Team Teaching in Japanese Primary Schools: Case Studies of Assistant Language Teachers and Homeroom Teachers

by

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ABSTRACT

In April 2011, English was introduced as a compulsory subject in the 'Foreign Language Activities' section of the Japanese primary school curriculum and Japanese primary schools are now required to provide at least 35 hours of English activities per year to fifth and sixth year students. When teaching foreign language activities, Assistant Language Teachers (ALTs), who are native speakers of English, and Japanese Homeroom Teachers (HRTs), or form tutors, are required to work together to team teach English for communicative purposes. Therefore, this thesis, a collection of qualitative case studies, examines the problems experienced by ALTs and HRTs engaged in team teaching in Japanese primary schools. Qualitative questionnaires and interviews were conducted with six ALTs and six HRTs working in eight public primary schools in the Tokai region of Japan and the data were analysed using thematic analysis. The results indicated that ALTs and HRTs experienced problems in the four dimensions of *participation, knowledge and abilities, approaches and methods,* and *time and situations*, and developed various micro-practices in response to local realities that were very different from the national-level discourse on team teaching. Following this, a model describing how these problems impacted on the success of team teaching was proposed. Specifically, problems affected the teachers' *desire*, *time* and *ability* to collaborate. In response to these findings, the following proposals have been made for improving team teaching in Japanese primary schools: *facilitating communication using a bilingual lesson planning sheet, improving ALTs' readiness to teach EFL via an online course* and *increasing HRT participation.*

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4.0 ABBREVIATIONS

ALT – Assistant Language Teacher

BOE – Board of Education

CAQDAS – Computer-Assisted Qualitative Data Analysis Software

CLAIR – Council of Local Authorities for Foreign Relations, Japan

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

FTA – Face-Threatening Act

GT – Grammar-Translation

HRT – Homeroom Teacher

JET Programme – Japan Exchange and Teaching Programme

JTE – Japanese Teacher of English

L1 – First language / mother tongue

L2 – Second language / a language that is not the mother tongue

MEXT – Ministry of Education, Culture, Sports, Science and Technology, Japan

NEST – Native English Speaking Teacher

Non-NEST – Non-native English Speaking Teacher

SLT – Specialist Language Teacher

5.0 INTRODUCTION

Consider your route into the EFL profession: you attend an interview at the Japanese Embassy in London, travel to Japan on an all-expenses-paid trip and participate in a three-day orientation at a four-star hotel in Tokyo. You enjoy a lawn party at the British Embassy on the last night before heading to your teaching post in a bullet train the next day. On arriving at your post, you introduce yourself to the Mayor and enjoy Japanese food and drinks with the Superintendent of the Board of Education (BOE). You are now an Assistant Language Teacher (ALT) on the Japan Exchange and Teaching (JET) Programme. Your job is to team teach English as a Foreign Language (EFL) with a Japanese homeroom teacher (HRT) using an approach prescribed by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). Despite your dramatic entrance and quick rise to popularity amongst the students, you occupy the lowest rank within the school, and as an outsider, your success in the classroom depends on your ability to adapt to your new environment, overcome language barriers and collaborate with teaching partners from an entirely different background.

After graduating in TESOL and Japanese, I came to Japan, via this route, to teach young learners at two Japanese primary schools. I first attended a two-day orientation at a hotel in Tokyo before travelling to the city where I would live for the following five years. Although the orientation focused primarily on teaching in Japanese secondary schools, I also participated in several workshops on teaching in primary schools. It was in these workshops that I was first introduced to the idea of 'team teaching' through a series of demonstrations. Here, I learned that 'team teaching' in Japan involves two teachers, one Japanese homeroom teacher—the Japanese equivalent of a form tutor—and one native English speaking assistant (ALT), who model basic communicative language in front of the students before introducing speaking and listening activities in which students use this language to communicate. This team teaching model was introduced by MEXT to fulfil its objectives for foreign language learning at the primary level, i.e. (1) improving communication through English, (2) understanding language and culture through experience, (3) fostering a positive attitude to communication and (4) familiarising students with English sounds and expressions (MEXT, 2010, p. 1). As demonstrated at the workshop, the key benefit of team teaching for young Japanese learners is that the cooperative endeavours of the two teachers, each

