

# Perceptions about team teaching: From Assistant Language Teachers and Japanese Teachers of English

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## Reference data:

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The JET (Japan Exchange and Teaching) Programme is an exchange program that is well known both domestically and internationally. Assistant Language Teachers (ALT), who comprise the majority of the participants, team-teach English with Japanese Teachers of English (JTE) in local public schools. In spite of its long history (20 years), there are still challenges that both ALTs and JTEs encounter in terms of team teaching, especially when it comes to ALT's duties. This study examined preferences for and frequencies of ALTs' duties. A needs analysis was conducted with 99 participants (71 JTEs & 28 ALTs) in a central prefecture in Japan. The participants were asked to rate how often they perceived that they performed each task (frequency) and to what degree they liked each task (preference). A four-point Likert scale was used to score their answers. After MANOVAs and *t*-tests were run, mean differences were descriptively analyzed.

この研究は外国人指導助手 (ALT) の職務内容に対しての認識を調査したものである。99人の参加者 (JTE71人、ALT28人) にアンケート調査を行い、分散分析とT検定を使用して、次の3つの比較を行った。一つ目はALTとJTEがどのような職務内容を好むか比較し、二つ目にALTが考える職務内容に求めている事と実際にその職務内容を行っている頻度の差を比較した。最後にJTEがALTに期待する職務内容と実際にALTが行っている頻度の差を比較した。これらのデータを検証しながらチームティーチングに対しての改善策を議論する。

**T**HE JET Programme is one of the largest international exchange programs of its kind in the world. By having native speaking teachers of English in the classroom, students are to be exposed to native-speaker English and attain more communicative competence. While the benefit for students is to improve oral and listening skills, team teaching also provides Assistant Language Teachers (ALT) and Japanese Teachers of English (JTE) with the opportunity for teacher training. Having ALTs in the classroom will “promote CLT (Communicative Language Teaching) and raise JTEs’ awareness of English as a communicative medium” (Miyazato, 2009, p. 38). Crooks (2001) stated that team teaching with an ALT improves a JTE’s English ability and at the same time also improves an ALT’s pedagogical skills. The ideal team-teaching context is said to be one in which ALTs and JTEs learn from each other and build a better relationship.

It is clearly stated in the JET Programme handbook that the ALT should not expect to be a main teacher; instead, ALTs are expected to do the following:

1. Assist in classes taught by Japanese foreign language teachers in junior and senior high schools;
2. Assist in foreign language conversation training, etc., at elementary schools;
3. Assist in preparing materials for teaching the foreign language;
4. Assist in the language training of Japanese teachers of foreign language, etc.;
5. Assist in the instruction of foreign language clubs;
6. Provide information on language and other related subjects for people such as Teachers' Consultants and Japanese teachers of foreign language (e.g., word usage, pronunciation, etc.);
7. Assist in foreign language speech contests;
8. Engage in local international exchange activities; and
9. Other duties as specified by the Contracting Organisation. (CLAIR, 2008, p. 4)

Despite this clear definition in the official handbook, some of the ALTs' duties in team teaching are not well understood and, therefore, tend not to be carried out. In addition, JTEs sometimes do not know how to effectively make use of the ALTs and conversely, ALTs do not know what to do to meet the JTEs' expectations. Twenty years after the start of the programme, it seems that complaints about team teaching still exist and conflicts in team teaching have not yet been solved.

### **Past studies on the JET Programme**

Many researchers have investigated the realities of team teaching. Gorsuch's survey study (2002) found that the ALTs frequently taught English in Oral Communication classes, while

students prepared for entrance examinations in other classes. The results showed that only 20% of the JTEs were teaching English I and II (the required four-skills English courses) with ALTs at least once a week, which implies that English I and II were considered as "the territory of JTEs" (p. 17).

For ideal team teaching to take place, both parties must understand their partner's characteristics, needs, and wants. In order to examine the roles of ALTs and JTEs, Mahoney (2004) administered open-ended questionnaires to 1400 teachers (431 ALTs and 971 JTEs) from all over Japan. The results showed that respondents generally concurred on the top three roles expected of themselves and their partners. Mahoney also pointed out that there was more agreement in higher ranked items as opposed to the lower ranked items.

