

JALT2007

Challenging Assumptions  
Looking In, Looking Out

# Awareness of different expectations in teaching

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Since its inception, the Japan Exchange and Teaching program (the JET program) has sought to improve foreign language education in Japan and to enhance internationalization. According to the Council of Local Authorities for International Relations (CLAIR), the number of Assistant Language Teachers (ALT) participants had reached 5,057 in 2007, and many English educators and learners seem to have welcomed the program. This research investigates whether (a) ALTs are motivated to participate in team teaching, (b) ALTs feel assimilated with JTEs and other Japanese colleagues, and (c) ALTs are aware of differences in education, school systems, and teachers' roles between Japan and their respective countries. In this paper I explore some of the problems that both groups may experience and propose possible solutions in order to further understanding

語学指導等を行う外国青年招致事業 (JETプログラム) は、発足以来、日本において外国語教育を向上し、国際化を推進することを求めてきた。自治体国際化協会 (CLAIR) によると、2007年の外国語指導助手 (ALT) 参加者は5057名に達し、多くの英語教育者と学習者たちはこのプログラムを歓迎してきたように思われる。本研究の目的はALTがティーム・ティーチングに意欲があるか、JTEと他の日本人教師に溶け込んでいると感じているか、また、日本とALTの出身国との間における教育、学校のシステムと教師の役割の違いを認識しているかを探ることである。この論文では2つのグループが遭遇する可能性のある問題を探り、より良い理解のための解決策を模索する。

**T**he Japan Exchange and Teaching program (the JET program) started in 1987, and according to CLAIR (Council of Local Authorities for International Relations), the number of JET participants reached 5,508 from 44 countries (CLAIR, 2008) in the 2006-2007 program year. The JET program seeks to improve foreign language education in Japan, and to enhance internationalization by helping promote international exchange at the local level, and mutual understanding between Japan and other countries. JET program participants are divided into three groups according to their job description: Assistant Language Teachers (ALTs), Coordinators for International Relations (CIRs), and Sports Exchange Advisors (SEAs). ALTs are expected to assist in the improvement of foreign language and international

understanding of education at schools (CLAIR, 2008), and many of them are from English speaking countries such as the United States, the United Kingdom, Canada, Australia, New Zealand, and Ireland. ALTs are placed in junior and senior high schools, as well as boards of education, and their duties and responsibilities include assistance in classes taught by Japanese foreign language teachers, assistance in the preparation of supplementary teaching materials, assistance in language training for Japanese teachers of foreign language, assistance in the instruction of foreign language clubs and speech contests, and engagement in local international exchange activities (CLAIR, 2004). CIRs assist local government offices in international exchange activities at the local level, and SEAs work for local governments, coach and promote internationalization through the universal language of sports. There are currently 431 CIRs, 20 SEAs, and 5057 ALTs (CLAIR, 2008).

### Background of the Study

Although the JET program seems to have had a great impact on English education in Japan, Crook (2001) reports that some Japanese Teachers of English (JTEs) and ALTs have expressed concerns and complaints.

In my first paper on this topic (Kumagai, 2003), I hypothesized that misunderstandings between ALTs and JTEs would exist because of their different communication styles and pragmatic failures of JTEs. The research results suggest that both ALTs and JTEs agree that the prime reason causing such misunderstandings is the language barrier, and that both parties think that cultural differences and different norms are also problematic. It was suggested that to solve

these problems, the provision of seminars for both JTEs and ALTs is essential, and that these seminars need to involve the emotional character of cultural differences.

Further research has revealed a number of different factors. Meeting and conferring with many ALTs made me aware of frustrations that ALTs feel within their jobs. I became aware through numerous meetings of the frustrations ALTs experience in their jobs, and thus conducted a survey which indicated that ALT job satisfaction was relatively low (Kumagai, 2005).

This paper investigates whether ALTs a) are motivated to team teach, b) feel assimilated with JTEs and other Japanese colleagues, and c) are aware of the differences in education, school system, and teachers' roles between Japan and their respective countries.

### Research questions

1. How motivated are ALTs to implement a team teaching model of instruction?
2. How assimilated are ALTs with JTEs and other colleagues?
3. What differences do ALTs find in education, school system, and teachers' roles between Japan and their home countries?

### Research Method

#### Research Participants

Forty ALTs who teach in Iwate prefecture participated in this

survey. There were 19 male and 21 female participants. The ALTs came from eight countries, as shown in Table 1, and ranged between 21 and 40 years of age, as shown in Table 2.