with a different culture and native language, can provide the learners with a model for intercultural communication (Tonks, 2006) as well as positive language-learning strategies (Murphey, Asaoka & Sekiguchi, 2004). Nevertheless, as I realised during my experiences of team teaching, the possibilities of this approach are often thwarted by problems at the level of its implementation (McConnell, 2002). During the five years that I taught at two primary schools and the one year that I supported other primary school ALTs, I encountered language barriers and cultural differences, conflicting attitudes and approaches, inexperience, indifference, time constraints and teacher burnout. These problems coalesced into a large gap between the national-level discourse on team teaching and the micro-realities experienced by its practitioners. Despite being able to speak Japanese and having a good relationship with the other teachers, I realised that team teaching as demonstrated in the orientation workshops was rarely achieved. On recognising this problem, I became curious about how other ALTs with even less experience than me felt about team teaching and how the HRTs felt about teaching with foreigners. This curiosity gave me the motivation for the present study: to examine the experiences of team teaching from the perspective of both ALTs and HRTs.

This study is significant because it addresses a gap in the existing literature. Perhaps due to the relatively recent introduction of compulsory English activities in Japanese primary schools in 2011, very little research has been conducted on team teaching at the primary level, with most studies focusing on team teaching in lower- and upper-secondary schools (e.g. Brumby & Wada, 1990; Mahoney, 2004; Miyazato, 2001; Scholefield, 1996; Sturman, 1992; Tajino & Walker, 1998; Wada & Cominos, 1994). However, the context of primary team teaching is completely different than that of secondary team teaching as the Japanese partner, the HRT, is not a specialist English teacher but a ‘form tutor’ whose responsibilities encompass every aspect of education (Rhodes, 1994). In other words, primary HRTs generally teach all subjects (except music and calligraphy); moreover, the older cohort of current teachers underwent training at a time when English was not part of the school curriculum. Therefore, previous findings indicating that many HRTs lack confidence in their English abilities (e.g. Fennelly & Luxton, 2011; Hamamoto, 2011) are not surprising. Furthermore, in terms of HRT approaches to team teaching, an observational study of six classes at five schools has revealed four ways in which HRTs participated in team teaching classes, namely (1) as *co-teachers*, (2) as *co-learners*, (3) as *translators* and (4) as *bystanders* (Aline & Hosoda, 2006). However, the effects of these interaction patterns in

classrooms and on teachers' experiences have not yet been analysed in sufficient depth. In addition, Ohtani (2010) surveys problems related to primary school ALTs, focusing on the ALT system and the use of ALTs by schools. Her study reveals problems such as inadequate training, ambiguities between expected duties and actual roles, lack of information and a sense of isolation, problems at the school's site and lack of preparation to teach English in a pedagogical setting. However, while Ohtani documents a 'disconnect' between ALTs and HRTs and differences between the ideals and realities of team teaching, in-depth analysis of the experiences of individual teachers is not provided and team teaching is not examined from both perspectives.

Thus, the purpose of the present study firstly stemmed from my own desire to explore and organise the problems experienced by ALTs and HRTs and propose suggestions for improving team teaching at the primary level. Second, the recent introduction of compulsory English classes in primary schools, together with the clear lack of previous research in this area (research gap) have created a need for holistic, exploratory research to illuminate and organise the complex social issues affecting the success of team teaching at the primary level.

5.1 Aims of the Study

The study will aim to answer the following research questions:

RQ1: What problems do ALTs and HRTs experience during team teaching?
RQ2: How do these problems impact on the success of team teaching?
RQ3: What proposals can be made to improve team teaching in Japanese primary schools?

6.0 LITERATURE REVIEW

In this chapter, I will examine the various definitions of team teaching (**6.1**), outline the context in which team teaching takes place in Japanese public schools (**6.2** and **6.3**), examine its application at the primary level (**6.4** and **6.5**) and discuss relevant previous studies (**6.6**).

