

Teachers' Roles in a Team-Taught Lesson: The Perspectives of Japanese Teachers

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Abstract

The introduction of team teaching in Japan on a nationwide scale has been an ambiguous project from its start nearly fifteen years ago. Much effort and expense are devoted to the programme in the hopes of bringing to life the target language community in the Japanese classroom, as well as to cultivate some degree of cultural sensitivity in the students. Upon this foundation, however, the focus in team teaching has been on the teachers, and their relationship as team members. In an effort to bring the students to the forefront of the team-taught class, it is important to better clarify the relationship between all the participants in the class so that each of their contributions can be maximized. To achieve this aim, in this paper the perspectives of Japanese teachers are explored.

Introduction

Over the years a great deal of effort has been made to improve the quality and effectiveness of foreign language education in Japan. A more recent innovation has been that of team teaching, the joint instruction of English by a Japanese teacher of English (JTE) and a native-speaking assistant English teacher (AET)/assistant language teacher (ALT). Since the introduction of AETs through the Japan Exchange and Teaching Programme, issues in team teaching have emerged and many remain unresolved. Initial concerns have

centred on the logistical and pedagogical role of the native speaking visitors, e.g., how to integrate the AETs into the local, school and classroom environments. The role of JTEs in this new setting has received considerably less attention. This paper therefore attempts to further investigate the role of the JTE in the team teaching context from the perspective of Japanese teachers. First, we shall examine the definition and purpose of team teaching and review the literature to see what has come to be expected of JTEs in that teaching format. Second, the article will investigate how the JTEs themselves actually view their role in team-taught lessons through perceptions based upon practical experience. Finally, suggestions for further research aimed at making team teaching more effective will be made based upon the results of this study.

The definition and purpose of 'team teaching'

The process has been defined as follows:

Team teaching is a concerted endeavour made jointly by the Japanese teacher of English (JTE) and the assistant English teacher (AET) in an English language classroom in which the students, the JTE and the AET are engaged in communicative activities. (Brumby and Wada, 1990: Introduction)

Since it is regarded as 'the best possible way in Japan of "bringing the L2 community in the classroom" (Savignon, 1983: 220)' (Brumby and Wada, 1990: Introduction), team teaching is most expected to help the students develop their ability to communicate in English, to nurture their interest in using the language to communicate, and better understand cultural differences. Considering its definition and purpose, team teaching is said to be a suitable means for achieving the objectives of the teaching of English at the secondary school level as below.

To develop students' abilities to understand a foreign language and express themselves in it, to foster a positive attitude toward communicating in it, and to heighten interest in language and culture, deepening international understanding. (The Course of Study for Upper Secondary School Foreign Languages, 1989, cited in Ministry of Education, Science and Culture, 1994: 108)

It is not a simple matter, however, to determine how these can be achieved in a team-taught class. Although it is generally agreed that classroom activities should be communicative so that communication and interaction between and among the participants (i.e. students, the AET and the JTE) can be fostered, it is not always clear as to how that can be realized in the classroom. It seems certain that the cooperation between the JTE and the AET in planning and teaching their lesson is the key to this. Unfortunately, the last decade has seen more issues raised than solved, as will be discussed below.

Issues in teachers' roles

Precisely because team teaching is so new in Japanese schools, many difficulties have and will continue to confront JTEs and AETs. (Wada, 1994: 15)

To be an effective teacher, one is required to be an expert in instructional, classroom management, and interpersonal techniques as well as knowing subject matter (Willerman et al., 1991). Teachers' daily routines generally include 'planning a lesson', 'providing input', 'giving students practice', 'getting them to produce the language' and 'providing feedback'. Teachers engaged in team teaching are no exception. Along this line, Brumby and Wada (1990: 10) suggest that they should play various roles, including "the instructor role", "the modeller role", "the resource role", "the evaluator/monitor role", and "the organiser/motivator role". They add that the power of each of these roles

