

Shared Identities: Our Interweaving Threads

A case of an equal role-sharing relationship in team teaching

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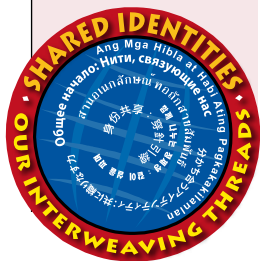
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This study investigates a relationship between a JTE (Japanese Teacher of English) and an AET (Assistant English Teacher), focusing on power-sharing and personality issues in team teaching (TT) in a Japanese high school. Different kinds of power exist between two parties in terms of professional status (teacher-in-charge versus assistant), linguistic proficiency (non-native versus native speaker) and cultural background (cultural native versus cultural non-native). In addition, team teachers need to negotiate personality differences. From September 2003 to March 2004, a classroom case study was conducted with the pair during bimonthly visits through class observation and individual interviews, as well as interviews with students, in order to explore the TT relationship and provide contextual information on TT environments. Research results revealed that the JTE with near-native English communicative abilities and extensive TT experience gave a certain level of autonomy to the AET, which created equal role-sharing and resulted in high satisfaction of both teachers in their TT performance.

本研究は、日本の高校のチームティーチング(TT)における日本人英語教師(JTE)と英語指導助手(AET)の教師間関係について、力配分と性格の問題に焦点をあてて考察するものである。両者間には、社会的地位(主任教諭対助手)、目的言語能力(ノンネイティブ対ネイティブスピーカー)、地元文化面での能力(文化的ネイティブ対文化的ノンネイティブ)など、異なる力関係が存在する。更にTTにおいては、教師同士の性格の相違についても克服しなくてはならない。2003年9月から2004年3月までの半年間、1組のTTペアを対象に、TTにおける教師間関係の調査、及び、TT環境に関する背景情報収集のため、2週間に一度のペースでTTの授業参観、個別インタビュー、加えて生徒へのインタビューによるケーススタディーが実施された。その結果、ネイティブスピーカー並みの英語運用能力と豊富なTT経験を持つJTEが、AETにある一定の授業における自治権を与えることにより、平等の役割分担を生み出し、結果として両者のTTの授業における満足度を高めていることが判明した。

The huge increase in the number of participants in the JET (Japan Exchange and Teaching) Program, from 848 in the initial year to nearly 6,000 in recent years (McConnell, 2000), indicates the popularity of and demand for native speakers (NSs) in EFL classrooms in Japan. However, team teaching (TT) between a JTE (Japanese Teacher of English) and an AET (Assistant English Teacher) may



bring about tremendous difficulties and conflicts, mainly because of team teachers' relationships (McConnell, 2000; Mahoney, 2004; Tajino & Walker, 1998). Presumably, due to different cultural and linguistic backgrounds of team teachers, power issues between an NS and a non-native speaker (NNS) in an NNS country are highly complex. Moreover, they need to overcome personality differences. Consequently, the relationships between teachers affect both their anxiety levels and motivation levels—and, in turn, students' achievement. Therefore, researchers' attention should be focused on the teachers as well as the learners since “the road to the learner leads through the teacher” (Medgyes, 1992, p. 340).

The purpose of this study is to identify the characteristics of successful TT by examining power sharing and personality matching of one TT pair for six months. Intruding on teachers' territory as a researcher over a certain period of time is threatening to most teachers. In fact, I faced great difficulty in recruiting participants for this study. This process perhaps then automatically excluded ineffective TT pairs from participating in this study. However, despite the fact that the TT literature is replete with examples of problems and difficulties in TT arrangements, which I will introduce in the following section, I believe it is just as important to see how a TT pair with positive relationships deals with the complexities of their situation. An examination of how team teachers build and preserve favorable relationships should, in this instance, turn out to be more productive and meaningful than a study focused exclusively on the problematic side of TT.

