

Students' Views on JTEs and AETs

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Reference Data:

Miyazato, K. (2012). Students' views on JTEs and AETs. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings*. Tokyo: JALT

Team teaching (TT) is a challenging teaching approach, mainly because team teachers have restricted autonomy as a result of sharing classes with each other. Conflicts and difficulties are prevalent even when the two teachers are from the same culture. TT between a JTE (Japanese Teacher of English) and an AET (Assistant English Teacher), especially, bring about tremendous difficulties due to differences in status (teacher-in-charge versus assistant), linguistic proficiency (non-native versus native speaker), and cultural proficiency (cultural native versus cultural non-native). However, from the learner's perspective, TT can be effective because it may lessen the learner's stress and anxiety in native speaker (NS) classes with the language and psychological support of a JTE. In order to examine students' perspectives on TT focusing on the roles of JTEs and AETs, group and individual interviews were conducted with 31 students in three high schools in Japan in addition to TT class observations of three TT pairs. Results show that not only the AETs' "authenticity" and "exoticness" but also their activity-based instruction contributed to the students' positive images of the AETs. However, the AETs' lack of the local language skills created distance between the students and the AETs, and politically, students had a perception of AETs as unimportant outsiders. As for the JTEs, their roles as language, cultural, and psychological mediators were appreciated.

TTは教師の自律が制限されるため、同じ文化出身の教師でさえ難しい教授法である。特に、日本人英語教諭(JTE)と英語指導助手(AET)によるTTは、主教師と助手という身分の差、非ネイティブとネイティブという目標言語の実力、地元文化に対する理解度など、様々な違いから非常に困難であるとされている。しかしながら、学習者の見地からすると、日本人英語教諭による語学的、心理的サポートのあるTTは、NSの授業に見られる学習者のストレスと不安を和らげるなどの理由から効果的な教授法であるともいえる。本研究では、JTEとAETの役割分担における生徒の見解を調査するため、異なる3つの高校の生徒31人へのインタビューと授業観察を実施した。その結果、AETの「本物英語」や「目新しさ」だけでなく、アクティビティーを主とする指導法に対して、好感を持っていることが判明した。しかしながら、AETの日本語力不足は日本人生徒との間に心理的距離を生み、更に、AETの置かれた弱い政治的立場により、生徒たちは重要性に乏しい外人という捉え方をしていることが分かった。一方、JTEは言語、文化、心理面で生徒とAETの仲介役としての高く評価されていた。

GIVING UP autonomy to engage in Team Teaching (TT) must be enormously difficult for teachers who are used to their status as the sole authority in the classroom, and especially, TT between a JTE (Japanese teacher of English) and an AET (assistant English teacher) may bring about tremendous difficulties and conflicts (McConnell, 2000; Mahoney, 2004; Tajino & Walker, 1998) due to the different cultural and linguistic backgrounds of the teachers. Nonetheless, TT seems to be effective because it lessens students' stress and anxiety in native speakers' (NSs) classes by providing the linguistic and psychological security offered by a JTE, who shares the same linguistic and cultural background as the students. The



purposes of this study are to investigate students' perspectives on TT, focusing on teachers' roles between JTEs and AETs, and to discover learners' psychological states and the teacher roles the learners expect in TT settings.

Japanese Students' Anxiety and Expectation of NS Teachers' Classes

The most common type of anxiety for Japanese EFL learners is language anxiety in English-only environments, because EFL classes in Japan are mostly conducted in Japanese by JTEs. According to Browne and Evans (1994), a strong emphasis on accuracy and error correction has left most Japanese learners anxious about trying to use English in class. However, a perception of NS teachers as "charismatic" has been reported. Sugino (2002), for example, found that Japanese EFL learners valued NS teachers as members of an elite who speak good English, which resulted in their desire to learn authentic English from them. Miyazato (2003) also reported that the "fear" felt by Japanese students toward NSs was converted into "joy" when they successfully communicated with them. Demonstrating the desire of students to communicate with NS teachers, Tajino and Walker (1998) indicated that nearly two-thirds of the students in their study saw the JTE merely as an interpreter.