can be doubled by team teaching, since each teacher can complement the other. This is because some roles may be better played by the AET rather than the JTE, or vice versa (Takahashi, 1989). The fact that the AET is a native speaker of the target language and the JTE shares the mother tongue and culture of the students has led to the idea that the AET is expected to “engage actively in communication and interaction with Japanese students” and the JTE should “explain facts about [the] English language and answer learners’ questions” (Wada, 1994: 13). Tasaki (1989) refers to their distinctive roles in more detail: the AET who is a native speaker of English, for example, should help make language activities more natural and communicative, introduce other cultures and develop international understanding in students, get students to practice ‘meaningful activities’ in certain contexts or situations set up, or facilitate both ‘pseudo communication activities’ and ‘real communication’ with the students. However, unlike that of the AET who can be a resource of the target language and a ‘cultural informant’ (Browne and Evans, 1994), the role of the JTE in the team-taught lesson appears uncertain (for a discussion of the role of the AET, see, for example, Manto, 1994). The JTE can explain facts about the English language and answer learners’ questions in his or her ordinary class, and thus may not actually be a requisite part of the team-taught class. What is the major reason for the JTE to be involved in team teaching? Outside the legal requirement to be in the classroom outlined above, is a team-taught class or the JTE even necessary?

Under such circumstances, many JTEs are confused at their roles and feel anxious about team teaching. Wada (1996: 6) states, “While there have been a number of reactions to the introduction of team teaching into junior and senior high schools, the most compelling seems to have been that of the uneasiness JTEs seem to feel about it”.¹⁾ Perhaps this is part of the reason for

1) English translation, ours.

the difficulties of implementing team teaching. From his own experience as an AET, Goldberg (1995: 11) says:

I think one of the biggest problems is that a lot of schools request ALTs but don't really know what to do with them once they arrive.... Also, some JTEs just don't know how to team teach effectively. As for the ALTs, although we arrive having received teaching manuals and a little training as part of our orientation, most of us don't have any experience team-teaching either. If neither the ALT nor the JTE can offer each other guidance, problems arise.

Some of the problems are reflected in the criticism leveled against AETs and JTEs by each other as shown below (Tanabe, 1990: 202-8).²⁾

Criticisms against AETs

The AET:

- is not properly trained to lead the class
- has little/no experience as an educator
- has little/no in-depth knowledge of the English language
- is not responsible for the class, but should feel an obligation to assist

Criticisms against JTEs

The JTE:

- does not provide information on how the class should operate (e.g. AETs are told simply to play games with students.)
- seems detached, even unfriendly
- thinks AETs are tape recorders
- thinks AETs are too young, and therefore they are not allowed to take on responsibility.

It has been reported that such communication problems between the teachers as above are not only related to one-shot visits or semi-regular visits, but

2) English translation, ours.

also with teachers working together on a full-time basis (e.g. Matsuda, 1997). The present paper aims to discuss this issue. That is, we shall see how the JTEs view their own roles (as well as those of AETs) in team-taught lessons.

The Study

Method

Thirty-eight Japanese teachers of English (JTEs) at the secondary school level were asked to complete an anonymous questionnaire in Japanese which includes Likert-type rating scales (see Appendix I).³⁾ Twenty of those JTEs were from junior high schools and eighteen were from senior high schools. The length of their team teaching experience ranged from 4 months to 12 years and 4 months, and 4 months to 17 years and 4 months respectively. Some of the questions in the questionnaire were borrowed from previous studies (e.g. Tajino, Leyland & Walker, 1997) and some were made on the basis of the suggestions made in published literature (e.g. Manto, 1988; Medgyes, 1992; Kageura, 1994; Shimaoka & Yashiro, 1990). For example, Manto's suggestions on the role expectations of AETs are reflected in Questions 3 and 12, which in turn led to those on the expected roles of JTEs (Qs 5 & 11). Question 8 in the questionnaire was made on the basis of research of Shimaoka and Yashiro. Suggestions made by Medgyes were also taken into consideration as he (ibid.: 346-7) asserts that there are cases in which the JTE can be in a better position to assist students. He suggests that JTEs may "serve as imitable models of the successful learner of English", "teach learning strategies more effectively", "provide [students] with more information about the En-

3) The authors wish to thank all the contributors, including those who participated in "The 5th Summer Lecture Series for Teachers of English" organised by the Faculty of Humanities and Sciences of Hiroshima Shudo University, for taking the time to fill out the questionnaire.

glish language", "be more able to anticipate language difficulties", "be more empathetic to the needs and problems of their [students]", and "benefit from sharing the [students'] mother tongue". However, it is not yet clear how many of these suggestions should or could be addressed in the actual team-taught class. The procedures for analyzing the data include the Spearman's Rank-order Correlation Method.⁴⁾

Results and discussion

The following two research areas are explored in the data obtained from JTEs at junior high and senior high schools (see Appendices I and II).