### *Data collection procedures*

A customized electronic questionnaire was developed and administered using the Zoomerang survey tool. The survey was administered between 23 October and 6 November, 2007. Participants were asked to give feedback regarding: teachers' roles and school system, relationships with JTEs and other Japanese teachers, team teaching, and teacher training (Appendix 1). There were 66 questions (22 demographic, 41 close-ended questions, and 3 open-ended questions), and the questionnaire was distributed to participant stakeholders as an online posted survey. Forty responses were received out of 84 ALTs in Iwate, a response rate of 47.6 %.

### *Data analysis procedure*

Close-ended responses were analyzed using descriptive and analytical statistical techniques (based on a five point Likert-

type scale: 5= Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). The open-ended responses provided qualitative information which validated close-ended findings. Individual responses were kept confidential.

### *Findings and analysis*

There were 66 question items in the survey, and only those showing significant results will be discussed in this paper.

### *Results of demographic questions*

#### *Educational history questions*

89.7% of participants indicated that their degree is not related to education, and 92.1% responded that their degree is not related to ESL/EFL. ALTs appear to have little knowledge of teaching or English education, and they may be unaware of how to perform in class as a teacher. This finding suggests that ALTs require training before engaging in teaching.

**Table 1. ALTs' countries (N=40)**

Countries	US	UK	Canada	NZ	Singapore	Netherlands	Austria	France
Numbers of ALTs	24	6	5	1	1	1	1	1

**Table 2. ALTs' age (N=40)**

Age	21-24yrs old	25-29yrs old	30-34yrs old	35-40yrs old
Numbers of ALTs	19	16	3	2

**Table 3. Educational history questions (N=40)**

Demographic survey items	Yes %	No %
Question 12: Is your degree related to education?	10.3	89.7
Question 13: Is your degree related to ESL/EFL?	7.9	92.1

***Employment history and current employment questions***

77.5 % of ALTs report that being a JET is their first full time teaching experience, suggesting that ALTs may not know how to manage their classrooms or how to give proper instructions in class. 80 % teach in more than one school per week, and this may indicate that a lack of time for preparation or to discuss lesson plans with JTEs.

**Table 4. Employment history question (N=40)**

Demographic survey items	Yes %	No %
Question 7: Is JET your first time full-time teaching experience?	77.5	22.5
Question 21: Do you teach in more than one school per week?	80	20

***Teachers' roles and school system***

As shown in Table 5, 69.2% of ALTs think that Japanese teachers seem to be busy all the time. All ALTs realize that teacher's roles in Japan differ from those in their home countries to some extent, 79.0% indicating that they appear to be quite different.

**Table 5. Teachers' roles and school system (N=40)**

Dimensions Survey Items	Strongly disagree/ Disagree %	Neutral %	Strongly agree/ Agree %
Question 24: Japanese teachers seem to be busy all the time.	7.7	23.1	69.2
Question 25: Teachers' roles in Japan seem to be different from teachers in my country.	0.0	21.0	79.0
Question 34: Conferences and seminars should be further developed to learn about the Japanese education and school system.	5.4	43.2	51.4

Participants responding "agree" or "strongly agree" were asked to respond to the open-ended "If *Agree* or *Strongly Agree*, how different?" Comments included: having much greater responsibility for students outside of the classroom; being involved in many other aspects of a student's life such as with parents, coaches, mentors, social workers, and educators; having administrative responsibilities; and being forced to work longer hours and required to spend more time at school than with their families. Some ALTs also answered that a teaching position in Japan is a highly prestigious one, teachers are much more involved in the students' personal lives, and that teachers here have more homeroom responsibilities and after-school commitments, even with clubs about which they know nothing.

Conversely, ALTs responded that teachers in their home countries have no homerooms, little paperwork, no clubs, fewer organizational commitments, and that teachers are able to focus mainly on teaching. They also reported that teachers

are not expected to watch over the students' personal, as well as school, lives, and that teachers do not have to stay all day at school—they come to give their lessons and then are free.

51.4 % of ALTs said they have to learn more about the Japanese education system. Responding to the open-ended “what do you think you need to know?” they expressed the necessity of knowing: how entrance examinations work, expectations of both teachers and ALTs, general knowledge about the Japanese educational culture and JTE beliefs, classroom discipline, statistics on how well students perform in English, information about special education in Japan, how to make effective lesson plans, how involved homeroom (HR) teachers are in students' lives, how Japanese students view ALTs and how much like a Japanese teacher ALTs are expected to be, as well as having a clear idea of school rules and the extent of behavioral rules. Some ALTs also commented that they want to know: the responsibilities of teachers concerning students' personal and family lives, what not to do in communicating with students, the importance of clubs, and how the National Center for University Entrance Examination and other exams work.