Miyazato (2006, 2009) wrote about power sharing between JTEs and ALTs. She conducted a case study by observing and interviewing three team-teaching pairs and administrators. Miyazato determined that ALTs were experts in terms of language competence, but they had minimum authority in terms of knowledge of the local culture and understanding students' language learning situations and the learners (Miyazato, 2009, p. 42).

### **Purpose**

The findings of past studies indicated that there are gaps between JTEs and ALTs in terms of their understandings of roles and power and their expectations in team teaching. However, very few studies have investigated the gap between how much ALTs like to do things and how often they actually do these things. Recognizing the gap within the ALT group will help bring about understanding of what needs to be improved. The following research questions were addressed:

1. What significant mean differences exist between ALTs and JTEs in their preferences concerning the roles of ALTs?



2. What significant mean differences exist among ALTs in their preferences for and the frequency of their teaching duties?
3. What significant mean differences exist among JTEs in their preferences for and the frequency of ALTs' teaching duties?

For this study, an ALT's preferences are defined as the degree to which ALTs like their teaching duties. The JTEs' preferences are defined as the degree to which JTEs want ALTs to complete specific tasks. The definition of frequency from the ALTs' perspective means how often or frequently ALTs do each teaching duty; from the JTEs' perspective, it is how often ALTs are perceived as doing each duty.

## Methodology

### Participants

The participants in this study were ALTs and JTEs based in a central prefecture of Japan. All worked for a public school system within the prefecture. In total, 114 respondents participated in this study: 82 JTEs (full-time and part-time) and 32 ALTs (out of a total of 61 JET participants in the prefecture) (Table 1).

Although answers were collected from 114 respondents, 12 participants ( $n = 10$  JTEs,  $n = 2$  ALTs) were omitted, as they did not submit complete answers to a whole section. In addition, only participants who worked at junior high schools and high schools are included; thus, participants who worked at other type of schools ( $n = 3$ ) were omitted. Table 1 shows information about the respondents.

Table 1. Profiles of respondents

Category		JTE	ALT
Copies distributed		200	50
Total respondents		82	32
Valid respondents		71	16 (+12 online survey)
Total response rate		41%	64%
Valid response rate		36%	56%
Valid respondents	Gender	Male 39% (31)	Male 46% (13)
		Female 61% (40)	Female 54% (15)
	School	Junior high (42)	Junior high (23)
		High school (29)	High school (5)
Age	20s – 14% (10)	20s – 86% (24)	
	30s – 28% (20)	30s – 14% (4)	
	40s – 23% (25)		
	50s – 23% (16)		
Teaching experience*	1-10 yrs – 28% (20)	1 yr – 43% (12)	
	11-20yrs – 34% (24)	2 yrs – 32% (9)	
	21-30yrs – 28% (20)	3 yrs – 14% (4)	
	Over 31yrs – 10% (7)	4 yrs – 7% (2)	
		5 yrs – 4% (1)	

\*Teaching experience for ALTs means teaching experience in the JET Programme as an ALT.

### Materials

A single questionnaire was created for both JTEs and ALTs: a Japanese language version for the JTEs and an English language version for the ALTs. The survey (Appendices 1 & 2) consisted of the following sections:



### Part 1: Frequency of ALT's duties

A 20-item list that described ALT duties was presented on both questionnaires. The list was created based on the official duties outlined in the *JET Handbook* (CLAIR, 2008), comments from the Prefectural Board of Education, answers from the pilot study, and the researcher's teaching experiences with ALTs. The respondents were instructed to rate how frequently they do / perceive the occurrence of each duty (e.g., "I make lesson plans / my ALT makes lesson plans"). A 4-point scale that explained the rating of each number (1 = almost never to 4 = almost every time) was used to record each answer.

### Part 2: Preference of the ALT's duties

In the next section, the respondents were asked to rate their preferences (e.g., "I would like to make lesson plans / I want ALTs to make lesson plans") using a 4-point scale. The meaning of each number was explained (1 = strongly disagree to 4 = strongly agree). In order to gain more insights about their answers, respondents were requested to supply additional descriptions of duties that were unlisted.