1. JTEs' perceptions of team teaching
2. JTEs' perceptions of teachers' roles in a team-taught lesson

JTEs' perceptions of team teaching

As far as our data from Questions (Qs) 1a-1h shows, JTEs from junior high schools (J-JTEs, hereafter) and JTEs from senior high schools (S-JTEs) shared the same view in most cases, and their general attitudes towards team teaching were positive. It was specifically the case with those questions such as Q1a 'Team teaching is useful for motivating a student to study English' (Means, 4.50 & 4.50, respectively), Q1b 'Team teaching increases the student's interest to communicate in English' (4.70 & 4.50), and Q1g 'Team teaching is a good opportunity to improve the student's listening skills' (4.70 & 4.44). There is one area in which they had different views. That was on Q1f 'Team teaching is a good opportunity to improve the student's writing skills'. Unlike S-JTEs' perceptions which were relatively favourable (3.28), J-JTEs overall expressed a less than positive response to this question (2.65). This is perhaps because

4) It needs to be noted that because of the nature of the questionnaire (i.e. the data obtained from 'ordinal scales'), care was taken in the interpretation of those results.

writing was perceived as a skill that would be best introduced later than listening, and thus junior high school could be too early a stage to teach writing. It is possible that the AET might be thought to better help students with oral-aural skills at the initial stages of their study in junior high school.

Regarding the four areas of communicative competence (Canale and Swain, 1980; Canale, 1983), their responses to Q9 indicate that both J-JTEs and S-JTEs reported that they most expected team teaching to help develop students' strategic competence and then socio-linguistic competence, while linguistic competence was least expected. This suggests that in a team-taught class the JTE is likely to expect the students to learn more about the appropriate 'use' (rather than the correct 'usage') of the English language in a particular context or situation. In addition, this might remind us of the commonly-held view (as mentioned above) that the AET is expected to "engage actively in communication and interaction with Japanese students" and the JTE should "explain facts about [the] English language and answer learners' questions" (Wada, 1994: 13), and, in fact, could do so in his or her own class.

Their responses to Q10 show that those two groups of JTEs had slightly different views on their expectations of team teaching on the improvement of the four skills (i.e. reading, writing, listening and speaking skills). While both groups agreed by ranking listening skills first and speaking skills second, J-JTEs believed team teaching to help students to improve their reading skills more than writing and S-JTEs expected them in a reversed order. Writing might be perceived as a skill that would be best introduced later than listening and thus receive less attention at an earlier stage, and therefore S-JTEs are more concerned with writing. Furthermore, it could be that because of the content of college entrance examinations which generally focus more on writing skills, S-JTEs might value writing more highly than listening.

Our data also reveals that JTEs themselves expected team teaching to serve as a form of teacher training for JTEs, e.g., to help improve the JTE's English ability (see Manto, 1988). Although they did not value it as highly for their own sake as for their students' sake, their responses to Qs 2a-2i indicate that overall they welcomed team teaching. Among the merits they perceived for themselves included Q2g 'Team teaching is a good opportunity to improve my English language skills'. The higher value placed on team teaching for their students might be related to the logistical and cultural difficulties encountered in the JTE/AET working relationship described above. Nonetheless, the JTE does in many cases see the advantage to their linguistic ability that regular contact with the native speaker may have.

