend to anyone interested in pursuing this type of research, to always allow for sufficient time and reliable media for the use of data collection.

CHAPTER FIVE – ANALYSIS AND DISCUSSION

5.0 Aims review

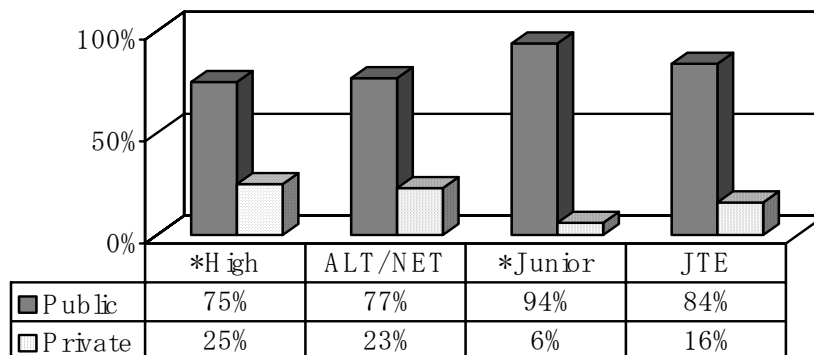
Before presenting the results of the survey, let us refer back to the aims of this dissertation. The primary focus of this research was to discuss the various styles of team-teaching being used in Japan and to highlight how ALT/NETs and JTEs felt about their current team-teaching situations. In the original objectives listed, reverse and traditional were the two main styles of team-teaching to be addressed. These two techniques were compared and contrasted in an objective way that relied specifically on the feedback of teachers currently practicing RTT and TTT. The original hypothesis was that RTT would be the predominant technique in the classroom because it utilizes the individual strengths of both JTEs and ALT/NETs. The initial findings of the surveys would indicate that the hypothesis appears to be correct. However, there were many factors that were not anticipated in the research. These variables (such as private/public school differences) are highlighted in the discussion.

5.1 ALT/NET and JTE data analysis and discussion of results

In the analysis of these results, both surveys shall be addressed synthetically. To increase the understanding of their attitudes and approaches, ALT/NET and JTE data will be conflated in an attempt to find the major differences and similarities. Again, the findings in the data appear to support the original hypothesis that ALT/NET-led reverse team-teaching is being practiced more widely than traditional JTE-led team-teaching. However, the reason *why* this approach is more predominant will be a focus in this discussion analysis. **NOTE:** Even though the number of survey questions was the same (20), JTE and ALT/NET questions vary greatly in content and therefore cannot be *numerically* synthesized after question 2.

ALT/NET and JTE question #1 - What type of school do you work at?

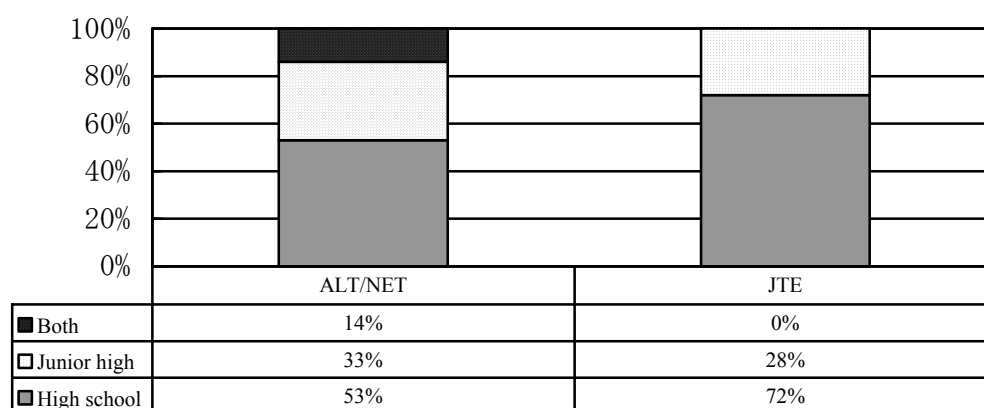
Figure 2: Type of schools employing ALT/NET and JTEs



The survey percentages listed above show a ratio between the 5,481 *high schools (4,155 public and 1,316 private) and 11,220 (10,551 public and 669 private) *junior high schools in Japan (see Japanese Ministry of Education, Science, Sports and Culture, 1999).

ALT/NET and JTE question #2 - What school levels do you teach?

Figure 3: School levels taught by ALT/NETs and JTEs

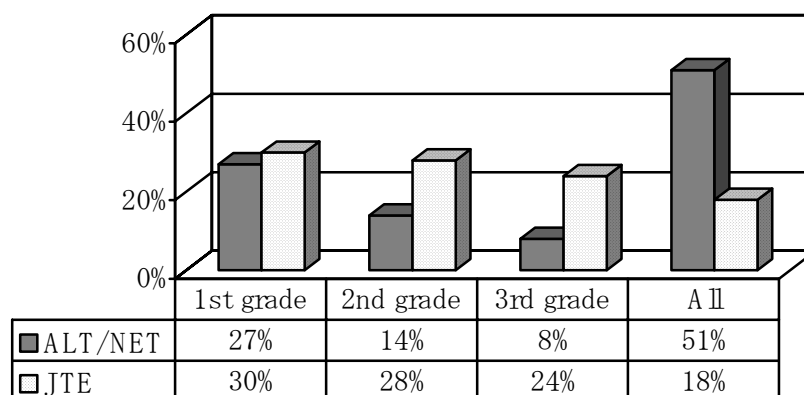


JTE question #3 - How many years have you been teaching?

Of note is the extremely high percentage of JTEs who have been teaching English for 21-25 years (44%). This may be another explanation for having veteran JTEs with little university-based team-teaching training paired with younger, less-experienced ALTs. The ALT handbook (CLAIR 1998:20) states, “This is done to create an opportunity for the JTE to improve his/her own speaking skills.” However, there seems to be another problem that contributes to a preference of RTT over TTT. A primary reason may be that ALTs are given too much responsibility early in their placements. This may contribute directly to the high ALT turnover. Many ALTs in RTT situations specified they didn’t want the pressure or responsibility of being the lead teacher. A secondary reason may be that even though many of these JTEs are veterans, they may lack the most recent training to be flexible in their team-teaching relationships. As a result, they may overload the ALT with busywork (related possibly to the higher percentage of using ALT/NETs for writing classes instead of oral communication) or fail to utilize their ALT/NETs to a greater potential. These two problems again highlight the difference between public school guidelines for ALTs and privately employed NETs. While many ALTs complained of being confined to using a textbook, they should recognize that JTEs must adhere to Monbusho approved curricula.

ALT/NET question #3 and JTE question #4 - What grade levels do you teach?

