Practicalities of Team Teaching: Recent Research and Experience in Japan

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The compulsory introduction of foreign language (English) activities into Japanese elementary schools (ESs) has transformed the Japanese educational landscape in recent years and this transformation is expected to continue with English being allocated considerably more curriculum time in ESs in coming years. A forum at the JALT2016 International Conference was therefore convened to (a) discuss findings from recent research on team teaching including Walter's survey of preservice homeroom teachers' perceptions of ALTs and Sponseller's survey of JTE and ALT role perceptions during preinstructional and postinstructional phases of team teaching; (b) share experiences on what is actually happening in many primary school teaching situations where team teaching is considered impractical and contractually outlawed; and (c) discuss practical, transformational steps that can be taken to support teachers during the transition to more English in ESs. In this paper we report on the new research, experiences, and practical ideas discussed in the forum.

近年日本の教育現場は小学校における外国語（英語）の必修化に伴い大きく様変わりし、これからこの変化は、益々多くの授業時間を英語に充てられることにより大きくなるであろう。JALT2016国際大会でのフォーラムで次のa,b,cについて協議が行われた：(a) Walterによる外国語指導助手受け入れ前の日本人教師の見解を調査したもの、Sponsellerによるチームティーチングに関する指導前、後の日本人教師と外国語指導助手の役割の見解を調査したもの、を含むチームティーチングの調査結果、(b) チームティーチングが非現実的で契約外の内容だと考えられている多くの小学校での実情の共有、(c) 小学校のカリキュラムにより多くの英語授業を取り入れるに際し、教師の役に立つ現実的な方法。本論文ではフォーラムで協議された新しい研究や見解について報告する。

The topic of Japanese teachers of English (JTEs) and foreign assistant language teachers' (ALTs) relations and team teaching in Japan is not new. Since 1987, the government-sponsored Japan Exchange and Teaching (JET) Programme has made team teaching a ubiquitous practice in Japanese junior high and senior high schools. The concept behind the JET Programme model is simple: JTEs work with ALTs to deliver English lessons. JTEs are licensed educators in Japan and ALTs are typically young foreigners with little teaching experience. The efficacy of this pedagogical model was unknown at the outset of the JET Programme. Minoru Wada himself, one of the founding fathers of JET, stated that "team teaching began [in Japan] without any form of pedagogic research to validate it as an effective educational innovation" (Tajino, Stewart, & Dalsky, 2015, p. 79).

What is new is that the Japanese educational landscape has been undergoing some major transformations in recent years, one example of which is a noticeable decline in the number of JET Programme ALTs in favor of dispatch ALTs supplied by private companies, ostensibly at a lower overall cost to boards of education (BoEs) that are outsourcing in hopes of getting the most value for their limited budgets. Indeed, Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2013) has recently reported that of the 15,432 ALTs who taught in Japanese public schools in 2013, only 26.4% were JET ALTs. The rest were either hired directly by BoEs or through private dispatch companies.

Another new challenge that is transforming the educational landscape is that foreign language activities (English) became compulsory for fifth and sixth grades in public elementary schools nationwide in April 2011. English is also expected to become a formal

subject for the first time in these grades in 2020. This new policy necessarily involves elementary school homeroom teachers (HRTs), many if not most of whom have not received any pre- or in-service training in English language teaching. There are many hurdles to overcome, the biggest of which is undoubtedly the major lack of pre- and in-service training and support for HRTs or other teachers in charge of English activities.

In light of these challenges and transformations, the authors of this paper convened a forum titled "Realities and Practicalities of Team Teaching" at the JALT2016 International Conference in Nagoya, the aims of which were threefold: (a) to share and discuss results of recent research that reveal role confusions and uncertainties among teachers who have been or expect to soon be involved in team teaching; (b) to explain why collaborative team teaching is challenging if not impossible in many cases when dispatch ALTs work under service contracts that prevent them from doing team teaching; and (c) to discuss some practical, transformational steps that can be taken to support homeroom teachers and ALTs in order to help ensure that the transition to more English education in elementary schools can be made as smooth and successful as possible.