Let us now discuss JTEs' perceptions of student involvement in a team-taught class. It seems that this is intriguing and important in that it may reveal how the fixed idea of the 'JTE and AET' making up the team is shared by JTEs. As discussed above, it seems that discussion has centred on the teachers while the students have been overlooked. We believe that it is time to consider who the participants of a team-taught class are. In other words, we should question who does 'learning' and who does 'managing the learning' in the classroom (see Allwright, 1991). We should not see teachers simply as teachers who just teach, and students simply as students who just learn (Allwright, 1984). This becomes an important issue especially when we consider the problem arising from the poor communication between the teachers and the shortage of time available for lesson preparation. Our data shows that although the JTEs, both J-JTEs and S-JTEs, seemed to be aware that students are also members of the team-taught class (means, 4.70 & 4.78, respectively), about a third of the teachers still thought that the lesson should be made up by the teachers, students not included, e.g., in Q8 'JTE and AET teach together on completely equal terms'; Type (d) received the largest num-

ber of responses (8/20 J-JTEs & 6/18 S-JTEs).⁵⁾ It seems that the majority of JTEs perceive the ‘team’ in team teaching to mean the pair of teachers and does not include the students. This indicates a preference for the traditionally-held view of the lesson of the teacher teaching down to the students (i.e. one-way communication).

JTEs’ perceptions of teachers’ roles in a team-taught lesson

Tables 1a & 1b below show what JTEs said they expected AETs and themselves to do respectively. Statistics show that the rank orders from J-JTEs and S-JTEs correlated with each other at the < .05 level in both cases (.763 for Table 1a and .568 for Table 1b). As seen in Table 1a, for example, the rankings for ‘Teach how to study English’, ‘Use English/Japanese (more) when neces-

Table 1a
What JTEs Expect of AETs
(Ranked in Order of Preference)

What JTEs Expect of AETs	J-JTEs	S-JTEs
Explain foreign cultures and customs and help students experience them	1	2
Teach pronunciation	1	7
Help them improve communication and conversational skills	3	2
Create an enjoyable classroom atmosphere	4	1
Help with planning the class	5	6
Help with preparation of text and test materials and evaluation	6	4
Understand students’ feelings or learning difficulties	7	5
Teach how to study English	8	8
Use English/Japanese (more) when necessary	9	9
Teach grammar	10	10

5) Type (e) ‘JTE, AET and students create the lesson all together’ ranked second (7/20 J-JTEs & 6/18 S-JTEs), Type (b) ‘AET plays the leading role and JTE the secondary role’ ranked third (4/20 J-JTEs & 5/18 S-JTEs), Type (c) ‘JTE and AET each have their distinct roles’ ranked fourth (1/20 J-JTEs & 1/18 S-JTEs) and Type (a) ‘JTE plays the leading role and AET the secondary role’ fifth and actually received none.

Table 1b
JTEs' Perceptions of Their Roles
(Ranked in Order of Preference)

JTEs' Perceptions of Their Roles	J-JTEs	S-JTEs
Create an enjoyable classroom atmosphere	1	5
Understand students' feelings or learning difficulties	2	1
Use English/Japanese (more) when necessary	3	6
Planning the class	3	4
Preparation of text and test materials and evaluation	3	2
Teach how to study English	6	3
Teach grammar	7	6
Help them improve communication and conversational skills	8	8
Explain foreign cultures and customs and help students experience them	9	10
Teach pronunciation	10	9

sary', and 'Teach grammar' were eighth, ninth and tenth respectively. Thus, the teachers were able to show agreement on what they least expect the AET to do. This may reveal areas in which the AET is thought to require improvement in their instructional skills, or perhaps areas in which the JTE is more comfortable in leading the class. The number-one ranking for pronunciation from J-JTEs seems to indicate their intention to focus on oral-aural skills in lessons with the AET. As indicated above, this might be related to the finding that unlike S-JTEs, J-JTEs expected team teaching to help improve students' reading skills more than writing skills. In Table 1b, a significant amount of disparity is visible through rankings one through seven, however, planning and preparation appear as something both groups of teachers saw themselves taking a substantial role in. The eighth, ninth and tenth rankings could indicate areas in which the JTE could require further training and practice, or perhaps even roles they are unaccustomed to performing due to the nature of English language education in Japan which has traditionally emphasized exam preparation.

Regarding which skills they thought help was most expected from JTEs/AETs in the team-taught class, as shown in Tables 2a & 2b, the two groups of JTEs perceived the situation in different ways.