Figure 4: Combined junior/senior grade levels taught by ALT/NET and JTEs



51% percent of ALT/NETs teach all grade levels. In contrast, JTEs appear to be distributed more evenly by grade levels taught. This illustrates a broader range of grade levels in which ALTs are required to assist. This may also increase their expectations to assume the (RTT) lead. It was also found that most team-teaching occurs in the earlier grades of Japanese schools, when oral communication classes are taught. After the first year, the percentage drops emphasizing a shift in focus from oral communication skills to passing high school or university entrance examinations (Noma 1993). Another significant comparison can be made in the low percentage of team-teaching done at the junior high level (see figure 3 above). This indicates that the majority of ALTs are being placed at the high school level. This unbalanced distribution of ALT/NETs is argued by Takada (2000) to be another problem facing the JET program, because it limits younger students from being exposed to English at an earlier age.

ALT/NET question #4 - How long have you been in Japan?

Nearly half (46%) of all ALT/NETs have lived in Japan for less than 2 years. This number alone may represent the source of a major problem facing the JET program: high turnover. With the over 6,000 ALTs employed currently in Japan, this indicates as many as 3,000 ALTs leaving after their first year (Yomiuri 2001). Even though the program continues to grow yearly, this high turnover may be another reason JTEs feel at odds about the long-term benefits of team-teaching. Another point noted is how quickly it declines with the duration of ALT/NETs staying in Japan. The number reverses drastically around the 9 + year mark, where the percentage jumps back to 26%. This showed the larger number of native English speakers who were working independently, illustrating a major difference between JET-employed ALTs and privately employed NETs (Yashiro 1987).

Results from the survey failed to reveal why the former left after one year, because ALTs who responded were still living in Japan. However, one reason is that Monbusho-employed ALTs stay shorter periods of time because of their contact limit. Conversely, private sector NETs may stay longer because of employment flexibility, choice of curricula and different accountability models. From the data, of the NET (25%) respondents who were employed by private schools, all but one specified the main reason they extended their stay was freedom in planning lessons. The second reason stated by private-school NETs was working with JTEs in a complementary team-teaching scenario with specialized roles. However, RTT was preferred only by JTEs who chose to team-teach with NETs in this arrangement.

JTE question #5 - What training methods did you receive in university?

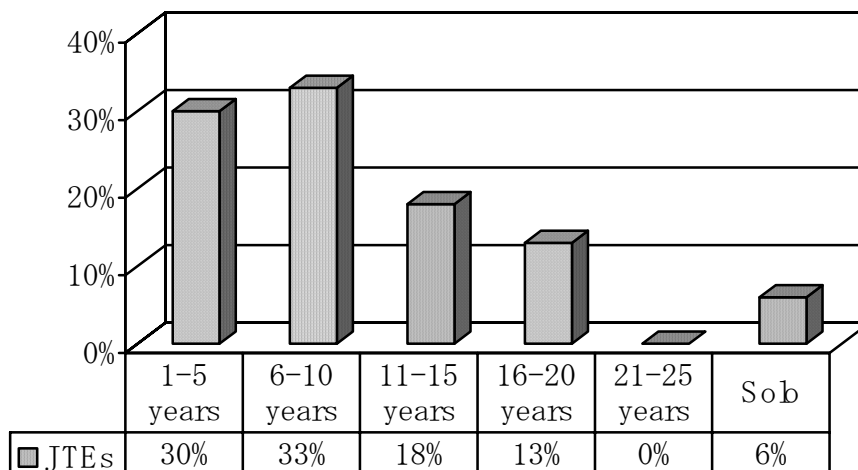
This is another significant discovery found in the survey. While the answer space was blank, meaning to indicate one's training methods, the response most commonly written in was *nothing special* (36%). This figure indicated that over 1/3 of the JTEs who responded to the survey felt they had no particular training to help prepare them for team-teaching. The percentage which followed indicated that 1/5 of JTEs (21%) were taught in the GTM or grammar-translation method. Childs (2001:8) states, "This is the preferred method of English teaching for many JTEs because teaching grammar and translation offers great comfort to the timid." This combined percentage also (57%) draws immediate attention to the "two weeks of training that Japanese English teachers receive during their final year in university" (Lovelock 2001:14). From these statistics, many JTEs honestly expressed their dissatisfaction with their past training. As a result, JTEs may rely more and more upon ALT/NETs to "expand opportunities to motivate students and colleagues as they struggle to learn the English language" (CLAIR 1998:36).

ALT/NET question #5 - What is your nationality?

Even though forty-four of the 45 ALT/NET survey respondents were native English speakers, there was one Swedish ALT. As the JET program currently employs ALTs from 39 countries (CLAIR 2000), not all of these participants are English L1 speakers, i.e., China, France, Korea, Russia and Brazil. This increase in L2 ALT/NETs would indicate the JET program's emphasis on promoting more cultural awareness and exposure. However, Wada argues this is diluting the JET program's original educational focus of revitalizing English in Japan (Kobayashi 2001). For this reason, it would have been useful to receive more L2 ALT/NET feedback for this research, because Medgyes (1999) believes that having non-native English speakers in the classroom provides an excellent language model for L2 students.

JTE question #6 - How many years have you been team-teaching? (Results only)

Figure 5: JTE years of teaching experience

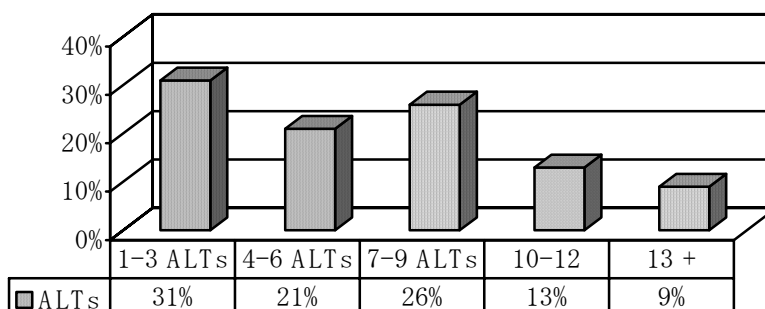


ALT/NET question #6 - Did you have teaching experience prior to coming to Japan?

Over half (55%) of all ALT/NETs answered yes to this question, which was very impressive in contrast to the lower 6-10% cited earlier by Eaton (1999). The reason for such a high figure may simply be the higher percentage of survey-respondents, who did have some form of teaching experience prior to coming to Japan. However, it should be noted, since 1992 the number of experienced ALTs hired by JET has decreased from 14% to 10% (ibid.). Another point to be considered from this question is, according to the Yomiuri (2001:14), “In the 15 years since the JET program began, about 32,000 Westerners (40% from the USA) have participated. Even though the program does not track ALT careers after finishing, the Yomiuri adds, “Very few ALTs from the USA become teachers after going home” (ibid.).