Role-Sharing in TT: Politically Weak AETs and the Native Speaker Fallacy

McConnell (2000) speculated that role-sharing between AETs and JTEs leans towards one of two extremes: JTEs' wholesale reliance on AETs, or AETs as human tape recorders. The latter means that AETs only assist in activities such as leading choral repetition and modeling pronunciation as JTEs' total assistants. McConnell (2000) mentioned that as short-term assistants AETs

have little influence on and involvement in decision-making and Mahoney (2004) pointed out that JTEs do not regard AETs as equal professional colleagues even though some AETs believe JTEs should be their assistants.

In the case of AET-centered TT, JTEs' English language deficiency and their inferiority complex toward NS teachers result in JTEs' belief in the Native Speaker Fallacy (Phillipson, 1992), the misperception that NSs of English are automatically the best teachers of the language. Phillipson (1992) criticized this belief and advocated the view that an NNS can be as good a teacher as an NS through teacher training and learning English. While increased attention to criticism of native speakership has been seen in SLA, Japanese people and society generally support the supremacy of NS English and its speakers. Sugino (2003) found that Japanese people including EFL administrators largely adhere to the notion that the ideal teacher is an NS, especially because of his/her phonological abilities. Samimy and Brutt-Griffler (1999) also reported that the Japanese government has been active in hiring NS assistant teachers to compensate for the lack of NNS teachers' communicative English skills. Under the society's belief in the Native Speaker Fallacy, JTEs have tended to take more passive roles, acting as "interpreters" (Iwamoto, 1999; Mahoney, 2004; Tajino & Walker, 1998), in spite of their real status as lead teachers. The students' perceptions of the AET as the main teacher have also encouraged JTEs to take a less conspicuous role as assistants to the AETs (Iwamoto, 1999).

In sum, it is assumed that AETs are experts in the target language but cultural, linguistic, and occupational novices in the local culture, while JTEs are less expert in the target language but more competent in occupational, linguistic, and cultural matters related to the local society. Presumably, this power imbalance affects role-sharing in TT.

Method

Participants

In addition to 15 class observations each, I conducted group and individual interviews in Japanese during or after class with students in three schools from fall 2003 to spring 2004. Two students were interviewed individually and two group interviews were conducted with six students in School 1, a competitive girls' high school in a suburb about 30 km east of Tokyo. The observed class was an elective, Oral Communication (OC) II, for third-year students. In School 2, one of the top boys' high schools in a small city about 100 km north of Tokyo, one group interview was conducted with three students. The average interview time was about 20 to 30 minutes. The observed class was a required OC I course for first-year students. In School 3, a relatively new co-educational high school in the North Kanto area, four groups of five or six members in an OC I course for first-year students were interviewed briefly during class for about six to seven minutes each. The total number of students interviewed was 31. However, the group interviews of 20 students in School 3 were not as in-depth.

Among the three schools, School 2 volunteered for this study and School 1 and School 3 were introduced through connections of my acquaintances, who were a former official of MEXT and a teacher consultant at the local board of education. After arrangements were made with the schools, with which I had no direct relationship, three JTEs and three North American AETs were chosen to participate in this study by the school principals. None of the team teachers were my acquaintances.

Individual interviews were conducted in Japanese in a private room in order to protect the students' privacy and encourage the expression of honest opinions. Unstructured interviews were used as a primary research tool in this study to discover the complex realities of the TT situation. All of these inter-

views except the ones in School 3 were tape-recorded with oral consent of the interviewees and transcribed for data analysis. The gist of the interviews in School 3 was written up in my fieldnotes with oral consent of the interviewees. I translated all the Japanese interviews and observation data into English. The data was categorized into four areas: AETs' strengths, AETs' weaknesses, JTEs' strengths, and JTEs' weaknesses. JTEs and AETs in each school are described as JTE 1 and AET 1 for School 1, JTE 2 and AET 2 for School 2, and JTE 3 and AET 3 for School 3. However, the students occasionally commented on JTEs and AETs they had had in the past in order to express their general impression of JTEs, AETs, and TT.