### Data collection procedures

I mailed 250 paper copies of the questionnaire to 44 public secondary schools in the prefecture (27 junior high schools and 17 high schools). To increase the number of ALT respondents, an online survey was created through the Survey Monkey website ([www.surveymonkey.com](http://www.surveymonkey.com)) because the ALTs in the prefecture access the Prefectural JET website on a regular basis. All the JTEs replied on paper copies.

### Survey framework and analysis

For analysis of the questionnaire, Sasaki's (1996) measurement was adopted to observe the differences between the preferences for and frequencies of ALTs' duties. Sasaki administered questionnaires to 81 native speakers who were teachers at Japanese colleges. In order to investigate the classroom-culture gap in EFL classes, a list that had 25 descriptions of students' behaviors in question form was shown. Using a 5-point scale, respondents rated how frequently they observed each behavior occurring in their Japanese EFL classes (Tperc), and to what degree they preferred the occurrence of each behavior (Tpref).

For the present study, the responses on the returned questionnaires were hand coded and entered by the researcher into SPSS 13. Two items were omitted from the analysis because 23 respondents did not provide answers for the item (a) "assist the class rather than lead" and 14 respondents did not answer (b) "participate in local international exchange events." Therefore, only 18 items regarding teaching duties were utilized as a part of the analysis.

Prior to applying the *t*-tests, MANOVA was first run to compare preferences between JTEs and ALTs. After that, a second MANOVA was run to investigate differences between preferences and frequencies within ALTs. A third MANOVA was then run to compare preferences and frequencies within JTEs. Statistical measures such as Pillai's trace, Wilks' lambda, Hotelling's Trace and Roy's Largest Root all showed multivariate significant differences at  $p < .0001$ .

A series of *t*-tests were then conducted in three different ways: (a) to compare the means of JTEs and ALTs; (b) to compare means within JTEs; and (c) to compare means within ALTs. Whenever a researcher uses more than one *t*-test, the probabilities become inaccurate. Hence, approximate adjustments were made for this problem by applying the Bonferoni adjustment. This is a rough and inexact adjustment but it provides a general



idea of where most of the significant differences may lie. In this case, a Bonferoni adjustment to an alpha level of .05 was performed. Henceforth, individual statistical comparisons will be made at .0009 because the Bonferoni adjustment is  $.05/54 = .0009$ .

## Results

For the RQ1, both ALTs and JTEs think that the two most preferred items are “encourage the students to speak in English” and “communicate with students outside of class.” Both groups believe that the presence of ALTs is important not only in the classroom but also outside of classes to encourage the students to communicate in English. Only one item “receive feedback from JTEs” had a significant difference ( $t(80.348) = 4.919, p < .0009$ ). The rest of the items did not show significant difference, which indicates that ALTs and JTEs had similar preferences towards ALTs’ duties. In addition, ALTs and JTEs also agreed on what is not preferable for ALTs’ duties in team teaching (e.g., make quizzes, teach English based on the textbooks, discipline the students when necessary).

**Table 2. Comparison of ALTs’ and JTEs’ preferences for ALTs’ duties**

Items for ALTs’ duties	ALTs		JTEs	
	Rank	Mean	Rank	Mean
Encourage the students to speak in English	1	3.79	1	3.66
Communicate with students outside of class	2	3.75	2	3.56
Receive feedback from JTEs	3	3.71	9	3.10
Communicate with my JTEs	4	3.71	5	3.49

Items for ALTs’ duties	ALTs		JTEs	
	Rank	Mean	Rank	Mean
Introduce the culture from ALT’s home country	5	3.57	3	3.55
Create activities	6	3.43	4	3.54
Conduct an intercultural understanding lesson	7	3.43	11	2.93
Attend school events	8	3.39	8	3.23
Develop teaching materials	9	3.29	6	3.46
Create worksheets for classes	10	3.18	9	3.10
Make lesson plans	11	2.96	10	3.01
Observe other English classes	12	2.96	13	2.60
Assist during the cleaning period	13	2.89	15	2.54
Assist with club activities	14	2.86	16	2.27
Attend the English teacher meetings	15	2.79	12	2.61
Discipline the students when necessary	16	2.64	14	2.56
Make quizzes	17	2.50	18	2.03
Teach English based on the textbooks	18	2.29	17	2.10

Table 3 shows the results of the mean comparisons within ALTs. The items marked with \*\* indicate a significant difference existing between means of frequencies and means of preferences. The items which showed the existence of a large difference were item *Q* (conduct an intercultural understanding lesson ( $t$ -value = 9.82)), item *I* (observe other English classes ( $t$ -value = 9.14)), and item *R* (introduce the culture from my home country ( $t$ -value= 8.0)). ALTs would prefer to do these duties much more than they feel they actually do them. The mean differences were



negative on the following items: item *O* (assist during the cleaning period) and item *P* (teach English based on the textbooks). On both items ALTs indicated that they do these tasks more frequently than they would prefer.