### *Relationships with JTEs and other Japanese teachers*

Table 6 summarizes the results of questions regarding how ALTs feel about their assimilation in the workplace. Although 81.1% answered that they engage in small talk with JTEs everyday, only 40.6 % felt they are assimilated well with JTEs. This seems to indicate that the relationship between many JTEs and ALTs is not particularly close.

Similarly, although 56.8 % chatted with other Japanese teachers daily, only 19.4% answered they felt assimilated with other Japanese teachers. This result may suggest that ALTs have little knowledge of the Japanese language, and they do not get a chance to talk enough with their colleagues.

**Table 6. Relationships between JTEs and other Japanese teachers (N=40)**

Dimensions Survey Items	Strongly disagree/ Disagree %	Neutral %	Strongly agree/ Agree %
Question 36: I engage in small talk/chat with JTEs every day.	2.7	16.2	81.1
Question 37: I feel I am assimilated among JTEs.	29.7	29.7	40.6
Question 38: I engage in a small talk/chat with other Japanese teachers every day.	40.6	13.5	56.8
Question 39: I feel I am assimilated among other Japanese teachers.	52.8	27.8	19.4

### *Team teaching*

The third category questioned respondents about team teaching. As Table 7 shows, responses to questions 46 and 58 reveal that the majority of ALTs are motivated to implement team teaching and are interested in making team teaching more effective. The 10 % response gap between these questions might indicate that although they are interested in teaching students, they experience difficulty in implementing team teaching. Only 24.3% of ALTs experienced setting up

a time to prepare for each lesson with JTEs. Furthermore, since 94.9 % answered that JTEs have responsibilities other than teaching, the reason that ALTs and JTEs do not have sufficient time for meeting to discuss lessons may, in part, be the JTEs' competing responsibilities. Moreover, although ALTs think that JTEs' English ability is proficient enough to communicate with them, they also report the belief that many JTEs exhibit little confidence in their English ability.

**Table 7. Team teaching (N=40)**

Dimensions Survey Items	Strongly disagree/ Disagree %	Neutral %	Strongly agree/ Agree %
Question 46: I am motivated to team teach.	0.0	15.4	84.6
Question 52: JTEs have other responsibilities than teaching.	0.0	5.1	94.9
Question 53: JTEs and I set up a time to prepare for each lesson.	51.4	24.3	24.3
Question 55: JTEs are confident in their English ability.	38.9	27.8	33.3
Question 56: My JTEs' English is good enough to communicate with me.	5.2	13.2	81.6
Question 58: I am interested in making team teaching effective for the students.	2.7	2.7	94.6

### Teacher training

According to Table 8, about 80 % of ALTs felt that teacher training seminars should be further developed, indicating

that the seminars and conferences have not met their needs. Nearly 90 % of ALTs felt it necessary for both ALTs and JTEs to study and practice team teaching methodologies together as well as to jointly attend more conferences and seminars.

**Table 8. Teacher training (N=40)**

Dimensions Survey Items	Strongly disagree/ Disagree %	Neutral %	Strongly agree/ Agree %
Question 61: JTE teacher training seminars should be further developed.	7.8	13.2	79
Question 62: ALT teacher training seminars should be further developed.	8.1	10.8	81.1
Question 63: ALTs and JTEs should study team teaching methodologies together.	2.6	10.5	86.9
Question 64: ALTs and JTEs should practice team teaching methodologies together.	2.6	7.9	89.5
Question 65: ALTs and JTEs should attend more conferences and seminars together.	5.2	5.3	89.5

### Results of the last open-ended question

A number of thoughts and opinions were offered to the final open-ended question, "Please feel free to write other insights about teachers' roles, Japanese schools, relationship with Japanese colleagues, team teaching, and teacher training, etc." They related to such areas as time management,

the need for further training, interpersonal relationships, classroom management, the role of ALTs, and the Japanese educational system, and reflected many of the concerns addressed in the survey. These comments are represented in the table below

### Discussion

The results show that many ALTs are highly motivated to implement team teaching, but not many actually feel assimilated into their workplaces. Additionally, it is apparent that most ALTs have become aware of differences in education, school system, and teachers' roles between Japan and their countries.