Power sharing between JTEs and AETs

Tajino and Walker (1998) explained that many of the problems are centered on the relationship between the JTE and the AET. McConnell (2000) also pointed out various power imbalances between the two parties—for example, JTEs' low proficiency in oral English, Japanese students' and society's admiration of NSs, AETs' difficulty in understanding classroom culture, and AETs' exclusion from major decision-making in teaching EFL in Japanese schools.

Thus, power imbalances between JTEs and AETs appear to be caused by the different capabilities of the two parties. As for the target language competence, JTEs' inferiority complex caused by their low proficiency in oral English is pointed out (Kamhi-Stein, 1999; McConnell, 2000; Miyazato, 2006; Murai, 2004; Higuchi & Namimatsu, 2002; Tajino & Walker, 1998) and this occasionally results in their belief in the native speaker fallacy (Phillipson, 1992). However, concerning the amount of teaching experience, JTEs usually have longer teaching experience both overall and in their home culture, while AETs are recent college graduates with little or no experience in teaching EFL (Tajino & Tajino, 2000), or even teaching itself. This also means that JTEs, who share the same mother tongue and culture with their students, have more thorough knowledge concerning the local language, culture, society, education, learners, and school life than AETs. In addition, AETs lack political power as relatively short-term teaching assistants in the Japanese educational system (Fujikake, 1996; Kumabe, 1996; Mahoney, 2004; McConnell, 2000).

In other words, 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.

Personality matching in team formation

TT seems to be a challenging pedagogical approach, mainly because team teachers have restricted autonomy as a result of sharing classes with their teaching partner. Conflicts and difficulties are prevalent even when the two teachers are from the same culture (Bailey, Dale & Squire, 1992; Buckley, 2000; Eisen & Tisdell, 2000; Shannon & Meath-Lang, 1992). As for solutions to such problems, Shannon and Meath-Lang (1992) suggested TT pairings based on shared philosophies and values, balancing ego strength, and taking into consideration the compatibility, or “chemistry,” of team teachers as factors necessary for successful TT.

In fact, some researchers (Buckley, 2000; Harris & Harvey, 2000; Sturman, 1992) have drawn attention to the importance of personality issues, especially with respect to the pairing of individuals in TT settings. The compatibility of personalities between two individuals is often captured in the metaphorical expression of “chemistry,” “marriage,” and “parenting.” For instance, Eisen and Tisdell (2000) suggested that “cohabitation,” or trying out team teachers temporarily to test their compatibility prior to “committed marriage,” which represents a commitment to the particular TT pair. In the case of teaching teams composed of JTEs and AETs specifically, Sturman (1992) described personality conflicts as one of the difficulties and suggested that the principle of *flexible equality*, or flexibility for equal role-sharing, has enabled teachers with differing personalities and

ideas to mutually define their roles and responsibilities.

An optimistic worldview which claims that “we are all humans” or nonspecific advice such as “we should communicate more” has not improved TT relationships. Through discovering specific issues concerning TT relationships, I will be able to identify the causes of positive and negative aspects of the interpersonal relationship between a JTE and AET, which is the first step to untangling the complexity of TT relationships. Since the government appears to be committed to the arrangement of TT for the foreseeable future, both at the secondary and primary levels, these findings will contribute to improvements in and beyond the JET Program.

Method

Participants

The participants were a female JTE in her mid-40s and a female second-year AET in her mid-20s at a girls’ public high school in the Kanto district. The class was an elective, Oral Communication (OC) II, with an enrollment of 20 third-year students. It was conducted in English only and included activities such as public speaking, discussion, debate, and news reports.

The JTE had 23 years of teaching experience and 19 years of TT experience. I found her communicative English skills to be high based on my own observations. Although she did not have extensive overseas experience, she mentioned that her English abilities had developed at her previous workplace, an international public high school, where most subjects were taught in English.