Table 2a

Skills JTEs think AETs can most help students to improve

Four Skills:	J-JTEs	S-JTEs
Listening	1	1
Speaking	2	1
Reading	3	4
Writing	4	3

Table 2b

Skills JTEs think they can most help students to improve

Four Skills:	J-JTEs	S-JTEs
Listening	1	2
Speaking	2	1
Reading	3	4
Writing	4	3

Statistics show that the rank orders from the two groups did not correlate with each other at the $< .05$ level. For example, J-JTEs reported that the AET could help improve students' reading skills more than their writing skills, whereas S-JTEs thought of the order as reversed. It is interesting to note that J-JTEs and S-JTEs had different views on the expected roles of JTEs: J-JTEs reported that they could be expected to help improve students' listening skills more than speaking skills, which is different from the perception of S-JTEs; and reading was ranked higher than writing by J-JTEs, while they were ranked in a reversed order by S-JTEs. This could be because those two groups of JTEs viewed their expected roles according to the level of students or the focus of their teaching. It is not encouraging to see that the two groups of teachers perceive their teaching environments to be lacking in significant correlations. As part of the same education system, it would seem appropriate to have a degree of continuity between the years of secondary schooling. This indicates that further coordination between the J-JTEs and S-JTEs is worthy of consideration for in-service teacher training programmes.

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Among the findings of the present study, this is perhaps the most striking one for those teachers and administrators now actively involved with team teaching in Japan. Table 3a & 3b show the number of JTEs who thought the AET/JTE would be unnecessary in the team-taught class if the JTE/AET spoke English/Japanese well.

Table 3a
JTEs' Perception of the Necessity of the JTE

Responses:	J-JTEs	S-JTEs
Not Needed	3	7
Still Needed	14	6
Neutral	3	5
Total	20	18

Table 3b
JTEs' Perception of the Necessity of the AET

Responses:	J-JTEs	S-JTEs
Not Needed	2	2
Still Needed	17	14
Neutral	1	2
Total	20	18

The above data shows that overall JTEs, whichever level they teach at, tended to think that the AET would still be necessary even if the JTE spoke English well. This suggests that what the AET was expected of would be more than a 'human tape recorder'. Perhaps some of the reasons could be seen in Table 1a above: e.g., the AET is expected to explain foreign cultures and customs and help students experience them, help them improve communication and conversational skills, or create an enjoyable classroom atmosphere. What should be noted is that almost 40% of the S-JTEs (7/18) re-

ported that the JTE would not be needed if the AET could speak Japanese well. This outnumbers the 'still needed' or 'neutral' responses. This could mean that those teachers did not see the role of the JTE as anything other than an 'interpreter' in the class. Given the above, how is it possible to make team teaching more effective? How can team teaching be improved without encouraging JTEs, especially senior high school teachers, to view with confidence the value of their presence in the team-taught class? It seems necessary to reconsider the role of JTEs and find out how they can best serve or help students in the team-taught lesson.

Conclusion

In focusing upon the perceptions of JTEs in both levels of secondary schools, it is clear that not only is there a discrepancy concerning how the AET and the JTE should work together, but also over the role of the JTE in the team teaching setting. We believe that further coordination between the J-JTEs and the S-JTEs is essential and should be addressed as a component of in-service teacher training programmes. The lack of confidence in, and the necessity for the JTE needs to be further explored. A reconsideration of the role of JTEs in order to find out how they could best serve or help students in the team-taught lesson should be pursued, as well as consideration for a reformulation of who composes the 'team'. By redefining the 'team', we propose that all the participants of the class, the teachers (AET and JTE) and students, or any possible form of a team, such as 'JTE and students' and 'AET and students', be considered for learning in the classroom.⁶⁾

6) For a discussion on the advantages of the reformulation of the team, see Tajino (1997).