JTE questions #7 – With how many ALTs have you team-taught? (Results only)

Figure 6: Number of ALTs team-taught

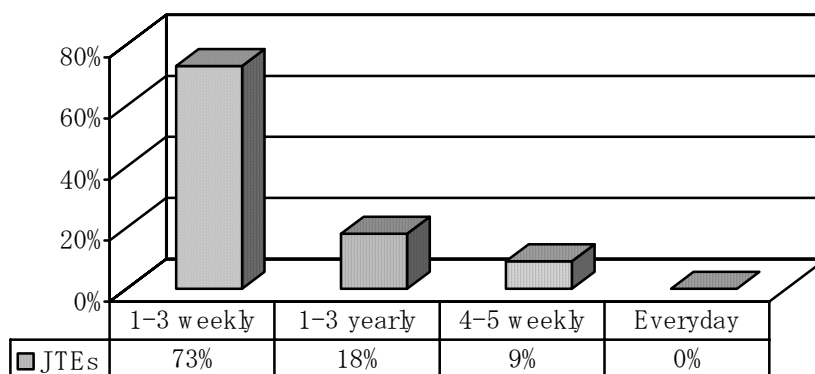


ALT/NET question #7 - Do you have any additional TESOL certifications?

37% of all ALT/NETs answered yes to this question. This percentage is much higher than the national average of 6% with TESOL qualifications (Eaton 1999). These numbers are lower than the experienced teachers group (55%). The reason may have been ALT/NETs with TESOL experience were likely to answer the survey as opposed to ALT/NETs who were not interested in contributing to research of this nature. This is significant because JTEs would prefer to teach with ALT/NETs with background and/or experience in field of TESOL (see Lung 2000, Takada 2000, Lee 2000). The debate about ALT qualifications shall be another focal point of discussion for pedagogical implications found later in section 5.2.

JTE question # 8 - How often do you team-teach with your ALT/NET?

Figure 7: JTE number of classes team-teaching



The results here show the majority of JTEs team-teach with their ALTs on a weekly basis of 1-3 times (73%). The smaller 18% indicates that ALT/NETs are rotating either between different teachers or different schools. These ALT/NETs are most likely placed in prefectures or school boards where they TT in one-shot visits (Brumby and Wada 1990).

ALT/NET question #8 - What were your expectations before coming to Japan?

JTE question #9 - What were your expectations of team-teaching?

While 11% of ALT/NETs answered that their greatest expectation before coming to Japan, was to teach highly disciplined students, JTEs (29%) responded that their main expectation from their team-teaching situation was having an ALT/NETs expose their students to different cultures. Here is an example of the very different views ALT/NET/JTEs have concerning the goals of team-teaching. As a result, many ALT/NETs may modify their objectives after arriving “to create and define their own purpose and goals” (AJET 1997:15). Unfortunately, this runs counter to the criteria set by the Japanese Board of Education which

direct ALTs to “promote international exchange at the local level and contribute to language education” (ibid). From this, it appears that the focus of the entire JET program is placed on the former, and not the latter. This creates another gap between expectations of ALTs coming to Japan to teach English, versus ALTs coming to promote cultural awareness.

ALT/NET question #9 - Have your expectations changed since arriving?

71% of ALT/NETs responded yes. From the results, it was stated by many ALTs and NETs that when they first came to Japan they were overwhelmed by a high level of culture shock. Childs (2000) says this culture shock a fairly common occurrence for foreigners coming to Japan. He also adds that failure to adapt to the tremendous differences in language, culture and work ethic, is a direct contributor to the high turnover rate in many ALT/NETs (ibid.).

ALT/NET question #10 - How have they changed?

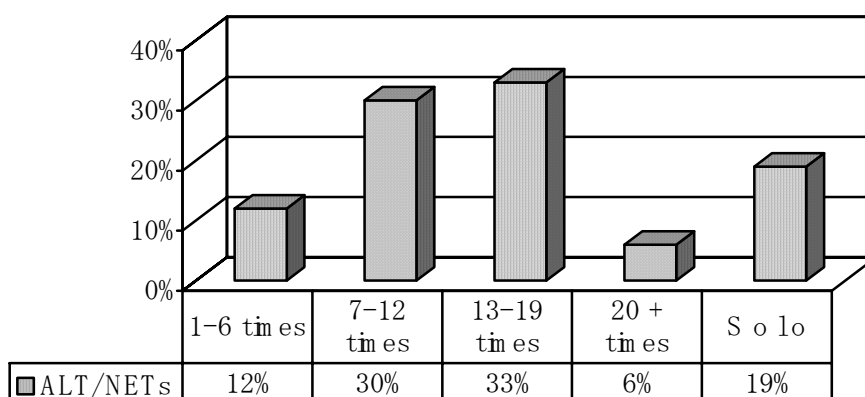
Although this question elicited a variety of feelings, ALTs reported problems ranging from being ostracized as an outsider to having a complete lack of student cooperation. However, the most common response ALT/NETs (11%) gave was being disappointed with poor or low classroom management. A similarity can be drawn from ALT/NET question #8 concerning original expectations made (hoping to teach well-disciplined students was 11%). These two questions indicate a clear weakness of RTT. In the case of private school NETs there may be a lack the background experience. But in the case of ALTs, they are not permitted by job description to perform classroom management and/or discipline as the primary-role teachers (Tajino and Tajino 2000). Therefore, this is a major drawback to using RTT in the classroom.

ALT/NET question #11 - How long have you been team-teaching?

Of the 45 ALT/NETs who responded to the survey, 33% indicated they had been team-teaching for 1 year or less. As the years increase, the percentage drops by approximately 10% per year. Again, this illustrates the high percentage of ALTs who return home after the first year. Many Monbusho officials are concerned about this trend because the JET program grew originally from the practice of hiring ALTs without teaching experience (Kobayashi 2001). With the lack of veteran ALT/NETs present, a broader gap may continue to develop between JTEs and their temporary partners. As a result, team-teaching may fail to produce any long-term results that would benefit students and produce higher English competence at the national level. The greatest difference found in this data was the number of private school NETs (19%) who were teaching solo.

ALT/NET question #12 - How many times per week do you team-teach? (Results only)

Figure 8: ALT/NET number of classes team-taught per week



ALT/NET question #13 - How are you utilized as an ALT/NET?

JTE question #10 - How is your ALT/NET utilized at school?

The data gathered from this question demonstrates that RTT is the predominant form of team-teaching. ALT/NETs (22%) and JTEs (25%) who responded to the survey indicated they were implementing RTT in the classroom specifically in the area of writing. However, ALT/NETs failed to specify if they were being used for the teaching or marking of writing assignments. This was interpreted by some as busywork, which contributed to the argument that JTEs were not utilizing their ALT/NETs to their greatest potential. It would have been more beneficial if ALT/NETs had indicated if they were responsible for the teaching or evaluation of writing. The next group of ALT/NETs (20%) stated they were being used as human tape recorders, a common complaint shared by many ALT/NETs (Kobayashi 2001).