This paper is organized as follows. First, we review some of the literature on barriers to team teaching and issues surrounding HRTs, JTEs, and ALTs. Then, we share the results of a questionnaire survey revealing how preservice HRTs perceive the role of ALTs and their perceptions of potential difficulties they may face when they begin working with an ALT. Next, we present the results of a pilot study that explored the ways JTE and ALT role perceptions differ during the preinstructional and postinstructional phases of team teaching. Finally, we conclude with practical implications and transformational steps that can be taken to provide support to teachers in their team efforts in supporting students' language education.

Barriers to Team Teaching

Lack of Language and Cross-Cultural Knowledge

Much research has been performed exploring the interaction between ALTs and HRTs in elementary schools (e.g., Amaki, 2008; Leonard, 1999; Muller, 2015; Ohtani, 2010; Tsuido, Otani, & Davies, 2012). One point on which many of these researchers (Amaki, 2008; Tsuido, Otani, & Davies, 2012) commonly agree is that communication breakdowns due to a lack of language ability appear to be the largest challenge for this team-teaching relationship. Interestingly, data from a recent large-scale nationwide study of ALTs, based on questionnaires collected from 1545 ALTs of all stripes (JET, direct-hire and dispatch; 655 of them mainly teaching in elementary schools and 890 in junior high schools), unsurprisingly suggest that the main barrier to team teaching among elementary school ALTs and HRTs is indeed the language barrier, whereas for junior high school ALTs the main barrier was that JTEs do not let them participate in lesson planning and do not try to utilize their advantages as ALTs (Kano et al., 2016).

There are, however, other sources of conflict between ALTs and Japanese teachers. Leonard (1999) invited both Japanese teachers of English and ALTs to share difficulties they were experiencing while working with their team-teaching counterpart. Although communication was also mentioned, the majority of the issues involved a misunderstanding due to a lack of knowledge about each other's culture. Similarly, Tsuido, Otani, and Davies (2012) listed 10 situations in which cross-cultural communication problems arose, found while researching ALT frustrations. These problems included working on Saturday, uncomfortable silence of their HRT counterparts, invasion of privacy in the form of personal questions and public expression of views on ALT morals, and an indirect approach to problem solving. Many of these problems can be attributed simply to a breakdown in understanding of the cultural norms of either the HRT or ALT.

Role Confusion

Recent news reports suggest that there is yet another source of conflict and major barrier to team teaching, among dispatch ALTs at least. Clavel (2014) wrote that the situation can be confusing because ALTs receive conflicting messages about what is expected of them. For example, MEXT's (2013) "Team Teaching Handbook" for ALTs, which was thoroughly updated in collaboration with the British Council, states that "you should not be expected to teach classes on your own" (p. 8). Nonetheless, many dispatch ALTs are not legally able to participate in team teaching due to the conditions of their contracts; they are guided by their dispatch companies to teach solo. The worker dispatch law makes team teaching impossible for subcontracted ALTs because HRTs and JTEs are not allowed to directly instruct or make requests of such ALTs before, during, or after classes (Aoki, 2014). Instead, all instructions and requests must be sent to the dispatch company, which then must relay these instructions back to the ALTs as work orders. Having a middleman in this way appears to be designed to streamline communication between Japanese teachers and ALTs and enable ALTs to teach solo, but it seems to come at the expense of team teaching.

Most of the research into team teaching in the ALT industry has focused on government-sponsored JET ALTs. However, mainly due to financial and management issues, many BoEs have made the switch from JET to dispatch ALTs over the past decade or so. The outsourcing of ALT jobs to private dispatch companies has become a matter of concern for various reasons, one of which is that it often involves a bidding process wherein

contracts are awarded to the lowest bidder, thus driving offers from bidding companies lower and lower. This tendering process is similar to the way BoEs procure their desks and chairs, and it has thus been pointed out that dispatch ALTs are the only teaching staff treated "like a piece of educational furniture" (Flynn, 2009, p. 39). Unfortunately, this comes at the ALT's expense in terms of considerably lower salaries, lack of benefits such as health insurance, and less job security. Some companies have even gone as far as substantially cutting their ALTs' salaries during several months of the year, which prompts the question: When ALTs are being squeezed in this way, how might this be compromising the quality of education they are expected to provide to students year-round, especially when these ALTs are expected to take the teaching lead on a solo basis?