**Table 3. Mean difference: ALTs' preference for and frequency of duties within ALTs**

Item for ALT's duties		M of pref	M of freq	Mean diff	t-value	
<b>Teaching duties</b>						
A	Make lesson plans	2.96	2.46	0.50	2.55	
B	Develop teaching materials	3.29	3.04	0.25	1.57	
C	Create activities	3.43	3.11	0.32	1.80	
D	Create worksheets for classes	3.18	3.04	0.14	0.75	
E	Make quizzes	2.50	1.71	0.79	3.90	
<b>Communication with students</b>						
F	Encourage the students to speak in English	3.79	3.39	0.39	3.67	
G	Discipline the students when necessary	2.64	1.75	0.89	4.05	**
H	Communicate with students outside of class	3.75	3.21	0.54	4.92	**
<b>Teacher development</b>						
I	Observe other English classes	2.96	1.32	1.64	9.14	**
J	Receive feedback from JTEs	3.71	2.32	1.39	7.71	**
K	Communicate with my JTEs	3.71	3.36	0.36	2.79	
L	Attend the English teacher meetings	2.79	1.57	1.21	5.84	**
<b>School event participation</b>						

Item for ALT's duties		M of pref	M of freq	Mean diff	t-value	
M	Attend school events	3.39	3.04	0.36	1.84	
N	Assist with club activities	2.86	1.86	1.00	5.39	**
O	Assist during the cleaning period	2.89	3.14	-0.25	-1.00	
<b>Content of the classroom</b>						
P	Teach English based on the textbooks	2.29	3.18	-0.89	-3.67	
Q	Conduct an intercultural understanding lesson	3.43	1.75	1.68	9.82	**
R	Introduce the culture from my home country	3.57	2.61	0.96	8.01	**

\*\*  $p < .0009$

Table 4 shows the mean comparison within JTEs. Nine items were significantly different. The items with the greatest differences were item *I* (observe other English classes ( $t$  value = 9.16)), followed by item *R* (introduce the culture from their home country ( $t$ -value = 8.01)) and item *L* (attend the English teacher meetings ( $t$ -value = 8.01)). All of the items in teaching duties (items *A*, *B*, *C*, *D*, *E*) had little difference, which showed that JTEs were satisfied with ALTs' work in teaching overall.

However, there were some differences between the results from the ALTs and JTEs. Item *J* (receive feedback from JTEs), in particular, showed a large difference between ALTs' answers and JTEs' answers. This indicates that ALTs did not feel that they were receiving sufficient feedback, but JTEs thought that they were giving feedback more often than ALTs thought they had received it. Similarly, regarding item *P* (teach English based on the textbooks), although ALTs felt that they were teaching

based on the textbooks, the JTEs did not perceive ALTs doing so often.

**Table 4. Mean difference: Preference for and frequency of ALT duties within JTEs**

Item for ALT's duties		M of pref	M of freq	Mean diff	t-value	
<b>Teaching duties</b>						
A	Make lesson plans.	3.01	2.80	0.21	1.77	
B	Develop teaching materials.	3.46	3.27	0.20	1.70	
C	Create activities	3.54	3.25	0.28	2.60	
D	Create worksheets for classes	3.44	3.24	0.20	1.75	
E	Make quizzes	2.03	1.59	0.44	3.72	**
<b>Communication with students</b>						
F	Encourage the students to speak in English	3.66	3.21	0.45	3.81	**
G	Discipline the students when necessary	2.56	1.92	0.65	5.30	**
H	Communicate with students outside of class	3.56	3.03	0.53	3.98	**
<b>Teacher development</b>						
I	Observe other English classes	2.60	1.53	1.07	9.16	**
J	Receive feedback from JTEs	3.10	2.86	0.24	1.93	
K	Communicate with my JTEs	3.49	3.39	0.10	0.88	
L	Attend the English teacher meetings	2.61	1.67	0.94	8.01	**
<b>School event participation</b>						
M	Attend school events	3.23	3.10	0.13	0.89	