ALT/NET question #14 and JTE #11 - What are the advantages or good points of your team-teaching situation?

ALT/NETs (22%) stated that the best point about their team-teaching was the use of real communicative activities in the classroom. Conversely, none of the top five advantages listed by JTEs had any correlation to achieving higher English communication skills. This is significant because it once again highlights the differences ALT/NET and JTEs have regarding team-teaching expectations and objectives. However, another point found in the data was that both JTEs (11%) and ALT/NETs (8%) believed that JTEs should be in charge of the curriculum and lesson planning and the ALT/NETs should be responsible primarily for the implementation. This is a small, but significant finding that supports RTT over TTT.

ALT/NET question #15 and JTE #12 - What are the disadvantages or bad points of your team-teaching?

From the data, 3 of 5 disadvantages given by both parties were similar. First, both agreed (15% and 13%) that ALT/NETs were underutilized in the areas of responsibility and student evaluation. Next, (11% and 11%) agreed that too much of the L1 (Japanese) was being used in the classroom and finally (8% and 9%) said that planning was too time consuming. Underutilization of ALT/NETs suggests a weakness that many JTEs do not utilize their ALT/NETs because they don't have prior TT training. Because ALTs arrive 4 months after the school year has already begun, another reason may be related to timing. The ALT rotation schedule (13%) and uncooperative JTEs (13%) also revealed future concerns for the JET program as well. JTEs may lack cooperation because they are required to adhere more to Monbusho-approved curricula and have accountability for student performance and results. For these reasons, it might make them less cooperative to TT (CLAIR 1998).

ALT/NET questions #16 and JTE #13 - Have you experienced reverse team-teaching?

The majority of ALT/NETs (71%) responded that they had been or were currently practicing RTT. Responses from JTEs (61%) also showed they were also doing so. These statistics are the main key in supporting the original hypothesis that ALT/NET-led and JTE-supported team-teaching is predominant. Therefore, the initial prediction made appears to be correct. However, even though 22% of private school NETs stated they maintained the lead in RTT, many JET-employed ALTs stated specifically they were uncomfortable in an RTT situation, of these, over half declined to assume the lead TT role because of lack of JTE support.

ALT/NET question #17 and JTE #14 - If yes, what are advantages of RTT over TTT?

One of the primary factors of RTT is giving control of the classroom to the ALT/NET. The figure from the survey was a high 20%, which indicated clearly that 1/5 of these teachers felt they could handle all the components of running a classroom with or possibly without JTE support. However, only 6% of JTEs agreed that if certified ALTs or experienced NETs were present, RTT could function quite successfully. This is similar to Medgyes (1999) research.

ALT/NET question #18 and JTE # 15 - What are disadvantages of RTT over TTT?

Twenty percent of ALT/NETs and four percent of JTEs answered that the main disadvantage hindering RTT was the JTE disagreeing with objectives/lessons planned by the ALT/NET. This is the reality of public school, Monbusho-guided curriculum, versus private school

freedom. The ultimate proof is that ALT/NETs are more optimistic and have a desire to produce better English communication skills, while their JTEs are more realistically bound to goals which facilitate the passing of senior high or university entrance examinations.

ALT/NET question #19a and JTE #16 - If no, what are the anticipated good points or advantages of RTT?

Evidence supporting RTT was found here as ALT/NETs (13%) and JTEs (15%) anticipated more communicative classes would be created in an RTT arrangement. However, the second reason given by JTEs (11%) stated for RTT to be effective, it required ALT/NETs to stay longer than a year to be given the same responsibility as a JTE. If the turnover issue cannot be resolved, it may be difficult for ALTs to track progress made by students after one year.

ALT/NET question #19b and JTE #17 - If no, what are the anticipated bad points or disadvantages of RTT?

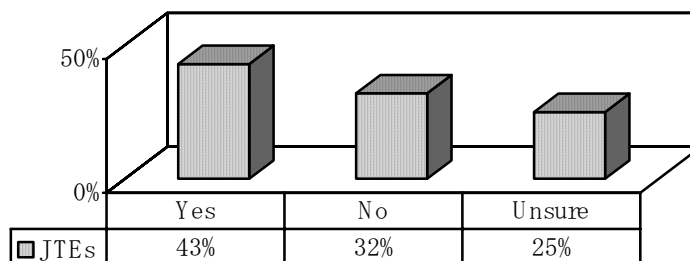
Even though ALT/NETs listed lack of certifications at 8%, the top four answers all included apparent limitations related directly to the ALT. In addition to having no teacher training, JTEs list 3 of their top 5 anticipated disadvantages as ALT-related weaknesses as well. These included an L1 language barrier, lack of background experience and the inability to handle classroom management. However, all of these anticipations failed to differentiate ALTs hired by the JET program from ALT/NETs working independently for private schools (CLAIR 1998). This may be another significant reason why RTT appears to be practiced so widely.

JTE question #18 - What are the main differences between RTT and TTT?

Since accountability for student behavior and performance will ultimately be placed on that teacher, 20% of JTEs believed they should have sole responsibility for student assessment. However, JTEs (15%) also stated that ALT/NETs could assume the lead role in their team. This is followed by 13% in favor of allowing ALT/NETs to handle planning and implementation. Although JTEs (11%) report classroom management is theirs exclusively, 6% stated ALT/NETs could be given more responsibility over time (see Medgyes 1999).

JTE question #19 - Have roles of team-teaching changed?

Figure 9: JTE opinions on team-teaching roles



As can be seen in the figure above, the results were somewhat ambiguous. However, 13% of all JTEs responded to the follow-up question of how roles have changed, by stating it strictly depended on the individual ALT/NET. This may be interpreted to mean that JTEs are at an obvious disadvantage of being paired with an ALT “who is hired by three separate government agencies then is assigned to their school by a prefectural government” (see AJET 1997:11). A response such as this also indicates that JTEs are probably willing to cooperate with ALTs, if they had more control in choosing with whom they could work.

ALT/NET and JTE question # 20 – Any additional comments about team-teaching?