Regarding the JET Programme, early research concluded that JTEs and ALTs are needed to fill multiple roles such as instructor, evaluator, and moderator (Brumby & Wada, 1990). Role ambiguity was explored in much greater depth by Mahoney's (2004) survey of over 400 ALTs and 1,000 JTEs that asked them to describe the roles they play in team teaching. More than 40 roles were identified. Responsibility for discrepancies in role clarity has been ascribed to (a) the administrative agencies in charge of the JET Programme overall (Ohtani, 2010), (b) JTEs being intimidated by ALTs' "native speaker" status (Miyazato, 2009), (c) the absence of professional development (Crooks, 2001), and (d) the lack of feedback from JTEs to ALTs regarding lesson quality (Igawa, 2008).

Interestingly, a recent report by the Association of JET National Council (2014), which looked at JET ALTs as solo educators, found that

> the common consensus is that while the move to ALTs as solo educators may be a positive step forward for both the Programme and for students, it should not come at the expense of team teaching. Rather, there should be a balance of both systems with [further training and resources and other] considerations taken into account. (p. i)

In his experience of working as a dispatch ALT for 3 years, mostly in elementary schools, for Japan's largest private provider of ALTs, the first author received training and support to take the teaching lead solely on a solo basis. In elementary schools, it was quite feasible for him to take the lead on a solo basis because most HRTs seemed understandably reluctant to teach English.

High Levels of Apathy and Foreign Language Anxiety Among Homeroom Teachers

Drawing upon a series of case studies he conducted of 4 public elementary schools in Hokkaido from 2011 to 2013, Gaynor (2014) reported that most of the HRTs ($N = 82$) he surveyed regarded English as an unnecessary burden rather than a rewarding challenge. He therefore concluded that it is a "rather uncomfortable fact that many [homeroom teachers] simply don't want to teach English" (p. 75). Busy with the many academic and administrative demands of their jobs, many HRTs resent being asked to teach an additional class for which they have received no formal teacher training.

More recent case studies of HRTs in elementary schools in Tokyo (e.g., Machida, 2016) have found that most HRTs were generally experiencing high levels of anxiety and were struggling to cope with having to team teach English with native English-speaking ALTs. These studies found that HRTs' anxiety stemmed mainly from lack of confidence in their oral English proficiency and overall lack of preparation for teaching English. Many HRTs, therefore, reasonably enough, hope to be paired with a skilled ALT who can take charge of lesson preparation and teaching on a solo basis.

For these reasons, in some places, ALTs have often been left to teach English classes on their own (Ohtani, 2010). Indeed, at first, "most elementary school teachers [were] not trained to teach English, and so there [was] a need to bring ALTs into elementary classrooms" (Tsuido, Otani, & Davies, 2012, p. 50). However, universities have recently begun training their elementary education students in the development of English lessons and to take the lead during English classes. But how then are these preservice elementary school teachers being prepared to work alongside ALTs?

Are Preservice Homeroom Teachers Ready to Teach Alongside ALTs?

Brett R. Walter

To explore whether preservice elementary school teachers are prepared to teach alongside ALTs from various countries and backgrounds, the following research questions were developed:

RQ1: How do students in a teacher training program at a Japanese university perceive the culture and role of the ALT in an elementary level English class?

RQ2: What do these students see as potential difficulties for when they become HRTs and begin working with ALTs?

Method

Instrumentation

A questionnaire (see Appendix A) was designed to investigate student concerns about working with ALTs when they begin working at elementary school and student perceptions of what an ALT is both culturally and professionally. It was designed to collect both quantitative and qualitative data, containing 20 Likert-scale items with responses ranging from 1 to 6 (*strongly agree* to *strongly disagree*) and 9 open-ended questions. The questionnaire was administered in Japanese to avoid language-based problems and maximize the number of responses collected. To avoid any possible influence on participant responses, the questionnaire was distributed by the students' usual Japanese instructor, and participants were not given details about the nationality of the researcher.