The AET, a white American, was a recent university graduate and had no teaching experience before coming to Japan. Japan was the first foreign country in which she had resided. She reported that her Japanese skills were limited.

Research methods and techniques

Since this study tries to capture the complex reality of TT relationships, a qualitative case study approach was adopted, considering van Lier's (2005) comment, "a well written case study can bring to life many key issues and illustrate their relevance in dramatic, contextualized ways, something that a textbook or a controlled experimental research study cannot do" (p. 198). To be specific, I used unstructured interviews although I prepared a list of questions and topics that needed to be covered (see Appendix 1) merely as an "interview guide" (Bernard, 1994, p. 209). I also adopted naturalistic observation to obtain in-depth background information about interaction and relationships between the team teachers. In order to increase the validity of the research, data via a large number of interviews (30) and observations (15) as well as interviews with students were collected. The credibility of the research was enhanced through prolonged engagement and persistent observation over 6 months. Although 6 months is probably not long enough to establish a high level of rapport, participants shared straightforward opinions on sensitive issues to some extent with the researcher, on the basis of the relationship established between them.

Data collection procedures

I conducted a 6-month naturalistic study of 15 class observations and 15 individual interviews each with the

TT pair during bimonthly visits from September 2003 to March 2004. Observation data were written up in field-notes and individual interviews with the AET were conducted in English and those with the JTE were done in Japanese. The total number of hours of class observation was 15 hours and the AET, who had a lighter schedule than the JTE, was usually able to devote about 40 minutes to 1 hour per interview, while the JTE was able to devote about 20 to 30 minutes per interview due to other obligations. The total interview time for the AET was approximately nine hours, and for the JTE was approximately five and a half hours.

The interviews covered many areas in order to collect background information that affects the TT relationships of the participants. The questions included specific ones regarding the events of the observed classes, as well as general questions, such as school life, teaching schedules, teaching environment, pedagogy, cross-cultural experiences, team partners, school culture, and student discipline. The interviews were tape-recorded with the written consent of the interviewees and transcribed for data analysis. The observation and interview data were coded with the date of the interviews and the interviewees' name for the interview data. In the excerpts, I use the pseudonyms "J" for the JTE, "A" for the AET, and "I" for the interviewer.

In order to examine learners' perspectives, interviews were also done on two different occasions with eight students in total. I used the pseudonyms "S" and the number for the students. Tapes of the Japanese interviews of the JTE and students were translated into English by me.

Results

In this section, results concerning personality issues will be first presented in three subsections: the AET's views of the JTE's personality, the JTE's views of the AET's personality, and the process of overcoming personality differences. Second, power-sharing between the team teachers will be summarized from the three perspectives: linguistic proficiency, situated knowledge, and cultural proficiency. Other relevant information will be also introduced in order to investigate background information regarding TT relationships.

The AET's views of the JTE's personality

The JTE's strong and outgoing personality

The AET suggested that an important characteristic of an ideal team partner was a strong, outgoing personality and judged the JTE as possessing these traits:

It's difficult for me to work with any teachers who are very quiet or very meek in the classroom. I feel really comfortable with a teacher who's strong and outgoing and controlling the class...Well, definitely, (J's family name)-sensei is not weak. (A, 9/24/03)

According to my observations, the JTE was strict and outspoken in a disciplinary guidance of students. Her attitude toward students and her ability to control the class were also appreciated by the AET, who reported that she had difficulty dealing with student discipline in the class:

Because in American classrooms, you don't talk when the teacher is talking and so I feel very offended that students can't listen to me for 50 minutes....But sleeping in class, at first that was really difficult for me, because American students don't sleep in classIf I were the head teacher, then I would make all of my students stay awake, but being the assistant, I realize that I have to be a little milder. (A, 9/10/03)

Therefore, she appreciated the presence of the JTE in their TT classes:

I've had classes of my own. I don't dislike it, but I don't have any strong desire to remove [J's family name] sensei from OC. (A, 10/20/03)