While ALT/NETs and JTEs maintain different opinions about the future of team-teaching in Japan, it was encouraging to see they agreed on the following issues. JTEs (13%) responded that qualified NETs could teach solo, and ALT/NETs (6%) agreed if JET raised its requirements. Next, ALT/NETs (20%) wanted a change from grammar-translation to more communicative classes and JTEs (9%) agreed. Another similarity was that ALT/NETs (13%) stated TT training should be a JTE requirement in university; and JTEs (7%) agreed. This is not an unreasonable suggestion in light of the 2 weeks JTEs receive during student teaching (Lovelock 2001). ALTs (8%) also stated that JTEs who are presently team-teaching, should receive in-service training. This is currently being done in the JET program, although it is questioned how much is being applied in the classroom. Additional comments given by JTEs related to an optimistic outlook of the JET program (9%), but requested that ALT/NETs (6%) have formal teacher certifications. Only 6% of ALTs listed interest in using an authentic textbook. This is significant because Monbusho-approved textbooks must be used by public schools while private schools have more flexibility of choice. Finally JTEs (6%) believed RTT could succeed if both teachers had L2 ability. Although this last question provided many points to be considered, it failed to indicate sufficiently why RTT was preferred over TTT. Therefore, it is speculated the majority of responses favoring RTT came from full-time NETs or ALTs with previous experience. For this reason, RTT should not necessarily be considered a superior team-teaching methodology, but rather an alternative.

5.2 Making changes

For pedagogical implications, various suggestions to problems related to the original RTT hypothesis and team-teaching in general, are presented below. The greatest concerns found from the data, are addressed in the following order: ALT turnover, deciding responsibilities, the JET Program's Cultural vs. English objectives, and ALT qualifications. Additional suggestions are made within the content of this section, to address the RTT vs. TTT debate, and highlight better why RTT was found to be the predominant method in this survey.

5.2.1 Problem: ALT turnover rate

The high turnover rate of ALTs was a problem found in the literature at 50% (Yomiuri 2001) and verified by the data (46%) to be one of the greatest difficulties impeding effective team-teaching today. This affects greatly the ALT/JTE relationships because of the incredible amount of time and effort required to train new ALTs on such a frequent basis. As ALTs stated on their surveys, many believe other reasons contributing to this problem included: uncooperative JTEs, resistance to change in curriculum and being underutilized (15%) as ALTs. JTEs (13%) agreed their ALTs were being underutilized in planning, implementation, evaluation and general responsibility of their TT classes. It can be argued that the majority of these problems relate directly to **timing**. Because the JET program begins their ALT contracts in August (4 months into the Japanese school year) and ends in July (four months into the following school year) there is "a great concern for lack of continuity" (CLAIR 1998:15). These complaints match the reason JTEs (9%) stated that responsibilities given to ALTs depended on when they arrived within the school year. Having ALTs begin work in the 2nd term may create a sense of isolation or heightened culture shock for ALTs because they are not included in the primary planning and introduction from the beginning. Also, arriving in August (the start of Japanese summer vacation) results in many ALTs being confined to campus, while JTEs are on home study. The following suggestions address the issue of timing and possibly reduce the problem of ALT turnover.

Possible solutions: As mentioned above, ALTs are already at a disadvantage when they enter Japanese schools. The reason for this timing is to match the hiring times in Japan with the graduation dates of June for most western countries. It is suggested that the Japanese department of Education, Science, Sports and Culture should realign the hiring of ALTs to coincide with the traditional Japanese school year. This would ensure that ALTs get a better idea of what materials will be covered, student ability levels and a stronger feeling of being part of the school environment from beginning to end. This in turn, would give ALTs a greater sense of pride in belonging to their host schools. The immediate benefits of this might make ALTs more interested in renewing their contracts and

encourage them to stay until the maximum of their three-year (soon to be made five years) contract limit. This reduced ALT turnover would also help to alleviate stress, which many JTEs expressed in having to re-train new ALTs on such a frequent basis. This point helps to justify earlier figures that even though RTT is being practiced, JTEs probably perceive their assistant teachers to be temporary fixtures. As a result, many JTEs may fail to utilize their ALTs adequately after the school year begins. In every finding listed in the results of the questionnaire, the issue of time came up repeatedly. If ALTs are interested in making a greater difference in the program, they should make a longer and more serious commitment to being in Japan. However, Wada (1988) reminds us the JET program anticipates this turnover, and considers it to be an integral part of the exchange incorporated into the JET philosophy. Even if the high turnover of ALTs is acceptable to the Monbusho, there were many drawbacks found by JTEs in this educational philosophy.

5.2.2 Deciding responsibilities

In the survey, 22% of all ALT/NETs stated they were regularly practicing RTT. From the data, it may be presumed the main reason they are given lead-responsibilities is that they possess the L2 target language (English) and JTEs possess the cultural background (Japanese). However, Takada (2000) argues this arrangement can ultimately belittle the JTE and send an ambiguous message to students that JTEs may not be competent or confident about speaking English in the classroom. For this reason, RTT may inadvertently make the JTE become a more passive member in the team. To help avoid this tendency from becoming a recurring problem, several pedagogical suggestions are listed below.

Possible solutions: As found from the data, JTEs (16%) believed that RTT could be advantageous because students would get a fresh approach to learning authentic English communication (11%) and JTEs (6%) could obtain new ideas for teaching. Also, RTT proved it could be successful if ALTs were experienced or certified NETs (6%) and were capable of teaching solo. But, RTT was favored by JTEs (6-15%) only if responsibility could be given to inexperienced ALTs over an extended period of time (Medgyes 1999). Unfortunately, the high ALT turnover rate was found to be a major drawback to this suggestion. However, some reasons stated by JTEs for creating such a situation meant dividing responsibilities into less equal, but more specialized roles. For example, ALTs could provide the planning and implementation for class lessons while the JTE would continue to handle the management and final assessment. The reverse of this could also be true if a NET with experience were present. This suggestion also supports the original argument that RTT can be successful because it maximizes the individual strengths of both the ALT and JTE. Team-teachers must also come to an agreement (regardless of the TT style) on deciding responsibilities before the school semester or year begins, not simply before the lessons commence. This would require an open mind, clear communication, and mutual respect between ALT/NETs and their JTEs for symbiosis both in and out of the classroom. This concept also reiterates the foundation of RTT first mentioned (CLAIR 1998) when ALT/NETs are given the responsibility to plan and implement more communicatively oriented English lessons, without relying exclusively on a textbook.

5.2.3 JET Program Objectives - Culture vs. English

Another factor highlighting the differences between RTT and TTT are the target objectives of the Japan Exchange and Teaching program. As justified by the JET acronym, there are now over 39 countries participating in this exchange of cultures and language (CLAIR 2000). In the JET program, the goals and educational objectives are formulated by three separate Japanese government agencies. But the incongruity found in the data was that JTEs (29%) stated their expectations of team-teaching were to expose their students to different cultures. However, none of the ALT responses concerning team-teaching expectations listed anything about providing cultural awareness to Japanese students. Most ALT/NET responses were inclined towards being an assistant or main instructor of English. This is listed as the secondary objective of the JET program (see AJET 1997). As a result, this gap between interpretation of TT roles and expectations seems to widen even further. Below are several suggestions to address this problem of the JET program.