Participants

Participants came from a convenience sample of three classes of students majoring in elementary education in Hiroshima Prefecture. Informed consent was given by all participants and names and student ID numbers of respondents were not collected. The questionnaire was given to 120 students, and there was a total response rate of 33% (N = 40). Of the 40 respondents, 20 were male and 20 were female. The majority of respondents were in their 2nd year at the university (n = 31), with fewer 3rd- (n = 6) and 4th-year (n = 3) students. Respondents' ages ranged from 19 to 24 years old. Respondents were also asked to rate their perceived English ability levels. The majority of respondents rated themselves at a beginner (n = 17) or intermediate (n = 18) level of proficiency. The remaining levels included no English ability (n = 4), advanced (n = 1), and fluent (n = 0). In what follows, only the main findings of the survey are discussed.

Results and Discussion

Student Perceptions of ALTs

Likert-scale data (see the table in Appendix B) collected from the questionnaire provide some insight into student views of the role of an ALT. All respondents agreed that ALT lessons are important for English learning, but the majority of responses (82.5%) suggest that the main role students perceived the ALT taking is that of a model for native pronunciation. When asked to describe their image of an ALT, 42.1% of the respondents described the ALT as some form of "mood-maker." Other words commonly used by the respondents included "fun," "fresh," and "native." There were very few responses regarding the ALT as a team teacher, but those that did tended to focus more on the ALT as an assistant, and is under the responsibility of the HRT. For example, one respondent wrote, "dependent on the Japanese teacher (homeroom teacher), the quality [of the ALT] changes. It depends on if the homeroom teacher and students can draw out the good in the ALT." Other comments suggested that the ALTs are not "professionals" and are "ordinary people."

Student Predicted Difficulties

In response to the open-ended question asking them to describe their concerns about working with an ALT, the majority of respondents (65.8%) stated something about difficulties due to communication, similar to what was found in previous research. There was, however, discussion concerning the power dynamic as well. This was seen in comments such as "I'm worried about whether or not the ALT will be well engaged with the way the lessons I have designed are planned" and "whether or not we will be able to make lessons together, the leadership balance."

Summary

To sum up, this survey investigated the beliefs of elementary education students preparing to become HRTs in elementary schools and subsequently teach alongside ALTs. The first question asked how these students perceive the role of the ALT in an English class. The responses indicated that many students saw ALTs as mood-making individuals who

are not necessarily professional educators. When these elementary education students were asked what they saw as potential difficulties when they begin working with an ALT, most respondents reported communication issues as their largest concerns. There was little mention of cultural differences causing problems, but the lack of this type of response may be because of a lack of knowledge of differences between Japanese and other cultures.

Are We on the Same Page? Potential Role Conflict in Team Teaching

Aaron C. Sponseller

According to Bailey, Curtis, Nunan, and Fan (2001), "Team teaching really consists of three (reiterated) phases" (p. 181). These phases are the preinstructional, instructional, and postinstructional (p. 181). However, the research on role ambiguity and its causes remains fundamentally incomplete because it has almost entirely overlooked both the preinstructional and postinstructional phases. This pilot study posed the following research question: In what ways, if any, do JTE and ALT role perceptions differ during the preinstructional and postinstructional phases of team teaching? This survey was an attempt to illuminate and fill a gap in the literature discussed above on role confusion.

Method

Participants

A convenience snowball sample of JTEs (n = 18) and ALTs (n = 12) completed the survey anonymously. The sample consisted of individuals the author had access to, who were then asked to forward the survey to other JTEs and ALTs they knew. Ten JTEs and three ALTs held postsecondary degrees in English education, TESOL, or linguistics. On average, JTEs had been team teaching for over 8 years and engaged in one or two team-taught lessons per week. ALTs had been team teaching for an average of 3 1/2 years and engaged in roughly 14 team-taught lessons weekly. All respondents were aware that their responses would be utilized for research purposes.