Results

AETs' Strengths

AETs as Exotic and Friendly

Students referred to the joy of having AETs in general. One student in School 3 stated that "When AETs ask me questions and I can answer, I feel so happy. I am simply glad to be able to communicate with foreigners." Another student stated, "I just feel so bad if I cannot answer AETs' questions. I even feel sorry for them." In fact, Japanese students' admiration towards AETs was observed when students in School 1 and School 3 received stickers as a reward from the AETs. One student in School 3 explained,

If we got the same stickers from a JTE, we would feel weird. The fact that foreigners acknowledge our English makes us happy, because it really shows that we are good at English. Besides, American stickers are cool! (S3-1, 2/9/03,)

Another student added,

Sometimes, AET 3 gives us American sweets as a reward for a game. That gives us a kind of motivation. But if JTEs did the same thing to us, we would regard it as just flattery. (S3-4, 2/9/04,)

AET 1 also gave students American stickers as a reward, and students in School 1 had a similar impression:

I'm happy to get American-made stickers from AET 1. I actually peeled one off from the handout and put it on my bag . . . but if JTEs put stickers in our paper just like AETs do, I would think it's childish or weird. (S1-7, 1/20/04)

Another reason for the AETs' popularity seems to be their approachable image. One student in School 1 said,

AETs' "thank you" is not *keigo* [= polite form of language], so it sounds friendly. When JTEs say "thank you" in English, they still sound like teachers. I feel there is a status difference between us. So, if JTEs said "thank you" in English to me, I would bow to them. Besides, JTEs usually do not say "thank you" anyway. (S1-7, 1/20/04)

Another student in School 1 also pointed out the casual class atmosphere created by AETs:

When the class begins, there is no "Stand up and bow" in our class, so we can smoothly start the class . . . I know AETs are not our friends, but we don't have to pay them too much respect because we don't use *keigo*. (S1-8, 1/20/04)

These students' remarks indicated that they perceive AETs and JTEs differently. Specifically, not only AETs' exoticness but also their friendliness contributed to the students' positive im-

ages of AETs.

Admiration of "Authentic" English

Many students drew attention to what they called AETs' "authentic" English, or English that NSs speak. The joy of hearing NSs' authentic English was illustrated by one student in School 2:

OC classes are one of the few opportunities for us to be able to hear NSs' real English. When AETs speak English and I understand them, I become so happy . . . the fact that only English is available motivates us to communicate with them. If Japanese is available, we just depend on that too much. (S2-1, 3/3/04)

Students' strong desires to acquire a native-like English accent were especially emphasized. One student in the group interview in School 1 said,

I just want to improve my English pronunciation, because if our English has a strong Japanese accent, we cannot make ourselves understood by NSs. Unlike written English, we need good pronunciation for successful communication. (S1-6, 1/20/04)

The other student in School 1 mentioned that the natural speed of NSs' English is useful for university entrance examinations because listening skills will be tested in the exams. Furthermore, the "cool" image of English was pointed out by a student in School 3:

I want to speak English fluently, because it's just so cool to be able to do so. If you can speak English, people around you in Japan will admire you. (S3-2, 2/9/04)

AETs' Teaching Style and Assessment

Students also pointed out different teaching styles of the AETs in this study. Students in School 3 specified group activities, which can hide individual problems, as a main reason for their positive impression of the AET's teaching:

I like TT classes, because even if I don't understand something, other members can teach me. We help each other. I don't feel embarrassed even when we make mistakes. We share the embarrassment with group members. (S3-4, 2/9/04)

As for the content of AETs' teaching, a few students in School 1 pointed out logical thinking as a merit of learning with AETs. One student said,

In Japanese, ambiguous comments are accepted, but American teachers ask us "why" questions. They ask for specific reasons for our thoughts. Quibbles are not accepted. But I have to speak logically and to the point with limited English vocabulary, so I get a sense of accomplishment if things work. (S1-8, 1/20/04)

This logical way of thinking of AET 1 was perceived positively by students, especially in the process of evaluation. Another student commented,

AET 1 has clear evaluation standards . . . I got to know specifically what I lack. Japanese teachers' way of grading is vague. They give us an A, B, or C, but there is no explanation for why I got the grade. (S1-7, 1/20/04)

She continued,

AET 1's handwritten praise and detailed comments please me, because they are evidence that she really read

my paper . . . Japanese teachers' *hanko* (stamps) represent the Japanese word "inspected" with the teacher's name. That looks dry. I'm sure Japanese teachers don't read everything and they just press the *hanko* on our paper quickly just like a post office worker presses a postmark on the envelope. (S1-7, 1/20/04)

Thus, the students acknowledged AETs' different teaching style and clear assessment in a positive way.