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APPENDIX I

JTE Questionnaire

- a. Years of Experience as an English Teacher: ____ years
- b. Years of Experience Team Teaching: ____ years (No Experience = 0)
- c. Current Team Teaching Classes You now Instruct - (circle school year)
Junior High (1st · 2nd · 3rd); Senior High (1st · 2nd · 3rd); Other ()
- Note: 5 = strongly agree, 3 = neutral, and 1 = strongly disagree
- 1 For your Students, Team Teaching:
- | | | | | | |
|--|---|---|---|---|---|
| a) is useful for motivating students to study English | 5 | 4 | 3 | 2 | 1 |
| b) increases the student's interest to communicate in English | 5 | 4 | 3 | 2 | 1 |
| c) increases the student's desire to communicate in English | 5 | 4 | 3 | 2 | 1 |
| d) reduces the anxiety or complex students have toward non-Japanese people | 5 | 4 | 3 | 2 | 1 |
| e) is a good opportunity to improve reading skills | 5 | 4 | 3 | 2 | 1 |
| f) is a good opportunity to improve writing skills | 5 | 4 | 3 | 2 | 1 |
| g) is a good opportunity to improve listening skills | 5 | 4 | 3 | 2 | 1 |
| h) is a good opportunity to improve speaking skills | 5 | 4 | 3 | 2 | 1 |
- 2 As a JTE , compared to other teaching situations, Team Teaching:
- | | | | | | |
|--|---|---|---|---|---|
| a) classes are more enjoyable | 5 | 4 | 3 | 2 | 1 |
| b) classes are more fun | 5 | 4 | 3 | 2 | 1 |
| c) classes are easier | 5 | 4 | 3 | 2 | 1 |
| d) classes have more learning | 5 | 4 | 3 | 2 | 1 |
| e) classes are more stressful | 5 | 4 | 3 | 2 | 1 |
| f) classes require more preparation | 5 | 4 | 3 | 2 | 1 |
| g) is a good opportunity to improve your English language skills | 5 | 4 | 3 | 2 | 1 |
| h) makes you feel uneasy about speaking English in front of the students | 5 | 4 | 3 | 2 | 1 |
| i) classes should be avoided if possible | 5 | 4 | 3 | 2 | 1 |
- 3 What do you expect the AET to do?
- | | | | | | |
|--|---|---|---|---|---|
| a) help students experience foreign culture and customs | 5 | 4 | 3 | 2 | 1 |
| b) grammar instruction | 5 | 4 | 3 | 2 | 1 |
| c) pronunciation instruction | 5 | 4 | 3 | 2 | 1 |
| d) improve student's conversation and communication skills | 5 | 4 | 3 | 2 | 1 |

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- | | | | | | |
|--|---|---|---|---|---|
| e) understand the student's feelings or learning difficulties | 5 | 4 | 3 | 2 | 1 |
| f) when needed explain differences between Japanese & English | 5 | 4 | 3 | 2 | 1 |
| g) create a comfortable classroom atmosphere | 5 | 4 | 3 | 2 | 1 |
| h) teach how to study English | 5 | 4 | 3 | 2 | 1 |
| i) help with planning the class | 5 | 4 | 3 | 2 | 1 |
| j) help with preparation and evaluation of text and test materials | 5 | 4 | 3 | 2 | 1 |
| k) other () | 5 | 4 | 3 | 2 | 1 |
|
 | | | | | |
| 4 If the AET speaks Japanese well, a JTE isn't needed. | 5 | 4 | 3 | 2 | 1 |
|
 | | | | | |
| 5 What do you expect your role as a JTE to be? | | | | | |
| a) help students experience foreign culture and customs | 5 | 4 | 3 | 2 | 1 |
| b) grammar instruction | 5 | 4 | 3 | 2 | 1 |
| c) pronunciation instruction | 5 | 4 | 3 | 2 | 1 |
| d) improve student's conversation and communication skills | 5 | 4 | 3 | 2 | 1 |
| e) understand the student's feelings or learning difficulties | 5 | 4 | 3 | 2 | 1 |
| f) when needed explain differences between Japanese & English | 5 | 4 | 3 | 2 | 1 |
| g) create a comfortable classroom atmosphere | 5 | 4 | 3 | 2 | 1 |
| h) teach how to study English | 5 | 4 | 3 | 2 | 1 |
| i) planning the class | 5 | 4 | 3 | 2 | 1 |
| j) preparation and evaluation of text and test materials | 5 | 4 | 3 | 2 | 1 |
| k) other () | 5 | 4 | 3 | 2 | 1 |
|
 | | | | | |
| 6 If the JTE speaks English well, an AET isn't needed. | 5 | 4 | 3 | 2 | 1 |
|
 | | | | | |
| 7 The students, as well as the teachers, are involved equally as members of the Team Teaching class | 5 | 4 | 3 | 2 | 1 |
|
 | | | | | |
| 8 Of the five following types of Team Teaching classes, which is ideal?
(Please circle your answer) | | | | | |
| a) JTE plays the leading role; AET the secondary role | | | | | |
| b) AET plays the leading role, JTE the secondary role | | | | | |
| c) JTE and AET each have their own distinct roles | | | | | |
| d) JTE and AET teach together on completely equal terms | | | | | |
| e) JTE, AET and students work together to create the class | | | | | |