Instrumentation

The anonymous survey consisted of 10 Likert-scale items and two open-ended questions. A 6-point response scale ranging from *strongly disagree* to *strongly agree* was used; however, the small sample size mandated collapsing *strongly disagree* and *disagree*, as well as *strongly agree* and *agree*. Likert items were subjected to 1 sample chi-square test to investigate whether JTEs and ALTs exhibited systematic and statistically significant differences in their agreement. The open-ended items were presented as problematic scenarios considered likely to be familiar to many JTEs and ALTs engaged in team teaching. Responses to these scenarios were analyzed inductively. All items and scenarios were created by the researcher using his experience as an ALT as a guide. All items and scenarios are in

Appendix C (in English) and Appendix D (in Japanese). Translation and back translation were conducted by two native Japanese speakers highly proficient in English.

Results and Discussion

The Preinstructional Phase

Of the 4 Likert-scale items exploring the preinstructional phase, only Item 4 (Planning team-taught lessons is a cooperative activity between my team-teaching partner and me) indicated systematic disagreement between JTEs and ALTs ($\chi^2[1, N = 30] = 11.75, p < .01$). JTEs expressed greater agreement with this item; ALTs tended to disagree.

In response to the preinstructional scenario, JTEs and ALTs largely agreed that the process of lesson planning is one in which the JTE identifies lesson objectives, tells the ALT to prepare a lesson, then reviews the materials the ALT has prepared prior to conducting the lesson. Put another way, JTEs initiate the planning, ALTs do the legwork of preparing, and JTEs then approve, edit, or scrap what the ALT has prepared. Both JTEs and ALTs agree that this is the process; however, they disagreed that this process was *cooperative*. One possible explanation for this disagreement is that JTEs and ALTs have fundamentally different jobs. JTEs primarily teach solo, with team teaching comprising just a fraction of their overall practice. ALTs, conversely, are hired exclusively for team-teaching purposes.

The Postinstructional Phase

Of the six Likert items exploring the postinstructional phase of team teaching, only Item 6 (My [team-teaching] partner(s) and I usually talk about the lesson we just team taught on our way back to the teachers' room) indicated systematic disagreement between JTEs and ALTs ($\chi^2[1, N = 30] = 8.42, p < .05$.) Once again it was JTEs who expressed greater agreement with this item but ALTs expressed more disagreement.

In response to the postinstructional scenario, JTEs and ALTs offered differing perspectives on how to approach an unruly classroom. JTEs generally expressed a preference for avoiding such situations by discussing the problematic elements of the lesson plan(s). ALTs generally felt it was incumbent upon JTEs to maintain classroom discipline because ALTs are contractually forbidden to take disciplinary actions.

Summary

In summary, there are three phases in the team-teaching process. Team-teaching research has thus far maintained a focus on the instructional phase alone. This pilot study initiated an exploration of JTE and ALT role perceptions during pre- and postinstructional phases of team teaching. Preliminary findings suggest that the JTEs and ALTs agreed on how lessons got planned, disagreed that planning is cooperative, and tended to focus postinstructional reflection sessions in fundamentally different ways.

There are clear limitations to this study. The sample size was small and extremely diverse in age and teaching context, and respondents did not comprise teaching teams in-and-of themselves. Future research in this area should consider introducing a more substantial and richer line of questioning, particularly in terms of employing additional qualitative scenarios. A large-scale survey built off Mahoney's (2004) research, if completed by actual teaching teams and triangulated with observational and interview data, could potentially reveal how teaching teams overcome the challenges faced in the pre- and postinstructional phases of team teaching.

Practical Implications and Steps to Success for Teacher Education and Support

Daniel G. C. Hougham

As the above literature review and surveys suggest, ALTs face some circumstances that hinder them from working together with JTEs and HRTs effectively as a team. There is therefore an urgent need to take practical, transformational steps to support teachers throughout the transition to more English in the ES curriculum.