Item for ALT's duties		M of pref	M of freq	Mean diff	t-value	
N	Assist with club activities	2.27	1.73	0.54	4.81	**
O	Assist during the cleaning period	2.54	2.46	0.08	0.57	
<b>Content of the classroom</b>						
P	Teach English based on the textbooks	2.10	2.20	-0.10	-0.84	
Q	Conduct an intercultural understanding lesson	2.93	1.94	0.99	7.37	**
R	Introduce the culture from their home country	3.55	2.70	0.85	8.01	**

\*\*  $p < .0009$

## Discussion

### *Shared preferences in ALTs' duties (RQ1)*

The results showed that overall both ALTs and JTEs prefer the same duties for ALTs. In addition, ALTs and JTEs reported that "teaching English based on textbooks" and "making quizzes" were the least preferred duties for team teaching. This might be due to the fact that teaching based on textbooks seems to bear little relation to communicative activities for many respondents. ALTs had a high preference for developing teaching materials, creating activities, and creating worksheets. This meant that ALTs preferred tasks which were creative, using their own ideas rather than teaching only using the textbooks. One ALT respondent successfully communicated what she/he wants to do in class by taking the initiative. In the follow-up question, the ALT explained:

I would say that I have a lot of freedom in planning an activity or a lesson, and my JTEs are usually willing to give up 15 to 20 minutes to do a holiday lesson or a les-



son related to something cultural (e.g., Obama's inauguration). I usually ask the JTE what the objective of the lesson is, make the activity and review it with the JTE. (Follow-up question by email, February 2010)

It is important for ALTs and JTEs to have mutual understanding of what to expect in a lesson and express what they want their students to accomplish through a team-taught lesson.

### **Differences between frequency and preference (RQ2 & RQ3)**

Although the results in RQ1 showed that both JTEs and ALTs had similar preferences about ALTs' duties, this does not mean that the respondents were satisfied with the amount of time that ALTs were engaging in each task. Thus, results in RQ2 and RQ3 showed something important about the reality of team teaching, which is the gap between the preferences and the frequency. First of all, both ALTs and JTEs think that ALTs do not perform duties as often as they would like. The respondents believe that ALTs should be utilized more effectively for team teaching. In other words, both parties have positive attitudes towards team teaching and ALTs. In particular, ALTs have a higher mean in each item, which shows that they are motivated to participate and contribute to English education in the schools.

Second, ALTs need more instruction from JTEs. From a teacher development aspect, it is essential to receive feedback on lessons to facilitate self-reflection about teaching. However, ALTs felt that they did not receive as much feedback from JTEs as they would like. This might be due to the aforementioned time conflicts on the part of the JTEs, or to the fact that JTEs do not think feedback is as necessary as ALTs believe it to be. An ALT wrote on the questionnaire, "I enjoy getting feedback from my JTEs but usually I have to ask for it and I feel that I'm a bother sometimes." The item *L* (attend teacher meetings) has a sig-

nificant difference in both ALTs' and JTEs' results. Sharing the goals or the teaching plan with other coworkers at the meeting is helpful for developing as a teacher. If ALTs cannot attend the meeting for some reason, ALTs should still be involved in what was discussed at the meeting. By doing this, they will have a higher sense of belonging to and being involved in the teaching profession. At the same time, it is also essential for ALTs to initiate requests for more instructions from JTEs.

Lastly, a large difference was related to duties associated with cultural experience. ALTs preferred to conduct intercultural understanding lessons (item *Q*) and introduce culture from their home country (item *R*). Yet, ALTs felt they did not have enough opportunities to engage in cultural activities in their classes. JTEs also think that those two items do not occur as often as they wish. This is counter to the JET Programme goal since *The JET Handbook* states that ALTs are not only to serve as language instructors but also to assist with cultural exchange from their home countries (CLAIR, 2009c). Schools and JTEs are expected to be aware of this additional purpose of having ALTs for learners who have not been exposed to other cultures.