Possible solutions: While many ALT/NETs were in favor of banning the entire entrance examination system, this would require a complex restructuring of EFL in Japan. To maintain realistic goals for the JET program, it is recommended to implement the cultural awareness and exposure to oral communication at an earlier age. An excellent start to this concept is the introduction and implementation of team-teaching at the elementary school level commencing in April of 2002. This would give students a better knowledge of the practical applications of learning a second language early in their lives. The timing for this implication is critical because Japanese students can be allowed a better chance of even understanding the foundations of more basic English communication skills, before they encounter the rapidly challenging aspects of reading, writing and grammar, skills which are required for entrance examinations. By the time Japanese students reach the high school level, they could be taught together by ALT/JTEs or NETs in specialized classes that could easily incorporate the four domains mentioned above. This suggestion was also favored by 13% of JTEs who responded to the survey. However, this proposal would require a massive re-shifting of ALTs who are placed presently at the high school level (53%), into the junior high and elementary levels. A reform of this scale would not necessarily favor RTT, but it would require the careful screening of certified ALTs and a re-training of JTEs. Otherwise, this may unfairly distribute the existing number of ALTs to an unreasonable number of schools.

5.2.4 Raising the standard

Both ALT/NETs (13%) and JTEs (7%) believed their partners needed more training and experience. In particular, both parties listed the necessity of receiving TT training at the university level. This is a legitimate requirement to have such background, especially because students refer to ALTs as “sensei” or teacher in Japanese. Unfortunately, due to the hiring policy of ALTs in the JET program, (Wada 1988 and Wakabayashi 1989) having

teaching experience is welcomed but not required. Below are suggestions to help rectify this predicament facing the JET program.

Possible solutions: Requiring all ALT/NETs to have a minimum of one-year (+) of working experience, preferably in the field of teaching or education, should become a basic JET prerequisite. This may include part-time teaching, tutoring or even provisional student-teacher credit. A great number of ALTs who come to Japan are recent university graduates with no post-graduate working experience. By having some background, ALTs would have a much better understanding of the work ethic involved in being in a classroom. It would also give them a greater appreciation of the responsibilities their JTE partners are required to meet. In an attempt to hire more veteran teachers, a JET review board has recently raised ALT age restrictions from 35 to 39. It also concluded that ALTs must fulfill more job requirements in order to extend their contracts from the present 3 years to a 5 year maximum (Yomiuri 2001). This is a timely step in the right direction, which displays a need for higher qualifications and lower ALT turnover rates. In addition to the L2 target language, this background experience will also help promote a better understanding and mutual respect between ALTs and JTEs, by raising the level of awareness of professional accountability. Sasaki (see Kobayashi 2001) also recommends encouraging veterans with higher qualifications to extend their periods of stay. This proposal supports the earlier discussion, which provides depth to the JET program and job satisfaction for ALTs wishing to stay longer. Finally, as was found in the beginning of this dissertation, there are many acronyms used in this field of TESOL (i.e., BETS, MEF, AET, ALT and NET). Some of these are confusing or even misleading in their meaning. Therefore, a practical suggestion is to change the current title of ALT (Assistant Language Teacher) to **CLA** or *Culture and Language Assistant*. This simple amendment would:

- (1) Alleviate the pressure of non-certified ALTs to assume lead RTT roles.
- (2) Reinforce the cultural exchange objectives of the JET program.
- (3) Provide a more pragmatically and politically correct term for ALTs.

CHAPTER SIX – CONCLUSION

In review, many significant points were made. First, the history of English education in Japan has taken a very long and unusual path to get to its present destination. Even more pertinent is how many events, such as the impact of World War II, drastically changed the course of EFL. Most historically relevant to this generation, was the introduction of team-teaching by the Japanese Board of Education, Science, Sports and Culture. At the time of its inception in 1977, team-teaching at the national level added a new element of dynamics to the instruction of English. For the first time, two teachers, one native-English speaker and one Japanese teacher of English, were paired together in hope of raising the level of English communication skills in schools across Japan. But with any innovation, there were problems destined to surface. However it was found in this research that ALT/NETs and JTEs agreed that, even though team-teaching has difficulties, through cooperation and communication there is a future for TT to continue in Japanese education.

Another factor presented through this research, was the introduction and explanation of the various types of team-teaching being practiced in Japan. The initial hypothesis made was that RTT or ALT/NET-led team-teaching, would be found to be the most predominant form of team-teaching in Japan. From the data gathered in the surveys, the hypothesis was proven to be correct. However, concrete reasons why it was chosen over traditional JTE-led team-teaching, were found to be somewhat inconclusive. One of the necessary criteria was differentiating between ALT/NETs working in private schools and JET-employed ALTs working in public schools. This factor alone made the results appear that RTT was being practiced more than it actually is. The most important difference highlighted here was illustrating that private schools have much more flexibility in how team-teaching is implemented. This made the statistics appealing, but rather weighted in favor of RTT. It was also speculated that even though a 29.6% survey return for statistical reliability was accomplished, the majority of these responses came only from ALT/NET/JTEs interested in sharing their experiences for the benefit of teachers and students involved in the field of TT.

Additional discoveries were also made. First, it was encouraging to find that even though ALTs and JTEs varied greatly in opinion about the implementation of team-teaching, they do think alike in many areas. One of these areas was the mutual desire to change English instruction in Japan from the predominantly used grammar-translation method, to a more communicative approach. This is evidence that the Monbusho should listen to the voices of its teachers, to reform its present system from studying English for passing entrance exams to raising levels of English proficiency. Another significant factor found from the data was the large number of ALT/NETs and JTEs who agreed overall, that team-teaching is a useful

and effective tool for teaching EFL. Unfortunately, there were many disadvantages revealed as well. The most disturbing of these, was the communication factor between ALT/NETs and JTEs. The feedback provided for this research was personal, extensive and frank. But it was stated clearly by most participants that information of this nature was shared in strict confidence, but not discussed *between* JTEs and ALTs. However, this exchange of vital information is crucial for making team-teaching even stronger in the future.

By far, the greatest disappointment in this research was failing to obtain feedback from more ALT/NET/JTEs. This would have provided more concrete data from educators who are opposed to TT, a better explanation as to why ALTs were not choosing to renew their contracts, and clearer information concerning the difference between private and public schools. However, the data did reveal that even though RTT was found to be a predominant form of team-teaching in Japan, it was not always preferred. The essential distinction in having a successful RTT situation was the presence of an NET or an ALT with adequate training, experience or teacher certification. Because RTT was not proven to be a superior team-teaching method, it was not recommended for ALTs without the credentials listed above. As team-teaching continues to grow as a popular technique in the field of TESOL, it will continue to develop through practice and experimentation. While many theories still remain about which team-teaching style is best, the responsibility for building a compatible team lies ultimately on the two members involved. As to the initial question presented, “Who should really be in charge?” The answer is actually both NET/ALT and JTE, because they have dual responsibility as members to make TT an effective method of learning EFL.