As a foundational step, perhaps it is advisable for MEXT to step in to revise and regulate dispatch service contract terms and conditions, to (a) make possible efficient use of ALTs by enabling schools to instruct them directly, and (b) set minimum standards for dispatch ALTs' working conditions including things such as consistent year-round salary payments and benefits such as health insurance. Such minimum standards are needed to lay the groundwork for a system wherein dispatch ALTs are not perennially being squeezed—a system that would be more conducive to providing quality education year-round: "Perhaps it is time to start treating [ALTs] like educators and not like furniture" (Flynn, 2009, p. 40).

As another foundational step, various kinds of training and support for ALTs and HRTs are urgently needed. It is advisable for ALTs to seek out opportunities to develop themselves as language teaching professionals who are aware of Japanese educational culture, as it is unlikely that the 2-5 days of preservice training and limited in-service training they receive from their organization is sufficient. One of the most practical ideas that came up during our forum was a new online training and professional development website specifically designed for ALTs in Japan that was briefly introduced by an audience member. ALTs of all stripes are encouraged to go to the ALT Training Online website (http://www.alttrainingonline.com/) where they can receive and make use of a range of soon-to-be freely available content (course modules and reading materials) and other resources, as well as contribute by sharing their experiences, ideas, and questions, and discussing issues in the forum. The primary aims of this site are to enable ALTs to teach effectively based on the Course of Study provided by MEXT, to improve working relationships between ALTs and their Japanese colleagues, and to build a community of ALTs. More details on the background and development of this very promising online resource can be found in Reed (2016).

As for HRTs, a clear implication from Machida's (2016) study is that to effectively make use of their skills and abilities, HRTs need support and training in order to address and decrease their foreign language anxiety. Responses to Walter's survey (above) also imply that there is a need to train HRTs in basic English communication and English teaching skills. Pre- and in-service training should therefore include strategies and coping techniques that reduce anxiety, with particular attention paid to two main areas: (a) increasing HRTs' confidence in their English speaking abilities and (b) supporting HRTs in their preparation for teaching English. Because anxiety and other complex issues surround HRTs, it would be promising for any training workshops to try a range of strategies and techniques including the following.

1. Recognize our own and other teachers' feelings of foreign language anxiety.
2. Give ourselves permission to be less than perfect speakers of the target language.
3. Give ourselves credit for target language achievement.
4. Become more aware of the language learning process.
5. Imagine speaking well within the stresses of classroom teaching.
6. Make a plan to improve language proficiency.
7. Be supportive of colleagues. (Horwitz, 1996, pp. 368-371)

Pre- and in-service training should also include raising HRTs' awareness of the vastly different working conditions among dispatch ALTs versus JET ALTs, especially the fact that many if not most dispatch ALTs are required to teach solo whereas JET ALTs are encouraged to team teach. The type of ALT provider and contract may indeed dictate whether team teaching is possible in practice.

In her paper, which looked at the current state of affairs of ES teacher training programs and in-service teacher conditions, Christmas (2014) suggested various practical ways that universities can cooperate with local BoEs in providing support to HRTs, namely through "lesson study" consultations and professional development workshops that include explanation of key concepts related to developing English skills, a focus on basic principles of communicative language teaching and learning, and model lessons.

As Nunan (2003) pointed out, "Technology and other supports may help compensate for limited proficiency in the classroom, if teachers have access to appropriate materials and tools and education about how to use them" (p. 608). MEXT (2011) has proposed that BoEs and teachers should be provided with information regarding effective use of ICT and use of digital teaching and learning aids (pp. 8-9). HRTs and ALTs are therefore strongly recommended to try out a free and very user-friendly vocabulary learning tool called Quizlet (https://quizlet.com/), which combines the best of new mobile and audio-visual technologies.

As Kano et al. (2016, p. 79) noted, however, considering the reality of the situation for many HRTs, improving their English proficiency is urgent but may be problematic, so it is strongly recommended that other necessary steps be taken immediately, especially employing more skilled JTEs to work as ALTs or English coordinators in ESs.

It is hoped that the research findings, experienced perspectives, and practical ideas discussed in this paper will contribute to raising awareness of and helping positively shape the continuous transformation of English education in the Japanese educational landscape.