### **Limitations and suggestions**

The selection of the items was a limitation. Although the items were selected based on the official JET handbook and the pilot study, there was still confusion about the duties, which led to a few of the respondents not completing the questionnaire. One possible reason for the confusion might be due to the teaching situation of the ALTs. Some ALTs are assigned to one base school, where they have more opportunities to increase their participation in school events, interact with the students, and become a part of the school. Other ALTs teach at more than one school, which limits the amount of interaction and participation they have. With the limitations in mind, the following are suggestions for improvement of a future study.





First of all, more questionnaire items are necessary in order to have a more in-depth understanding of the participants' needs. In this study, 20 items were selected. However, potential items could have been drawn from the respondents' answers (e.g., having lunch with students, assisting with speech contests). Second, tasks are treated differently at high schools and junior high schools; separating the results according to school and grade level might yield more interesting and relevant data. Both of these could be included in a future study.

## Conclusion

This study examined JTEs' and ALTs' preferences regarding the role of the ALT and examined how frequently ALTs were engaged in various tasks. Comparing the preferences of ALTs and JTEs showed few differences, which indicated that both groups had similar preferences about ALTs' duties. However, the results comparing the frequency of and preferences for ALTs' duties showed that respondents felt that some items they preferred do not occurred often enough. The study found not only differences between frequency of and preferences for duties among both ALTs and JTEs, but also that some of the items showed different perceptions between JTEs' and ALTs' regarding the frequency of items. For example, JTEs feel that they give enough feedback but ALTs do not feel that way.

The results of this survey also revealed that ALTs were lacking opportunities for self-development (e.g., attending the teacher meeting, observing other English classes). Unless there is a supportive atmosphere to encourage ALTs to engage in teacher-development tasks, it becomes difficult for ALTs to improve their teaching skills. It is, therefore, crucial for both ALTs and JTEs to consider carefully what they expect from team teaching and how they can work better as a team by recognizing each other's needs.

From its inception, the JET Programme has sought to improve English language education and promote intercultural understanding within the Japanese public school system. Yet the reality is that improvement is needed in many areas, especially in areas related to the ALTs' duties in team teaching. Raising awareness regarding team teaching is necessary to improve this situation, a situation that is unique to Japan. It is the hope of the researcher that this study will bring about more cooperative team teaching in the public schools, through discussion between the JTEs and ALTs and reflection. Understanding each others' roles and expectations is imperative for strengthening the relationship of the individuals responsible for the education of students in the public school system in Japan.

## Bio data

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## Appendix I

### Survey for Assistant Language Teacher (ALT)

#### SECTION 1: Background information

Please circle the appropriate response and/or fill in the blanks below:

- Gender: Male Female
- Age: 20-24 25-29 30-34 35-40 41-
- What country are you from? ( )
- Education: Bachelor / Master / PhD / Other ( )
- Major ( )
- How many years (months) have you been teaching in the JET Programme? ( )
- How many years (months) did you teach before JET, if any? ( )
- Have you ever attended the mid-year seminar?  
a. Never b. Once c. Twice  
d. Three times or more ( times)
- Where do you work primarily?  
Elementary school Junior high school High school  
Other (specify: )

#### SECTION 2: Current situation in team teaching

Please choose the appropriate response that best reflects your teaching.