As the study shows, ALTs generally lack knowledge and experience of teaching. Therefore, they need training. Wada (1994) notes, "It is ... a fact that team teaching began without any form of pedagogic research to validate it as an effective educational innovation" (P.15). As this research reveals, many ALTs think that teacher training seminars should be further developed. As Wada (1994) points out, "Although the AET is legally an assistant to the JTE, in actual teaching situations the AET is a central part of the lesson" (P.15). While ALTs have orientations in Tokyo for several days upon arrival in Japan, they cannot be expected to be well-informed about the Japanese educational system, how they should accomplish their work, or what they are expected to do. Experiencing jet-lag on arrival, their only immediate concern is how they will be able to survive in an unfamiliar country. Many ALTs are new graduates from universities without full-time professional working experience. Even if some ALTs have previous working experience, they must interact with a new

Broad topic	Specific comments
Time management	Attending many schools and working with 11 JTEs makes it almost impossible to prepare or plan before a lesson
Need for further training	<ul style="list-style-type: none"> <li>• ALTs need to know how the textbooks work to the students and what the textbooks mean</li> <li>• ALTs enter the classroom to play games and have no active teaching role as ALTs have no Japanese ability or little understand teaching methodology</li> </ul>
Interpersonal relationships between ALTs, JTEs, and other Japanese teachers	<ul style="list-style-type: none"> <li>• successful team teaching depends on a cooperative ALT-JTE relationship</li> <li>• JTEs teaching methods, and class dynamics</li> <li>• teachers seem unapproachable because they look busy which discourages the ALT from talking</li> <li>• if JET gave ALTs more time or tools to learn the Japanese language, understanding and feeling a part of Japanese culture would be easier</li> </ul>
Classroom management issues	<ul style="list-style-type: none"> <li>• in a non-academic school it is frustrating to teach students who have no desire to learn English and know they will likely never use it again</li> <li>• the lack of student accountability here is a big major problem</li> <li>• CLAIR tells ALTs to focus more on the oral communication element, but without changing the entrance examination to reflect this, there will be no difference in proficiency enhancement</li> </ul>
Extending the role of ALTs	ALTs should be part of a homeroom class with a JTE if possible, eat lunch with different classes each day, attend an after-school club, and they should be utilized in school festivals, etc. to encourage the children to practice English
The Japanese education system	<ul style="list-style-type: none"> <li>• for team-teaching to have any lasting, worthwhile effect, the Japanese education system itself, not the teaching methodology nor the relationship between JTE and ALT, needs to be improved</li> <li>• all the conferences in the world are not going to change the fact that classes are too large, and students are not able to choose to study English</li> </ul>



culture here. If they have never taught before, they will also have to adjust themselves as teachers. Equally problematic is that many ALTs have to teach at different schools, and they do not have sufficient time for preparing each lesson.

Many ALTs acknowledge that Japanese teachers have different roles compared with teachers in their homeland. However, it seems that some ALTs do not notice what is happening around them in school because of the language barrier, and on this survey 51.4% of ALTs feel the necessity to learn more about the Japanese education system. I believe that both JTEs and ALTs need to learn about each other's education systems and teachers' roles within them, and the importance of developing knowledge of comparative education should be emphasized.

This study also shows that although most ALTs are highly motivated to engage in team teaching, some do not feel assimilated with JTEs and other Japanese colleagues. Not only JTEs but also other Japanese colleagues need intercultural communication seminars for fostering better understanding towards people from other countries, which may ease ALTs' isolation in the workplace.

In this study, as the majority of ALTs feel that teacher training seminars should be developed further, I, therefore, believe that team teaching methodologies should be studied and developed collaboratively by the Japanese Ministry of Education, CLAIR, the boards of education, and universities. I further contend that these methodologies should be taught and practiced at the university level to educate future JTEs and current teachers. I also suggest that a thorough study should be conducted to assess whether or not team teaching has in fact been working effectively.

One problem in the JET program is that little research has been done on team teaching from the JTEs' perspective. I consider that one of the biggest problems that JTEs commonly have is their limited time, particularly to update their recent studies in English education. JTEs need to be allowed more time to study English and teaching methodologies in order to gain critical confidence. The organizational system should be changed as well so that many JTEs can have enough time to keep pace with evolving EFL methodologies, and to prepare and implement their own new ideas in class. This may necessitate a change in the organizational system so as to enable JTEs to keep pace with evolving EFL methodologies and to prepare and implement their own ideas in class. JTEs are expected to improve students' communicative competence, but as this study demonstrates, many JTEs do not seem to be confident of their English ability and Japanese teachers have too many responsibilities outside the classroom other than teaching English.