Bio Data

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Appendix A
Survey for Elementary School Homeroom Teachers

私は小学校のALTと英語の授業について研究を進めており、そのための調査にご協力をお願いします。本調査の結果よって学業成績等において不利益を被ることは決してありません。また、本調査の結果は最終的には論文等で発表する予定ですが、それによって個人が特定されたり、個人の情報が漏えいしたりすることも決してありませんので、どうかご安心下さい。

I　あなた自身について尋ねします。

性:男・女　　年齢:_____　　学年:_____

英語力(全く無し、初級学者、中級学者、上級学者、ペラペラ)_____

II　次の文書を読んでどう感じますか。
あなたの気持ちをもっとも適切に表す数字を一つだけ選んで、その数字に○を付けて下さい。(1 = とてもそう思う、2 = そう思う、3 = 少しそう思う、4 = ちょっとそう思わない、5 = そう思わない、6 = 全くそう思わない)すべての文書が小学校でやる英語の授業のことについて聞きます。

1. 英語の授業には学生達に英語で読む機会と書く機会を出来るだけ増やすのが必要です。
   1　2　3　4　5　6
2. 英語の授業には学生達に英語を話す機会と聞く機会を出来るだけ増やすのが必要です。
   1　2　3　4　5　6
3. 小学校での英語の授業の間、日本語を一切話してはいけません。
   1　2　3　4　5　6
4. ALTは英語の授業以外にも必要だと思います。
   1　2　3　4　5　6
5. 英語を学ぶにはALTと学ぶ授業が大事です。
   1　2　3　4　5　6
6. 私が学生の時、ALTとの授業がとても楽しかったです。(ALTがいた場合のみ)
   1　2　3　4　5　6
7. ALTの第一任務はネイティブな発音を学生にモデルとして与えることです。
   1　2　3　4　5　6
8. ALTの第一任務はネイティブな文法を教えることです。
   1　2　3　4　5　6
9. ネイティブな文法を教えるよりネイティブな発音を教える方が大事です。
   1　2　3　4　5　6
10. ネイティブな発音を教えるよりネイティブな文法を教える方が大事です。
    1　2　3　4　5　6
11. ALTになる人は第一言語(母国語)が英語の人にしかさせてはいけません。
    1　2　3　4　5　6
12. 英語の授業でアメリカ英語の発音をモデルにするべきです。
    1　2　3　4　5　6
13. 英語の授業でイギリス英語の発音をモデルにするべきです。
    1　2　3　4　5　6
14. 英語の発音のモデルとして、アメリカ英語又はイギリス英語の発音以外認めません。
    1　2　3　4　5　6
15. 英語の授業中に日本語を使うことは学生達の役に立ちます。
    1　2　3　4　5　6
16. 英語の授業中に学生が日本語を使ってもいいですが、先生は使ってはいけません。
    1　2　3　4　5　6

17. 私が一緒に働くなら、外国人のALTより英語が出来る日本人の英語教師です。
    1 2 3 4 5 6
18. 小学生が学ぶ英語のレベルを教える自信があります。
    1 2 3 4 5 6
19. 将来一緒に働くALTと英語で会話が出来る自信があります。
    1 2 3 4 5 6
20. ALTと一緒に英語を教えるには他の国の文化を学ぶ必要があります。
    1 2 3 4 5 6

III 次の文書を読んで自由に答えて下さい。

1. 出来るだけ細かく、あなたが持っているALTのイメージを教えて下さい。
2. ALTと一緒に働く気持ちはどうですか？
3. ALTと一緒に働く事について、何か心配はありますか。もしあったら、その心配について書いて下さい。
4. ALTと一緒に働き始めたら、そのALTはどのような役割を果たすと思いますか？
5. あなたが小・中・高校生の時にALTがいましたか？もしいたら、いつですか（例：小5、中1-3）？
6. 海外に行った事がありますか？もしあれば、その理由と期間を書いて下さい。
7. 外国の国籍を持っている友達がいますか？又は外国から来た人と一緒に時間を過ごした事がありますか？出来たらその人との関係を詳しく教えて下さい。
8. 英語の授業で日本語を使うことが学生の役に立つと思いますか？どうしてそう思いますか？
9. あなたが自分の英語力についてどう思っていますか？自分の英語力が小学校で英語を教えることにどう影響すると思いますか？