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- 9 Which of the following Communicative Competences do you expect the Team Teaching class to improve most? (Please RANK in order from 1 to 4.)
- a) Grammatical Competence (e.g. making correct sentences) ()
 - b) Socio-linguistic Competence (e.g. using them appropriately to a given situation) ()
 - c) Strategic Competence (e.g. able to transmit meaning with limited vocabulary) ()
 - d) Discourse Competence (e.g. able to converse coherently) ()
- 10 Which of the following language skills do you expect the Team Teaching class to improve most? (Please RANK in order from 1 to 4.)
- a) Reading ()
 - b) Writing ()
 - c) Listening ()
 - d) Speaking ()
- 11 As a JTE yourself, which of the following skills do you think help is most expected from you in the Team Teaching class? (Please RANK in order from 1 to 4.)
- a) Reading ()
 - b) Writing ()
 - c) Listening ()
 - d) Speaking ()
- 12 Which of the following skills do you most expect help from the AET in the Team Teaching class? (Please RANK in order from 1 to 4.)
- a) Reading ()
 - b) Writing ()
 - c) Listening ()
 - d) Speaking ()

APPENDIX II

Data Summary from Junior/Senior High School Teachers

Questions	JHS Teacher Data		SHS Teacher Data	
	Mean	S.D.	Mean	S.D.
1a.	4.50	0.51	4.50	0.62
1b.	4.70	0.47	4.50	0.62
1c.	4.50	0.61	4.39	0.61
1d.	4.30	0.80	4.33	0.77
1e.	2.95	0.60	3.00	1.19
1f.	2.65	0.88	3.28	1.27
1g.	4.70	0.57	4.44	0.62
1h.	4.55	0.60	4.22	0.73
2a.	4.05	0.94	3.50	1.20
2b.	3.95	0.83	3.67	1.19
2c.	3.35	0.93	3.11	1.02
2d.	3.85	0.67	3.72	1.13
2e.	3.70	1.08	3.50	1.15
2f.	4.15	1.04	4.11	1.02
2g.	4.35	0.67	4.33	0.77
2h.	2.60	1.19	2.11	1.08
2i.	1.75	0.85	1.72	1.02
3a.	4.80	0.41	4.61	0.70
3b.	2.80	0.89	2.67	1.41
3c.	4.80	0.41	3.89	1.32
3d.	4.75	0.44	4.61	0.70
3e.	4.05	0.94	4.11	0.90
3f.	3.45	1.32	3.06	1.21
3g.	4.65	0.59	4.67	0.49
3h.	3.50	1.10	3.11	1.18
3i.	4.40	1.05	4.06	0.64
3j.	4.20	1.20	4.17	0.86
4.	2.00	1.26	3.00	1.41
5a.	3.75	1.02	3.44	1.20
5b.	4.45	0.51	4.28	0.67
5c.	3.65	0.99	3.78	0.73
5d.	4.20	0.83	4.17	0.92
5e.	4.75	0.44	4.67	0.49
5f.	4.65	0.67	4.28	0.83
5g.	4.80	0.41	4.39	0.61
5h.	4.55	0.69	4.56	0.51
5i.	4.65	0.67	4.50	0.51
5j.	4.65	0.59	4.61	0.50
6.	1.55	1.00	2.06	1.26
7.	4.70	0.57	4.78	0.55