Finally, in the area of pedagogical implications, many suggestions were made at the macro-level of implementation. Although team-teaching has made great progress in the field of EFL, it should continue to develop into an even better methodology. However, in order to accelerate this progress, the Monbusho must review candid feedback received directly from TT participants and provide frequent follow up of this progress. Team-teaching was first formed with a vision to provide a higher level of English proficiency in Japan. As this objective grew from the creation of new programs, cultural awareness was incorporated into the philosophy of English language learning. Although this was a noble concept founded many years ago, the Japanese Board of Education, Science, Sports and Culture should recognize as the JET program grows, it must realign its objectives to achieve more realistic and specific goals. As mentioned before, a good start would be employing people who also have high expectations and specific goals for coming to Japan. By raising these standards, an increase in success for ALT/NET/JTEs and Japanese students is more likely to occur. With the efforts made by the many teachers who have dedicated themselves to promoting TT, maybe someday English in Japan will develop from a foreign, into a second language.

Appendix A: ALT/NET Survey results

1) Type of school:	N = 45 77%= Public 23%= Private
2) School level:	Combined 53%= High school 33%= Junior high 14%= Both
3) Grade levels taught:	Junior high and High school 1 st = 4% 1 st = 23% 2 nd = 4% 2 nd = 10% 3 rd = 0% 3 rd = 8% All = 18% All = 33%
4) Years in Japan:	46%=0-2 21%=3-4 2%=5-6 5%=7-8 10%=9-10 16%=11+
5) Nationality:	44%= USA 18%= Canada 17%= Great Britain 15%= Australia 4%= New Zealand 2%= Other
6) Teaching experience prior to Japan:	55%=Yes 45%=No
7) Additional TESOL qualifications:	37%=Yes 63%= No
8) Expectations prior to coming to Japan:	11% = To teach highly disciplined students 6% = Teaching would be very rewarding 6% = Team-teaching would be well-organized 4% = No particular expectations 4% = To teach communicative English
9) Have expectations changed since arriving?	71%= Yes 22%= No 7%= Unsure
10) How have they changed?	11% = Disappointed with lax classroom management 6% = Japanese students don't fit academic stereotype 6% = English is required and often hated by students 4% = Curriculum is limited to a textbook syllabus 4% = Being underutilized for curriculum planning
11) How long have you been team-teaching?	33%=0-1 years 22%=2-3 years 15%=4-5 years 11% =6+ years 19%= Solo
12) Team-teaching classes per week:	12% =1-6 30% =7-12 33% =13-19 6% = 20+ 19% = Solo

13) How are you utilized as an ALT/NET?	22% = ALT/NET led - JTE assisted RTT
	20% = Human tape recorder
	15% = Not very much / not at all
	13% = ESS clubs
	13% = Conversation model
14) Good points of current team-teaching situation:	22% = Use of “real communication” in classroom
	15% = JTE assists with necessary explanation
	13% = Good cooperation with JTE
	8% = Freedom to teach “original” syllabus
	8% = JTE plans – ALT/NET implements
15) Bad points of current team-teaching situation:	15% = Being underutilized as an ALT/NET
	13% = JTE unwilling to cooperate
	11% = Too much L1 (Japanese) spoken in class
	8% = Planning is very time-consuming
	8% = ALT-planned lesson was no “weight or value”
16) Experience in Reverse team-teaching (RTT)	71%= Yes
	29%= No
17) Advantages of RTT:	20% = NET/ALT has “control” of lesson
	17% = Structure of class is more communicative
	15% = ALT/JTE roles are clearly defined
	11% = Freedom to plan level-appropriate lessons
	8% = Self-worth and job-satisfaction
18) Disadvantages of RTT:	20% = JTE disagrees with ALT lesson objectives
	8% = Lack of communication between JTE/ALT
	8% = JTE becomes too passive in responsibility
	8% = Inexperienced ALT unfamiliar with system
	6% = Turnover of ALT is very high
19) Anticipated advantages of RTT:	13% = More communicative classes
	8% = JTE/ALT has clearer roles
	6% = Cooperation between JTE/ALT
	4% = ALT/NET has more freedom in planning
	4% = Good training experience for JTEs
Anticipated disadvantages of RTT:	8% = ALT has lack of teaching experience
	8% = ALT has greater difficulty with L1 barrier
	6% = ALT lacks necessary classroom experience
	6% = ALT cannot adequately handle discipline
	4% = JTEs refuse to relinquish “control” of class
20) Additional comments your team-teaching:	20% = Must change from GTM to communicative
	13% = Team-teachers need training in university
	8% = Older JTEs need in-service/seminar TT training
	6% = Make school textbooks more “authentic”
	6% = Raise qualifications/requirements of ALTs

Appendix B: JTE Survey results

1) Type of school:	N = 44 84%= Public 16%= Private
2) School level:	Combined 72%= High school 28%= Junior high 0%= Both
3) Years teaching:	10%=1-5 16%=6-10 12%=11-15 12%=16-20 44%=21-25 6%=25 +
4) Grade levels:	30%=1 st 28%=2 nd 24%=3 rd 18%= All
5) Training methods in university:	36%= Nothing special 21%= Grammar translation 13%= Other degree 9%= English literature 7%= Communicative 4%= Team-teaching 4%= American English 2%= Direct method 2%= Semantics
6) Years of team-teaching experience:	30%=1-5 33%=6-10 18%=11-15 13%=16-20 0%=21-25 6%= Solo
7) Number of ALTs team-taught with:	31%=1-3 21%=4-6 26%=7-9 13%=10-12 9% =13+
8) Frequency of team-teaching (by ranking)	73%=1-3 times per week 18%=1-2 times per year 9%= 4-5 times per week
9) Expectations of team-teaching: (by ranking)	29% = To expose students to different cultures 22% = To develop students' listening skills 20% = To help students learn communication 18% = Contact with NES/ authentic communication 11% = Focus on pronunciation skills
10) How is your ALT utilized at work?	25% = Writing and composition 20% = Same/equal responsibility as a JTE 16% = To help motivate students 13% =Correcting/scoring assignments 9% = A variety of depending on time of year