The JTE's sense of equality and respect toward the AET

Furthermore, the AET appreciated the JTE's equal treatment of the AET:

(J's family name) sensei, she really does respect my opinions. If I say something, she listens and whether she takes it or not, I always can understand and she takes the time to explain things to me.... She doesn't really treat you as a younger ALT and I don't, very rarely when she makes English mistakes, I don't disrespect her for that. Actually, I find that sometimes if I'm still in that mode of just being an assistant, that I get with a lot of the other teachers, I can tell that the JTE is irritated. Because I'm just standing there, she'll say, "Do you have anything to say?" I'm like, "No." She's like, "What?" (A, 1/23/04)

The AET further explained that she got motivated in teaching with the JTE because of her heavier responsibility there:

I feel really motivated to work hard at OC classes, to maybe take papers home and read them, or to stay past working hours, because I feel like it's my class. And in other situations, maybe, I'm not so motivated or I'll do things really quickly to move on to OC, because I'm not responsible for them going well. I don't get the credit if they go well. (A, 1/23/04)

Thus, the AET's work motivation increased by sharing responsibility with the JTE, which led to the AET's positive view of the JTE as a person who treated her with respect and a sense of equality.

The JTE's views of the AET's personality

The AET as a distant foreigner

In contrast, the JTE regarded the AET as a difficult TT partner. The JTE first criticized the AET's lack of interest in the local culture:

Compared with the two former AETs we had here, the AET was actually the most difficult one to deal with. The former AETs were willing to mingle with students, for instance. One of them had studied Japanese in Japan as an exchange student in the past and will become a Japanese teacher back in the U.S. The other was a Chinese American with three years' teaching experience at a high school in the U.S. They had some connections with Japan

or Asia, but the AET was totally new to Japan or Asia. At first, it seemed to me that she didn't do anything more than she had to. She wasn't very keen on learning Japanese or Japanese culture. (J, 3/4/04)

The AET's attitude was recognized by a student as well. One returnee student harshly commented,

I just see the AET as someone who speaks English, not more than that. She has lived in Japan for 2 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 minority NSs, because they try hard to learn Japanese and our culture. (S5, 1/20/04)

In fact, the AET admitted her lack of motivation for learning Japanese, pointing out the difficulty of learning it. Furthermore, she confessed that the distance from Japanese culture was created by herself:

After 6 months, I started to realize that I'm here to represent my culture, not to become Japanese.... So, I try to ...hold onto some of myself and my culture.... Even if I could speak Japanese fluently, I wouldn't want to live in Japan for my whole life....I respect it for the culture that it is, but I have my culture. And I feel like either the culture you're going into has to be really special or you

have to be really unhappy in your own culture to want to give that up. (A, 1/23/04)

She continued her explanation, referring to some unhappy AETs as examples:

I'm happy being an American. And I see a lot of unhappy Americans come to Japan and become Japanese and it's some kind of avoidance.... I don't feel any need to leave my culture. For a short time it's very interesting, but for my whole life, no.... I came with the intention of this being one year or two years and then returning to grad school, returning to my family.... For a lot of the AETs that I am in contact with, they are here and they really don't have any reason to go home, any goal of the future, so they are much happier to stay here because they have a job. (A, 1/23/04)

According to the AET, however, this cultural distance seemed to be created by another factor: Japanese people's exclusive attitude toward foreigners:

Japanese people are kind, but I feel some distance. They always see us as foreigners and never let us in their group. I feel isolated even in this English staff room. They know I will stay here for only a few years, so they won't accept me in their family-knit circle. That's opposite from Americans, who try to accept new people constantly. (A, 10/20/03)

Thus, the AET tried to keep her distance from Japan's cultural values and to avoid assimilating into its culture by convincing herself that she was a different cultural being. In other words, the AET did not try to attain the local culture's

language skills or increase her cultural involvement. Instead, she perceived herself as a temporary sojourner in Japan, which saved her pride and identity in the local culture but resulted in a negative impression of the side of the JTE and the students.