AETs' Weaknesses

Distance Between AETs and Students

In spite of Japanese students' admiration of the NSs, they reported anxiety as well. A student in School 2 expressed his fear of communicating with NSs, which may stem from foreign language anxiety:

I'm constantly anxious about whether AETs understand correctly what I say. If we have a pause or silence, I think they don't understand me and just don't know what to do. (S2-2, 3/3/04)

Another type of fear, which is caused by AETs' anger or frustration, was introduced by a student in School 2:

When I was in junior high school, there was an AET who scared us so much. The AET always scolded us. He threw things at us when we couldn't explain reasons for our answers in English. (S2-3, 3/3/04)

Actually, I observed that even simple instructions for activities and games were often not understood well by the students. In School 2, when AET 2 said, "After you answer, choose the next person," the students didn't understand. On another occasion, AET 2 asked "Who is the little girl?" in order to find a volunteer

to read the part of the little girl in a textbook conversation, but his question confused students, who tried finding the name of the girl, which was not known. In School 1, when one student did not speak during her allotted turn in a debate match, AET 1 asked for an explanation from her. The girl became dead silent and AET 1 waited a long time for the student's answer till the JTE saved her from the uncomfortable situation by asking the student yes/no questions instead of the AET 1's straightforward "why" question. Referring to this incident, a student in School 1 assumed that the student's English deficiency caused the AET's misunderstanding and anger:

The student wanted to say she hadn't had enough preparation time but she had tried hard. But AET 1 thought she hadn't worked at all. We don't have enough English ability to explain subtle nuances clearly to NSs. (S1-6, 1/20/04)

The distance between the Japanese students and the AETs brought forth not only students' anxiety but also their criticism of the AETs. One student who had lived overseas in School 1 harshly commented,

I just see AET 1 as someone who speaks English, not more than that. She has lived in Japan for two years, but she does not study Japanese. This makes me think that she does not like Japan. When I studied abroad, I was expected to study English and to be assimilated into its culture . . . I sometimes feel Caucasians look down on us. Probably, many students in Japan prefer white AETs with blue eyes and blond hair, but I prefer ethnic minority NSs, because they try hard to learn Japanese and our culture. (S1-5, 1/20/04)

Thus, the language and cultural barriers created distance between the students and AETs, which may result in the AETs' negative image.

Lack of political power of AETs and their classes

Some students perceived AETs as lesser authority figures such as "foreigners" or "outsiders." One student in School 1 confessed:

I'm not worried about being scolded by AETs, because they are like guests. They stay here for only a year or two, and they do not get involved in our daily lives or give us grades. Actually, I don't regard AETs as real teachers. As a matter of fact, I was surprised to see AET 1 grading us in this school. I realized that she is a teacher, too. (S1-7, 1/20/04)

In addition, some students perceived TT classes as unimportant for grammar-based university entrance examinations, which contributed to their image of the AETs as politically powerless. One student explained that making extra efforts in their English-only classes was not worth it:

If I had heard the reputation from my *senpai* [senior students] beforehand, I wouldn't have taken this course . . . I know communicative learning and logical thinking will be beneficial in the future, but we have to pass university entrance exams. Nothing will start in our life without them. It's the reality. (S1-1, 11/5/03)

Thus, the AETs' political position as foreign assistants seemed to influence the students' perception of the AETs. Furthermore, due to the pressure of grammar-based university entrance examinations, some students viewed the AETs' classes as less beneficial for themselves.

JTEs' Strengths

JTEs as Linguistic, Cultural, and Psychological Mediators

Many students in this study said that the JTEs' language assistance provided students with a deeper understanding of the AETs' English utterances. Especially, the JTEs' better grasp of vocabulary familiar to students was appreciated. For instance, when JTE 1 and AET 1 were explaining difficult words in passages from listening exercises, JTE 1 chose "wanted criminals" and "fingerprint," which were rather easy for NSs but difficult for Japanese high school students. On the other hand, AET 1 chose "technology" and "terrorism," which could be rather sophisticated words for NSs but not for Japanese, because the Japanese equivalents are borrowed from English--*tekunorojoe* and *terorizumu*. AET 3 also had difficulty in choosing vocabulary to be explained. For example, AET 3 explained the word "bad" in a target text using "awful" and "horrible"; however, the students did not know these words, but already knew the word "bad." JTE 3 then gave the spelling and pronunciation of these two new words. Even in School 1, where classes were conducted in English only, many students pointed out the importance of having the JTE. When AET 1 used the expression, "Wrap up your essay" and many students couldn't understand it, JTE 1 paraphrased it with "Finish writing" and added "Wrap up as *saran rappu* (cling film)" with a gesture of wrapping, so students instantly nodded and understood the meaning. One student clarified her views:

AET 1's English pronunciation is too good, I mean, too authentic for us to understand. I didn't understand well and couldn't concentrate when AET 1 taught the class alone, but through JTE 1's repetition, we can get English words more easily. Also, AET 1's difficult words and phrases become familiar through JTE 1's paraphrasing. (S1-7, 1/20/04)

Furthermore, the JTEs' ability to manage two languages skillfully led students to respect the JTEs, who seem to become their role models. Students in School 2 described JTE 2 as "cool" because he could talk to the AET easily. Although the student in School 1 revealed her worries about NSs' authentic English as mentioned above, Japanese students still have longings for native-like pronunciation. One student in School 1 also admired JTE 1's near-native English abilities:

JTE 1's pronunciation is like a native speaker. I wish I could be like her. AET 1 only speaks English, which is her native language, but JTE 1 speaks two languages. That's why I think she is great. The fact that she is a non-native but she speaks like a native speaker impresses and motivates me. She is our model for English learning. (S1-5, 1/20/04)

Another student in School 1 stated that JTEs were stepping stones to get accustomed to NSs' English:

Asking questions to AET 1 takes a lot of courage. Somehow, I feel less nervous when I speak English to JTE 1. Speaking English with her is actually good practice for the next step of speaking with an AET (S1-3, 11/05/03)

One student in School 2 referred to JTE 2's role of filling cultural gaps between students and AET 2:

We learned that looking away from NSs is an impolite behavior from JTE 2, so I avoid doing so even when I don't know how to answer. It's important to know this, so AETs won't misunderstand us. (S2, 3/3/04)

In addition to the JTEs' role as language mediators, one student suggested that the JTEs provided relief in classes with the AETs. One student in School 3 said,

I can speak with AET 3 without worrying because we have JTE 3. She fills cultural gaps between us and gives us relief. You know, JTEs help us when troubles arise. For example, AETs sometimes misunderstand Japanese students' silence. We may be silent because we are extremely nervous or embarrassed. It's hard for AETs to understand that. JTEs understand Japanese students' feelings better. (S3-2, 2/9/04)

In fact, sharing the same cultural background seemed to be beneficial to create favorable relationships between teachers and students. Understanding Japanese humor also seemed to help create a bond with students. In group presentations held at the end of the semester in School 1, JTE 1 seemed to enjoy the students' humor and reciprocated by telling them jokes during their presentations, while AET 1 did not speak or laugh much. Later AET 1 revealed her feeling that one of their presentations, reading a *kamishibai* (big picture book), was childish as a school presentation. In School 2, JTE 2 brought a toy ear one day to surprise the students and he covered his ear with the toy ear and said "What did you say?" in English. The students burst into laughter though AET 2 was not laughing. Thus, the Japanese sense of humor may be different and difficult for the AETs in this study to fully understand while the JTEs succeeded in creating solidarity with the Japanese students by sharing it.

JTEs' Weaknesses

Lack of Target Language Power

The students did not directly mention the JTEs' weaknesses in the interviews. They might have had doubts that the researcher would report their negative comments on the JTEs, which may affect their grading, even though their privacy was fully guaranteed. Another possible reason is the students' reluctance to point out the JTEs' shortcomings to the researcher, who is also Japanese. The fact that the students clarified the AETs' weak-

nesses but not the JTEs' weaknesses may also imply the lack of AETs' political power in Japanese schools.

However, JTEs' weaknesses were actually revealed in the questions about teachers' relationships. One student in School 1 explained,

Compared to other TT classes where JTEs take the initiative, this course is much more fun, because the two teachers look happy and equal in many ways. In my past experience of TT classes, older JTEs, whose English is not good, tend to take the initiative and that makes the classes boring. (S1-8)

Another student also criticized older JTEs, explaining her past experience:

From my experience, pairs made up of an old JTE and young AET don't get along. Old JTEs tend to think their ways of teaching are the best and they usually have poor speaking abilities and bad pronunciation. Well, they had old-fashioned English education, so they just can't speak English . . . If teachers don't get along, I'd prefer being taught by one teacher. (S1-7, 1/20/04)

As seen in the student's comment an old JTEs and young AETs, power struggles caused by language inequality and different teaching styles seem to affect students' learning environment negatively.