ご協力有難うございました。

Appendix B

Quantitative Responses to the Survey

Student Perceptions of ALT Roles (N = 40)

Item	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
a) Lessons with ALTs are important for English learning.	22 (56.4%)	17 (43.6%)	-	-	-	-
b) ALTs are only useful in helping with classroom English lessons.	7 (17.5%)	11 (27.5%)	8 (20%)	13 (32.5%)	1 (2.5%)	-
c) The main role for ALTs in the classroom is to provide models of native pronunciation.	7 (17.5%)	15 (37.5%)	11 (27.5%)	4 (10%)	2 (5%)	1 (2.5%)
d) The main role for ALTs in the classroom is to teach native-level grammar.	-	3 (7.5%)	9 (22.5%)	4 (10%)	15 (37.5%)	9 (22.5%)
e) I would prefer a Japanese English assistant over a foreign ALT.	-	-	7 (17.5%)	10 (25%)	11 (27.5%)	12 (30%)

Appendix C
Survey Items (English Version)
Preinstructional Likert Items

1. My team-teaching (TT) partner and I plan our lessons together.
2. I do most of the lesson planning for the team-taught lessons.
3. My TT partner does most of the lesson planning for the team-taught lessons.
4. Planning team-taught lessons is a cooperative activity between my TT partner and me.

Preinstructional Scenario

A class in which you team teach will begin a new unit next week, but the lesson has not been planned yet. Briefly describe the process you and your TT partner go through when developing lesson plans.

Postinstructional Likert Items

1. My TT partner(s) and I debrief after each lesson.
2. It is my job to initiate discussions about how to improve team-taught lessons.
3. My TT partner(s) and I spend adequate time discussing difficulties in our team-taught lessons.
4. My TT partner(s) give me useful feedback when I ask for it.
5. I can rely on my TT partner(s) to give me feedback that will help me improve the quality of my TT.
6. My TT partner(s) and I usually talk about the lesson we just team taught on our way back to the teachers' room.

Postinstructional Scenario

You have just finished a team-taught lesson, and you feel like it did not go so well. The biggest problem was that the students were a little unruly. Have you ever been in a situation similar to this before? What, if anything, would you say to your TT partner(s) about this? How would you and your TT partner discuss this? Would you try to plan ways to fix the problem in future classes?

Appendix D
Survey Items (Japanese Version)

授業計画項目

1. 教案作成する際、パトナーと一緒にプランを立てる。
2. 私がほとんどの教案を作成する。
3. パートナーがほとんどの教案を作成する。
4. 教案を作成するという事は、私とパートナーとの共同作業である。

シナリオ:

授業では来週から新しいユニットに入りますが、まだ教案は出来ていません。あなたがパートナーとどのようにプランを組み立てていくのか、簡単に説明してください。

授業を振り返り議論する項目

1. 授業後、パートナーと授業について報告(反省点の洗い出しなど)しあう。
2. より良いティームティーチングを求めて、率先して議論するのは私の役目だ.
3. 私はパートナーと、時間をかけてチームティーチングの問題点や改善点を話し合う。
4. 私の質問に対し、パートナーは建設的な意見を述べてくれる。
5. パートナーは、私のチームティーチングの質を向上するような意見を述べてくれると信じている。
6. 私とパートナーは、しばしば授業直後(職員室に戻るまでの間)に展開した授業について話をする。

シナリオ:

あなたはたった今授業終え、この授業は納得のいく出来映えではなかったと感じています。生徒達を少し持て余してしまったのが好きな理由です。過去にこのような経験をしたことはありますか?このことについて、パートナーにどのように話をしますか? また、パートナーとどのような話し合いをしますか? これからの授業に向けて 、どのような対策を練るのか説明してください。