The AET's sense of independence

In fact, the JTE described the AET's personality as dry:

I got puzzled about her dryness, to be honest. She keeps a distance with people and does not get involved with students much.... I actually expected her to make extra efforts to get to know students better. It was not possible for the AET to read my expectation. (J, 3/4/04)

The JTE related the AET's dry personality to the strong sense of independence:

She is proud of being an independent woman, but just because she cannot speak Japanese, people treated her like a baby. This is insulting to her. On the other hand, JTEs got frustrated because she doesn't look appreciative even though they did her a favor out of kind consideration. (J, 3/4/04)

Furthermore, the JTE continued by describing the AET's dry personality, referring to being "logical":

She is really dry... for instance, when she asks "Why" questions to students, they often become silent because they aren't used to being asked for a reason. She doesn't give help frequently to those students.... If students cannot answer, she just

says “I don’t understand” and that’s it. She always asks for logical reasoning. (A, 3/4/04)

The JTE also describe her inclination to treat students as independent adults as follows:

The AET said she doesn’t like to use simple English or do childish stuff, because she feels bad for students if they are treated like small children. (J, 3/4/04)

When I observed their class, one student did not speak during her allotted turn in a debate match, so the AET asked her for an explanation from her. The girl became silent while the AET waited at length for the student’s answer. Finally, the JTE saved the communication breakdown by asking the student *yes/no* questions instead of the AET’s straightforward *why* questions, in this way allowing the student to explain her behavior.

In another occasion, at the very last class of the school year, students sat in a circle with their teachers and presented their overall impressions of the course. Many students repeated vague and diplomatic comments like, “This course was hard, but I enjoyed it,” and “I learned a lot from this course,” which did not satisfy the AET. She told students not to just repeat what the previous people said but to specify why they felt so. In any case, it is assumed the AET’s sense of independence and logical reasoning were interpreted negatively in the local culture.

The process of overcoming personality differences

The JTE then elaborated on the process of establishing a favorable relationship with the AET:

She is intelligent enough to do things properly if she is told the purposes and structure clearly. So I tried to tell her what I wanted her to do. I think I changed my expectation of her...I’m old enough and experienced enough to understand AETs’ personalities quickly and use them effectively. (J: 3/4/04)

The JTE also recognized the AET’s efforts as well:

J: I also understand that she is making efforts to change herself, too. So I got over our difficult times gradually. Actually, CLAIR (a main organizer and coordinator of the JET Program) has emphasized that AETs are assistants, not major initiators, and they are not authorized to give grades. So maybe she tried not to do extra things to keep from encroaching on our territory.

I: Oh, then how did you construct the present relationship with her?

J: Well, as you can see by now, she has great abilities in calculating, doing research, speaking in public, memorizing, and summarizing things, etc. So, I let her plan classes on her own and try what she wants to. I adopted her ideas and evaluation method as much as possible. Then she got more motivated and did things on her own without being told. By letting her do things her own way, she was able to preserve her motivation and I was able to discover her talent. In the end, I was able to direct her as I wanted to. (J, 3/4/04)

Thus, the AET did not look motivated to the JTE at first, which could have been caused by the AET's position as an assistant. However, the AET showed her abilities and motivation when she was given more responsibility. In other words, the good relationship between the AET and the JTE did not occur instantly, but it started to improve by extending autonomy to the AET.