11) Advantages of team-teaching:	13% = JTE/ALT have good cooperation
	13% = No particular advantages
	13% = Classroom atmosphere is “brighter”
	11% = Experienced JTE can guide ALT
	11% = JTE plans/ ALTs implement
12) Disadvantages of team-teaching:	13% = ALT is underutilized/ no responsibility
	13% = Rotation schedule of ALTs is too high
	11% = Traditional TT is boring/slow change
	11% = Too much Japanese spoken in class
	9% = Planning is too time-consuming
13) Experience in Reverse team-teaching:	61%= Yes
	39%= No
14) Advantages of RTT:	16% = Students get fresh approach to learning
	11% = Authentic communication skills developed
	6% = ALT can provide new/fresh ideas to teaching
	6% = Trained NET can handle full responsibilities
	4% = Less L1 (Japanese) spoken in class
15) Disadvantages of RTT:	13% = JTE must explain much in (L1) Japanese
	4% = ALT plans are inappropriate
	4% = Poor consultation between ALT/JTE
	4% = ALTs cannot handle discipline
	4% = ALT turnover is too high
16) Anticipated advantages of RTT:	15% = More “real” communication will occur
	11% = If ALTs stay longer, more responsibility
	9% = ALT/NET can provide new ideas for planning
	6% = Less reliance on Japanese in class
	6% = Increase motivation for learning English
17) Anticipated disadvantages of RTT:	13% = None foreseen if ALT/JTE can cooperate
	11% = Short-term ALTs lack continuity
	9% = ALT evaluation system is unreliable
	6% = Students may need additional explanation in L1
	6% = ALT syllabus deviates from university exams
18) Differences in RTT and TTT responsibilities:	20% = JTE should handle all assessment
	15% = ALT/NET can have full responsibility
	13% = ALT should take planning and implementation
	11% =ALT should not handle classroom management
	6% = ALT should gradually have more responsibility
19) Have roles of team-teaching changed?	43%= Yes
	32%= No
	25%= Unsure
How?	13% = It depends on the ability of the ALT
	11% =ALTs have more responsibility than before
	9% = Team-teaching roles are more clearly defined
	6% = ALT teaching vs. cultural roles are blurring
	6% = The JET program is growing every year
20) Additional comments about your team-teaching:	13% = Solo is best with experienced NET
	9% = Need for a shift from GTM to communicative
	9% = The level of TT is improving every year
	7% = JTEs need more training in university
	6% = Both NET/JTE should be qualified teachers
	6% = RTT works if both teachers have L2 ability

Appendix C: Assistant Language Teacher (ALT)

Native English Teacher (NET) Team-teaching survey

Hello! My name is Alan Macedo. I am a full-time, native English teacher (NET) here at Kaichi Jr./Sr. High School in Wakayama City. I have been teaching EFL for 8 years and am now completing my Master's degree in TESL/TEFL (Teaching English as a Second/Foreign Language) through the University of Birmingham, England. My dissertation topic is "*Reverse vs. Traditional*" Team -Teaching. I do solo teach our junior and high school 2nd grade classes. But, for our junior high 1st grade classes, I team - teach with a Japanese teacher of English (JTE) in a *reverse* role situation. I understand how busy you are and that you may even be at the end of a JET contract. So, I would really appreciate it if you could take about 20 minutes of your time to help me with my research. This is anonymous so please answer these survey questions as honestly and accurately as possible! Please return this by fax at: (073) 461-7555 or by e-mail at alan4ecs@wcsnet.or.jp before 7/30/01. Again, thank you for your time!!!!

- 1) Type of school..... Public / Private
- 2) What school level do you teach?..... Junior / Senior High
- 3) What grade level do you teach?..... 1st - 2nd - 3rd
- 4) How long have you been in Japan?..... ___years___ months
- 5) What is your nationality?..... _____
- 6) Did you have any teaching experience before coming to Japan?..... Yes / No
- 7) What training (i.e. TESOL) or credentials do you have? _____
- 8) What were your expectations of teaching English in Japan before coming here?

- 9) Have those expectations changed since arriving?..... Yes / No
- 10) How or Why? _____

- 11) How long have you been team-teaching?..... ___ months ___ years
- 12) How many times per week do you team-teach?
- 13) How are you utilized as an ALT at your school? _____

- 14) What are/were the *advantages or good points* of your team-teaching situation?

15) What are/were the *disadvantages or bad points* of your team-teaching situation?

16) Have you ever taught in a **reverse** team-teaching situation where YOU had/have the responsibility of class planning, management, assessment, etc., and the JTE was/is the assistant teacher?.....Yes / No

17) If **Yes**, what were/are the *advantages or good points* of reverse team-teaching?

18) What were/are the *disadvantages or bad points* of reverse team-teaching?

19) If **No**, what are the advantages/disadvantages you might *anticipate* in a reverse team-teaching situation?

Advantages_____

Disadvantages_____

20) Do you have any additional comments or feedback about the current situation of Team-teaching or English instruction in Japan at the junior or senior high level?

Appendix D: Japanese Teacher of English (JTE) Team-teaching survey

Hello! My name is Alan R. Macedo. I am a full-time, native English teacher (NET) at Kaichi Jr./Sr. High School here in Wakayama City. I have been teaching EFL for 8 years and am now completing my Master’s degree (MA) in TESL/TEFL (Teaching English as a Second/Foreign language) through the University of Birmingham, England. My dissertation topic is “Reverse vs. Traditional Team-teaching”. I do solo teach our junior and senior 2nd grade classes. But, for our 3 junior high 1st grade classes, I team-teach with a Japanese Teacher of English (JTE) like you, but in a *reverse* - role situation. I realize how busy you are so if you could take about 20 minutes of your valuable time to help me with my research I would really appreciate your feedback. This survey is anonymous, so please answer all of the questions as accurately and honestly as possible. Thank you again for your time! (See bottom for e-mail/fax#s)

- 1) Type of school:..... Public / Private
- 2) School level taught.....Junior / High
- 3) How many years have you been teaching English?.....
- 4) What grade level (s) do you teach?.....1st – 2nd – 3rd
- 5) What training methods did you receive in university? _____
- 6) How many years have you been team-teaching?.....
- 7) How many Assistant Language Teachers have you taught with? _____
- 8) How many times a week do you team-teach with your school ALT? _____
- 9) What are the expectations of your team-teaching? _____

- 10) How is your ALT utilized at your school?

- 11) What are the *advantages/good points* of a traditional team-teaching situation?

- 12) What are *disadvantages/bad points* of a traditional team-teaching situation?

13) Have you ever been in a **reverse** team-teaching situation, where the ALT (professional or JET) was responsible for the planning, implementation, management and assessment of the class?..... Yes / No

14) **If yes**, what are the *advantages or good points* of your reverse team-teaching?

15) What were/are the *disadvantages or bad points* of your reverse team-teaching?

16) **If no**, what *advantages or good points* might you anticipate from RTT?

17) What *disadvantages or bad points* might you anticipate from RTT?

18) If you have a reverse team-teaching situation at your school, what are the *differences* in responsibility allotted between you and the ALT? (For example: planning, management, etc.)

19) Has the role between JTE/ALT changed since you first began teaching? How?

20) Do you have any additional comments or feedback about the current situation of team-teaching or English instruction at the junior/senior high school level?

**THANK YOU again for your time! Please return this by fax at # (073) 461-7555,
Or by E-mail at: alan4ecs@wcsnet.or.jp before 7/30/01!**

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