##### 1. How often do I ....?

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree



1. Make lesson plans.	1	2	3	4	<b>2. I would like to .....</b>				
2. Develop teaching materials.	1	2	3	4	1 = <i>strongly disagree</i>	2 = <i>disagree</i>			
3. Create activities	1	2	3	4	3 = <i>agree</i>	4 = <i>strongly agree</i>			
4. Create worksheets for classes	1	2	3	4	1. Make lesson plans.	1	2	3	4
5. Introduce the culture from my home country	1	2	3	4	2. Develop teaching materials.	1	2	3	4
6. Attend school events	1	2	3	4	3. Create activities	1	2	3	4
7. Participate in local international exchange events	1	2	3	4	4. Create worksheets for classes	1	2	3	4
8. Encourage the students to speak in English	1	2	3	4	5. Introduce the culture from my home country	1	2	3	4
9. Make quizzes	1	2	3	4	6. Attend school events	1	2	3	4
10. Assist the class rather than lead	1	2	3	4	7. Participate in local international exchange events	1	2	3	4
11. Teach English based on the textbooks	1	2	3	4	8. Encourage the students to speak in English	1	2	3	4
12. Observe other English classes	1	2	3	4	9. Make quizzes	1	2	3	4
13. Communicate with students outside of class	1	2	3	4	10. Assist the class rather than lead	1	2	3	4
14. Discipline the students when necessary	1	2	3	4	11. Teach English based on the textbooks	1	2	3	4
15. Assist with club activities	1	2	3	4	12. Observe other English classes	1	2	3	4
16. Assist during the cleaning period	1	2	3	4	13. Communicate with students outside of class	1	2	3	4
17. Receive feedback from JTEs	1	2	3	4	14. Discipline the students when necessary	1	2	3	4
18. Communicate with my JTEs	1	2	3	4	15. Assist with club activities	1	2	3	4
19. Conduct an intercultural understanding lesson	1	2	3	4	16. Assist during the cleaning period	1	2	3	4
20. Attend the English teacher meetings	1	2	3	4	17. Receive feedback from JTEs	1	2	3	4
21. Other (please specify)					18. Communicate with my JTEs	1	2	3	4
					19. Conduct an intercultural understanding lesson	1	2	3	4
					20. Attend the English teacher meetings	1	2	3	4
					21. Other (please specify)				



### SECTION 3: Your opinion about team-teaching

1. What aspects do you enjoy about team teaching now? Please choose the appropriate response that reflects your thought.

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

1. I enjoy getting feedback. 1 2 3 4
2. I think translation in Japanese helps the students to understand what I say. 1 2 3 4
3. I enjoy receiving a lot of help with planning lessons and creating worksheets. 1 2 3 4
4. I can have someone to talk to about how the students are doing in class. 1 2 3 4
5. I enjoy working with someone from a different cultural background and language background, making it for a better learning experience overall. 1 2 3 4
6. Other: (please write specifics)

2. What aspects of team teaching do you feel need improvement in a current situation?

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

1. I need to get more feedback from JTEs. 1 2 3 4
2. I need a better communication system to work as a team. 1 2 3 4
3. I need more assistance and support in preparing for classes. 1 2 3 4
4. I feel there is miscommunication from different cultural perspective 1 2 3 4
5. I need clear distinction of each role for ALTs and JTEs. 1 2 3 4

6. Other: (please write specifics)

## Appendix 2

### Survey for Japanese Teachers of English (JTEs) English translation

#### SECTION 1: Background information

- Please circle the appropriate response and/or fill in the blanks below:
- Gender: Male Female
- Age: 20s 30s 40s 50s
- Education: Bachelor / Master / Ph.D / Other ( )
- Major ( )
- How many years (months) have you been teaching? ( )
- Where do you work primarily?  
Elementary school Junior high school High school
- Others (specify: )
- Have you attended the mid-year seminar organized by the prefecture?  
a. Never b. Once c. Twice d. Three times or more
- Have you ever attended any teacher training about team teaching with ALTs? (multiple answers are okay).  
a. Teacher certificate course in college  
b. Teacher seminar by Board of Education  
c. Private teaching seminar for English teachers  
d. Studying by myself (e.g., reading books)  
e. Other



## SECTION 2 Current situation in team teaching

How often do your ALTs do the duties or activities below?  
Please choose the right number.