Power-sharing between team teacher

Linguistic proficiency: The JTE's near-native English abilities

Their classes were conducted in English only and the JTE neither used Japanese nor translated in the classroom. She confidently produced almost the same amount of speech in English as the AET as they stood side-by-side in front of the class. During my observations, she never appeared unconfident regarding her English abilities. Her bilingual talent was admired not only by the AET but also students:

The JTE's pronunciation is like an NS. I wish I could be like her. The AET only speaks English, which is her native language, but the JTE speak two languages. That's why I think she is great. The fact that she is an NNS but she speaks like an NS impresses and motivates me. She is our model for English learning. (S5: 1/20/04)

As a result, both teachers seemed to share responsibility in class, such as the student discipline and classroom chores, including distributing handouts and writing on the blackboard. Although language power between NSs and NNSs may differ in a strict sense, the difference was not regarded as significant by the teachers and students.

Situated knowledge: The JTE's knowledge of Japanese students' study history and lives

The JTE had more situated knowledge such as her grasp of Japanese students' study history and lives as well as the students' English vocabulary levels in particular. The JTE said,

For instance, the word "faucet" is an easy word for NSs, but it is difficult for Japanese students. On the contrary, words that AETs regard as difficult can be easy for Japanese, because students learn them for university entrance exams. The AET often asks me which words she should explain in class. (J, 1/26/04)

Indeed, the students themselves valued the JTE's use of familiar English words and expressions highly and pointed out the difficulty of understanding the AET's unmodified English.

The JTE also pointed out her better understanding of Japanese students' academic performance outside of English class, which made it possible for her to give more careful attention and consideration to students' behavior and psychological states.

Thus, the JTE's extensive teaching experience and more frequent contact with students seem to increase her "pedagogical power" compared to the AET, who was new to the local educational systems and school life as well as teaching itself.

Cultural proficiency: The AETs' lack of local cultural knowledge and language skills

The AET was convinced that her local language barrier made it difficult to create a strong bond with Japanese students. In addition, the AET's lack of understanding of local cultural norms brought about confusion. On one occasion, when a debating match was taking place, one student on the con side expressed agreement with her opponents' ideas. This act confused the AET. In fact, I heard one student whispering to her neighbors, "I don't like to decide winners and losers among class members." This suggests that the students were hesitant to disagree with other girls even in the setting of a debating match in order to retain group harmony.

Moreover, the JTE speculated that the AET's culturally different sense of humor could be one of their obstacles to creating solidarity with Japanese students. She said that the AET did not laugh at the point where the students and the JTE did, and that she had to explain why it was funny to the AET after the class. In sum, the AET's lack of local cultural knowledge and language skills affected the relationships between the AET and students.

Other relevant information

Concerning other factors influencing the TT relationship, the AET pointed out that she and the JTE had similar teaching philosophies:

Our philosophies are pretty similar...more communicative and more active, because really she has very, very liberal views compared to most English teachers here. So, she's maybe willing

to try something that sounds a little crazy. (A, 1/23/04)

The JTE also insisted on the importance of adopting westernized systematic teaching methods, which involve planning and organizing the purposes and goals of the course, and stating evaluation standards in a syllabus at the outset of the class, in TT settings. She criticized that JTEs usually do not make their own original curriculum and just follow MEXT-authorized textbooks and curriculum.

Furthermore, the pair was asked to give an evaluation of their own shared performance based on a 100-point scale. I asked this question because I felt it might provide further information about the teachers' honest feeling regarding their TT relationship. The AET evaluated their team's TT performance extremely highly by giving 95 points out of 100, saying the rest was for possible future improvement. The JTEs gave lower scores of 80 points, which she said was good by her standards, and showed satisfaction with their teaching.

Discussion

As is shown above, the AET was a cultural and occupational novice while the JTE was a cultural and occupational expert although their language proficiency did not differ significantly. This indicates that the JTE should theoretically be more powerful than the AET. However, the JTE did not exert her power over the AET, which led to high satisfaction of both teachers in TT performance.