Although some universities ask questions in English on entrance examinations, some still ask prospective candidates to translate English into Japanese or vice versa in the exams. Oral tests are not being implemented for university center exams, nor are team teaching methodologies being taught as a class.

## Conclusion

This paper sought to ascertain whether or not, and to what degree ALTs are motivated to engage in team teaching, whether ALTs feel assimilated with the JTEs and other Japanese colleagues, and whether ALTs are aware of the



differences in education, school system, and teachers' roles between Japan and their countries. Several recommendations have been offered based on the research findings such as: a performance review for ALTs, developing oral tests at the national level: giving seminars on intercultural communication to Japanese colleagues, developing team teaching methodologies and teaching them in universities; conducting a study to assess if team teaching is being implemented effectively, considering organizational change and giving JTEs more time and opportunities to improve their language skills and methodologies.

Notably, however, the limitation of my study is that it was conducted in a particular area with a small numbers of participants, of whom only about half responded. As a future study, I therefore plan to administer the survey to ALTs nationwide in order to collect more relevant survey results. Other research questions may include what language ALTs and other Japanese teachers use when they communicate, how much ALTs know about Japanese university entrance exams, and whether ALTs without a degree in EFL/ESL or education have another teaching certificate. Additionally, the survey will again be conducted with the same participants as a longitudinal study to assess possible attitude changes. This survey was conducted three months after the ALTs contracts began or were renewed, and the results may have been different if the survey had been administered in July at the completion of the contract period.

I would also like to collect data from JTEs to explore other possible factors affecting their attitudes because little research has been done from the JTEs' perspectives. Considerable problems remain between ALTs and JTEs. However, if we become "soft on the people, but become

hard on the problem" and "don't attack their position but look behind it" (Fisher & Ury, 1991), the JET program will become an exemplary role model for internationalization.

**Minako Kumagai** started teaching English at a high school in Japan in 1996, and she completed her M.A. studies in TESOL at Teachers College, Columbia University in New York. She is interested in intercultural communication, sociolinguistics, cross-cultural pragmatics, and conflict resolution in intercultural settings. She can be contacted at <hakkesho1@yahoo.co.jp>.

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## Appendix 1

### Opinion Questionnaire for ALT

You are invited to participate in a research study on attitudes toward teachers' roles, Japanese schools, relationship with Japanese colleagues, team teaching, and teacher training. The study is being conducted by Minako Kumagai for an empirical paper. Your voluntary participation is confidential and anonymous, and the survey results will be supplied upon your request. Thank you in advance for your helpful participation.

### Demographic Questions

Instructions: I would like to ask you some additional questions about yourself and your background. Please give demographic information that you feel BEST describes you.

- What is your age?  
 21-24 years old  25-29 years old  30-34 years old  
 35-40 years old  40-44 years old  45-49 years old
- What is your gender?  Female  Male
- What is your nationality?  
 The US  The UK  Australia   
 New Zealand  Canada  India  Ireland   
 South Africa  Other, please specify ( )
- Is English your first language?  Yes  No
- Is JET your first full time job?  Yes  No

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6. If no, how many years of full-time work experience do you have?  
 Less than 1 year  1-3 years  4-6 years  
 7-9 years  Over 10 years
  7. Is JET your first time full-time teaching experience?  
 Yes  No
  8. If no, how many years of full-time teaching experience do you have?  
 Less than 1 year  1-3 years  4-6 years  
 7-9 years  Over 10 years
  9. Do you have part-time teaching experience?  
 Yes  No
  10. If yes, how many years of part-time teaching experience do you have?  
 Less than 1 year  1-3 years  4-6 years  7-9 years  Over 10 years
  11. What type of school do you teach?  
 Academic SHS  non-academic/vocational SHS
  12. Is your degree related to education?  Yes  No
  13. Is your degree related to ESL/EFL?  Yes  No
  14. Can you communicate with your colleagues in Japanese without help of JTEs?  
 Yes  No
  15. What is your Japanese proficiency level?  
 Very fluent  Fluent  Fair  
 Poor  Very poor
  16. How long have you been in Japan?  
 Less than 1 year  1 year  2 years  
 3 years  more than 3 years
  17. If less than 1 year, how many months?
  18. Have you ever lived in foreign countries other than Japan?  Yes  No
  19. If yes, how long have you lived in other country/countries?  
 Less than 1 year  1 year  2 years  3 years  more than 3 years
  20. If less than 1 year, how many months?
  21. Do you teach more than one school per week?  
 Yes  No
  22. How many JTEs do you teach with now?  
 1 JTE  2-3 JTEs  4-6 JTEs  
 More than 7 JTEs

## Miscellaneous Questions

Instructions: Please choose a number below that reflects how you feel.