### 1. How often do your ALTs ....?

1 = *strongly disagree*  
3 = *agree*

2 = *disagree*  
4 = *strongly agree*

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Make lesson plans.                                 | 1 | 2 | 3 | 4 |
| 2. Develop teaching materials.                        | 1 | 2 | 3 | 4 |
| 3. Create activities                                  | 1 | 2 | 3 | 4 |
| 4. Create worksheets for classes                      | 1 | 2 | 3 | 4 |
| 5. Introduce the culture from my home country         | 1 | 2 | 3 | 4 |
| 6. Attend school events                               | 1 | 2 | 3 | 4 |
| 7. Participate in local international exchange events | 1 | 2 | 3 | 4 |
| 8. Encourage the students to speak in English         | 1 | 2 | 3 | 4 |
| 9. Make quizzes                                       | 1 | 2 | 3 | 4 |
| 10. Assist the class rather than lead                 | 1 | 2 | 3 | 4 |
| 11. Teach English based on the textbooks              | 1 | 2 | 3 | 4 |
| 12. Observe other English classes                     | 1 | 2 | 3 | 4 |
| 13. Communicate with students outside of class        | 1 | 2 | 3 | 4 |
| 14. Discipline the students when necessary            | 1 | 2 | 3 | 4 |
| 15. Assist with club activities                       | 1 | 2 | 3 | 4 |
| 16. Assist during the cleaning period                 | 1 | 2 | 3 | 4 |
| 17. Receive feedback from JTEs                        | 1 | 2 | 3 | 4 |
| 18. Communicate with my JTEs                          | 1 | 2 | 3 | 4 |

- |   |   |   |   |   |
|---|---|---|---|---|
| 19. Conduct an intercultural understanding lesson | 1 | 2 | 3 | 4 |
| 20. Attend the English teacher meetings           | 1 | 2 | 3 | 4 |
| 21. Other (please specify)                        |   |   |   |   |

**2. What do you expect ALTs to do?** Please choose the right number. (This questions are separate from the questions in the section 1. So, please feel honest about what you want ALTs to do no matter how often your ALTs do it.)

### I would like them to .....

1 = *strongly disagree*  
3 = *agree*

2 = *disagree*  
4 = *strongly agree*

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Make lesson plans.                                 | 1 | 2 | 3 | 4 |
| 2. Develop teaching materials.                        | 1 | 2 | 3 | 4 |
| 3. Create activities                                  | 1 | 2 | 3 | 4 |
| 4. Create worksheets for classes                      | 1 | 2 | 3 | 4 |
| 5. Introduce the culture from my home country         | 1 | 2 | 3 | 4 |
| 6. Attend school events                               | 1 | 2 | 3 | 4 |
| 7. Participate in local international exchange events | 1 | 2 | 3 | 4 |
| 8. Encourage the students to speak in English         | 1 | 2 | 3 | 4 |
| 9. Make quizzes                                       | 1 | 2 | 3 | 4 |
| 10. Assist the class rather than lead                 | 1 | 2 | 3 | 4 |
| 11. Teach English based on the textbooks              | 1 | 2 | 3 | 4 |
| 12. Observe other English classes                     | 1 | 2 | 3 | 4 |
| 13. Communicate with students outside of class        | 1 | 2 | 3 | 4 |
| 14. Discipline the students when necessary            | 1 | 2 | 3 | 4 |



15. Assist with club activities	1	2	3	4		1	2	3	4	
16. Assist during the cleaning period	1	2	3	4	2.	I don't have enough communication with ALTs in general.				
17. Receive feedback from JTEs	1	2	3	4			1	2	3	4
18. Communicate with my JTEs	1	2	3	4	3.	I feel ALTs need to improve their lesson plans or worksheets.				
19. Conduct an intercultural understanding lesson							1	2	3	4
	1	2	3	4						
20. Attend the English teacher meetings	1	2	3	4	4.	I feel ALTs are not understanding Japanese culture and sense of value				
21. Other (please specify)							1	2	3	4
					5.	Other (please write specifics)				

### SECTION 3: Your opinion about team-teaching

1. What aspects do you enjoy about team teaching now? Please choose the appropriate response that reflects your thoughts.

1 = *strongly disagree*

2 = *disagree*

3 = *agree*

4 = *strongly agree*

1. I can improve English classes by exchanging opinions about classes.
 

1	2	3	4
---	---	---	---
2. I can have less burden because ALTs create lesson plans and worksheets.
 

1	2	3	4
---	---	---	---
3. I understand my students more by exchanging information about the students.
 

1	2	3	4
---	---	---	---
4. I enjoy working with someone from a different cultural and language background, making for a better learning experience overall.
 

1	2	3	4
---	---	---	---
5. Other: (please write specifics)

2. What aspects of team teaching do you feel need improvement in a current situation?

1 = *strongly disagree*

2 = *disagree*

3 = *agree*

4 = *strongly agree*

1. I don't have much time to exchange opinions about classes