Discussion

The results of student interviews and observations supported the assumption of an NS-NNS power imbalance: AETs are experts in the target language but linguistic and cultural novices in the local culture, while JTEs are more competent vis-à-vis the local culture from an occupational, linguistic, and cultural viewpoint.

The students interviewed clearly admitted to NSs' linguistic superiority, in particular, the AETs' "authentic" English pronunciation. In contrast, some students complained of poor English abilities of the JTEs they had had in the past. The AETs' powerful socio-cultural image also attracted attention of the students, who voiced their strong desire to communicate with NSs.

However, the AETs in this study seem to have been politically weak. A student in School 1 commented that she was not worried even if AETs scolded her because it would not usually affect her grades. Historically, AETs' lower status as assistants was intentionally created in order to equalize the power balance between NSs and NNSs in TT settings (Fujikake, 1996) given that the NSs' language proficiency is such a powerful influence. In addition to the tendency that TT leads to JTEs' resistance because of their loss of full autonomy in the classroom (McConnell, 2000), it is likely that JTEs would be more hesitant to team teach with AETs if AETs were politically equal to JTEs. That is, it is speculated that AETs would be enormously powerful due to their language superiority, which surpasses any other advantages that JTEs might have. In fact, AETs' employment conditions (an age limit of 35 and a three-year employment limit) could ensure that AETs remain politically powerless. In other words, deliberately putting AETs in a lower-status position may have been necessary for persuading JTEs, who often have an inferiority complex in regard to their English language abilities, to accept TT (Fujikake, 1996).

In fact, AETs may already be powerless in Japanese schools due to linguistic and psychological barriers, regardless of their political status. As shown in the interview with the student in School 1, the AET's lack of Japanese language ability was interpreted as a lack of interest in Japanese culture, which resulted in criticism and a negative image of her.

As for the JTEs, the students' language anxiety due to the language barrier reflects their recognition of the JTEs as impor-

tant in TT settings. For example, JTE 1 helped the deadly silent student, who had troubles answering the AET's "why" questions. Thus, JTEs provided not only language support but also psychological relief to students who were involved in frustrating foreign-language learning situations.

Concerning other findings, Japanese students showed ambivalent expectations towards AETs' classes. Even though they may have language anxiety toward NSs' English-only classes, their way of conducting classes with frequent use of group activities seem to lessen students' tension in class. However, the emphasis on entrance examinations, which mainly test students' grammatical knowledge and reading skills, resulted in students' low estimation of AETs' activity-based classes, especially in a competitive school such as School 1.

Concluding Remarks

In conclusion, this study, which dealt with students' views of JTEs and AETs, turned out to be deeply involved with social complexities of power relations between NSs and NNSs. In other words, because NS teachers have enormous language power, AETs are thereby deprived of political power.

What seems to be the most important factor for building positive TT relationships is to lessen the power of the native speaker fallacy, which is derived from an inferiority complex in regard to English and NSs' socio-political power at the educational, societal, and individual levels. In Japan, the Native Speaker Fallacy is not questioned probably because it is built into the very fabric of the society. At the same time, I assumed that the cultural power imbalance between JTEs and AETs could be static because of AETs' 3-year work limit. AETs may not try to attain cultural power and increase their cultural involvement because they perceive themselves as temporary sojourners in Japan, which resulted in a negative image in the case of School 1. This

situation can be interpreted as the AETs' surrender to another type of native fallacy—that of the local culture expert. Japanese may believe that only Japanese understand their cultural norms and that non-Japanese cannot attain the same level of cultural understanding. After all, the native speaker fallacy or native cultural expert fallacy does not encourage linguistic or cultural novices to increase their participation in TT.

This study was limited by the fact that some participants of this study were chosen by the JTEs. Although I chose many of the participants randomly, four students in School 1 and three students in School 2 were chosen by JTE 1 and JTE 2 for longer interviews. The life of Japanese high school students in general is busy with extra-curricular activities and studying for university entrance examinations. In competitive schools such as School 1 and School 2, there were not many volunteers to spend time and participate in this study due to their time constraints. This procedure may have automatically selected a certain type of student.

The relationships between teachers affect both students' anxiety and motivation levels as Medgyes (1992) said, "The road to the learner leads through the teacher" (p. 340). Therefore, cooperation between NSs and NNSs is important by recognizing each other's strengths and weaknesses.

Acknowledgements

I would like to thank the participants of this study for their cooperation.

Bio Data

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