In fact, the JTE confessed that she did not have a good relationship with the AET in the beginning. However,

the JTE gave the AET a certain amount of autonomy by discussing and adopting the AET's ideas and teaching styles to motivate her. If the JTE had perceived the AET as her total subordinate, the AET would likely have competed against the JTE to attain the language power surplus with her NS language competence in order to equalize the power balance between them or have totally left up to the JTE by becoming a mere assistant to the JTE. In sum, it is assumed that the equal role-sharing TT relationship was created mainly by the JTE's decision to treat the AET as an equal TT partner, which created a pseudo-balance of power between the two.

To make this happen, however, it was necessary for them to respect each other. The JTE respected the AET because of her cleverness and professionalism. Also, the AET did not compete against the JTE's language competence using her NS language superiority but respected the JTE's near-native English abilities. Furthermore, shared teaching beliefs and approaches such as promoting CLT and conducting English-only classes are also reported to help create the positive relationship. However, it is noteworthy to consider differences in TT experiences between AETs and JTEs in general. In contrast to AETs, most of whom have no extensive contact with Japanese people before they come to Japan and have to work with multiple JTEs all at once, JTEs have encountered new AETs every two or three years by working with them individually. Presumably, the JTE's extensive contact with various AETs in the past helps to find the solution to the problems that occurred between the AET and JTE and take initiative in improving their TT relationships.

As for limitations of this study, intercultural misunderstandings could be partly involved in each other's personality judgment. For instance, American virtue of independence was interpreted as distant and cold by Japanese in this study. In contrast, the JTE's strong personality and strict attitude towards students' guidance were evaluated positively by the AET, who was brought up with the sense of directness and American classroom culture, where students' misbehavior of sleeping and chatting in class was prohibited strictly according to the AET. Therefore, personality judgment was influenced by each other's cultural norms and thus, it is assumed that the participants tended to perceive differences as individual differences of personality, not intercultural differences. In order to avoid some of personality conflicts, learning intercultural communication and experiencing intercultural training may be helpful.

This study was also limited by a shortage of data regarding the participants' personalities. For example, the quality of outgoingness, in particular, was regarded as a preferable personality trait of an ideal TT partner by the AET. However, it was difficult to collect other data to check the validity of evaluation of team teachers' personalities. For more accurate analysis of personality traits and personality matching, longitudinal research over several years or some kind of objective personality tests would be necessary.

Concluding remarks

This study, which dealt with the particular TT relationships in a small part of the professional worlds of JTEs and AETs, turned out to be deeply involved with social complexities of power relations. In this study, the AET was not only

politically but also culturally powerless in relation to the local culture. Moreover, more social complexities such as pedagogical power did exist. In reality, collaboration may not be easy. However, when viewed from a more positive perspective, TT can be a good place for collaboration through learning from one another, not for competition between an NS and NNS. I believe that the different strengths of the two individuals are intensified and each person's weaknesses are compensated through collaboration to create a better learning environment for learners. As is shown in this study, respecting each others' strengths and compensating for each other's weaknesses through cooperation led to sharing power on an equal level, which resulted in a positive TT relationship. I hope that this preliminary case study will be further developed to handle other TT cases in the future and encourage smoother TT relationships.

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Appendix 1

Sample questions to be asked in the interviews with team teachers

1. Do you enjoy TT? Why or why not?
2. How do you view the relationship with your TT partner?
3. Do you have a certain autonomy in conducting TT classes?
4. In what situation do you think you can preserve autonomy in TT settings?
5. Do your teaching methodology, philosophy, belief differ from the ones of your TT partner? If so, how different are they? How can you manage the differences?
6. Do you perceive any power imbalance between you and your TT partner?

7. (For the JTE) How do you feel about exposing your English to your TT partner? Do you feel uncomfortable communicating with an AET before your students? Do you feel inferior or superior to your partner in any aspects?
8. (For the AET) Do you feel inferior or superior to your partner in any aspects? Do you feel advantageous because of political power of English?
9. How do you perceive you own personality? How do you perceive your partner's personality? Do you get along well with your partner? Why or why not? Do you think compatibility of personalities is important for TT?
10. What is the most important factor for TT?