<b>Part 1 Teachers' roles and school system</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
23. JTEs seem to be busy all the time.	1	2	3	4	5
24. Japanese teachers seem to be busy all the time.	1	2	3	4	5
25. Teachers' roles in Japan seem to be different from teachers in my country.	1	2	3	4	5
26. If Agree or Strongly Agree, how different?	1	2	3	4	5
27. I am aware of what kinds of responsibilities Japanese teachers have.	1	2	3	4	5
28. I am aware of my responsibilities and what I am expected to do in school.	1	2	3	4	5
29. I am aware of how I am expected to act as a teacher in Japan.	1	2	3	4	5
30. I knew about Japanese education and school system before I came to Japan	1	2	3	4	5
31. I know about Japanese education and school system well enough to perform my function/to do my job.	1	2	3	4	5
32. It would be better if I had known about the Japanese education and school system before I came to Japan.	1	2	3	4	5
33. Conferences and seminars are helpful enough to learn about the Japanese education and school system.	1	2	3	4	5
34. Conferences and seminars should be further developed to learn about the Japanese education and school system.					
35. If Agree or Strongly Agree, what do you think you need to know?					
<b>Part 2 Relationships with JTEs and other Japanese teachers</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
36. I engage in small talk/chat with JTEs every day.	1	2	3	4	5
37. I feel I am assimilated among JTEs.	1	2	3	4	5
38. I engage in a small talk/chat with other Japanese teachers every day.	1	2	3	4	5
39. I feel I am assimilated among other Japanese teachers.	1	2	3	4	5
40. I feel I am respected as a member of the school by JTEs.	1	2	3	4	5
41. I feel I am respected as a member of the school by other Japanese teachers.	1	2	3	4	5
42. I have some complaints about JTEs, but I have never openly expressed them to the JTEs.	1	2	3	4	5
43. I assume JTEs have some complaints about me, but they have never shared them with me/expressed them to me.	1	2	3	4	5

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	45. JTEs inform me about/of events happening in school, so I am aware of what is going on.	1	2	3	4	5
	<b>Part 3 Team teaching</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	46. I am motivated to team teach.	1	2	3	4	5
	47. I am responsible for planning lessons.	1	2	3	4	5
	48. I get a sense of achievement from my job.	1	2	3	4	5
	49. I am utilized well enough as a language teacher.	1	2	3	4	5
	50. ALTs should take a leading role in team teaching.	1	2	3	4	5
	51. JTEs should take a leading role in team teaching.	1	2	3	4	5
	52. JTEs have other responsibilities than teaching.	1	2	3	4	5
	53. JTEs and I set up a time to prepare for each lesson.	1	2	3	4	5
	54. JTEs feel the pressure of university entrance exams.	1	2	3	4	5
	55. JTEs are confident in their English ability.	1	2	3	4	5
	56. My JTEs' English is good enough to communicate with me.	1	2	3	4	5
	57. JTEs are interested in making team teaching effective for the students.	1	2	3	4	5
	58. I am interested in making team teaching effective for the students.	1	2	3	4	5
	59. Team teaching is being implemented effectively for the students.	1	2	3	4	5
	<b>Part 4 Teacher Training</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
	60. Conferences and seminars are helpful to implement team teaching effectively both for ALTs and JTEs.	1	2	3	4	5
	61. JTE teacher training seminars should be further developed .	1	2	3	4	5
	62. ALT teacher training seminars should be further developed .	1	2	3	4	5
	63. ALTs and JTEs should study team teaching methodologies together.	1	2	3	4	5
	64. ALTs and JTEs should practice team teaching methodologies together.	1	2	3	4	5
	65. ALTs and JTEs should attend more conferences and seminars together.	1	2	3	4	5

**Part 5 Your thoughts and insights**

66. Please feel free to write other insights about teachers' roles, Japanese schools, relationship with Japanese colleagues, team teaching, and teacher training, etc.
67. May I contact you to follow-up on your answers to the survey? \_\_\_ Yes \_\_\_ No
68. If yes, please enter your name and contact information.
- First Name:
- Last Name:
- Your e-mail address:

**Thank you very much for your cooperation!**