6.1 Introduction to Team Teaching

> Definitions of team teaching in the literature are based on a cacophony of voices arising from a variety of pedagogical contexts.
>
> (Anderson & Speck, 1998, p. 671)

Team teaching, also referred to as 'collaborative teaching' or 'co-teaching', is said to have originated in the United States in the 1950s (Dickinson & Erb, 1997). It was proposed by the National Association of Secondary School Principals as one of the several techniques for addressing problems caused by increasing student numbers, teacher shortages and limited physical space (Trump & Baynham, 1961). The earliest definition of 'team teaching' dates back to 1959, when Johnson and Lobb examined the state of eight secondary schools in Colorado, defining team teaching as 'a group of two or more persons assigned to the same students at the same time for instructional purposes in a particular subject or combination of subjects' (p. 59). Furthermore, Shaplin (1964) offered more detail along the same lines, defining team teaching as 'a form of instructional organization involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibilities, working together, for all or a significant part of the instruction of some group of learners' (p. 15). However, it has since been argued that such traditional definitions of team teaching are too narrow (e.g. Buckley, 2000; Bailey, Dale & Squire, 1992; Nunan, 1992). For example, Cunningham (as cited in Bailey, Dale & Squire, 1992) identified the following four different team teaching arrangements: *team leader type* in which one member is the leader and one the subordinate; *associate type* in which there is no designated leader but one may emerge through the interactions between team members; *master teacher/beginning teacher* in which experienced teachers foster new teachers at the institution; and *coordinated team type* in which the two teachers plan collaboratively but

teach separate groups of learners (p. 163). Accordingly, the traditional definitions of team teaching proposed by Johnson and Lobb (1959) and Shaplin (1964) would only encompass the first three of Cunningham's types, highlighting the need for a wider definition that also includes the *organisation*, *planning* and *evaluation* aspects of team teaching. Here, Buckley (2000) argued that 'team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn', and that in team teaching, 'teachers work together in setting goals, designing a syllabus, preparing individual lesson plans, actually teaching students together, and evaluating the results' (p. 4). Robinson and Shaible (as cited in Day & Hurrell, 2012) proposed the following models of team teaching, which are used in combination according to the characteristics of the teachers and learners: *traditional team teaching* in which two teachers instruct all of the students together; *collaborative teaching* in which the teachers teach the students together by exchanging ideas and theories in front of them; *complimentary/supportive team teaching* in which one teacher teaches the class and one teacher introduces follow up activities; *parallel instruction* in which each teacher teaches a different group of students in the same class; *differentiated split class*, which is the same as parallel instruction but the class is divided based on the students' needs and *monitoring teacher* in which one teacher teaches the class and one monitors (p. 1).

Next, as team teaching came to be applied within the context of EFL, first through the Japan Exchange and Teaching (JET) Programme in Japan (see discussion in **6.2**) and later in Hong Kong, Korea and Taiwan, definitions specific to the EFL context were proposed. For example, Benoit and Haugh (2001) included organisation aspects within their definition, stating that 'team teaching provides teachers with a partner to help them set objectives, make plans, implement lessons and evaluate the results' (para. 8). The most common definition found in the literature on team teaching in Japan is that proposed by Brumby and Wada (as cited in Wada & Cominos, 1994), who define team teaching in the Japanese public school context as communicative language teaching (CLT) activities in which both a native speaker of English and the Japanese Teacher of English (JTE) are engaged:

> 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. (p. 14)

Nevertheless, Tajino and Tajino (1999) have since proposed a wider definition of team teaching for Japanese public schools, distinguishing between 'overt teams' (as per

Brumby & Wada's definition above) and 'covert teams' in which teamwork takes places outside of the classroom (see discussion in **6.3**). Importantly, the Japanese Ministry of Education, Culture, Sports, Science & Technology (MEXT), one of the three Japanese ministries responsible for overseeing the JET Programme, loosely defines team teaching in its *ALT Handbook* (2013) as 'having two teachers in the classroom rather than the usual one' (p. 1); however this non-specific definition effectively excludes 'covert' forms of team teaching and simply regards participation in terms of physical presence in the classroom.

For this study, I will define team teaching as follows. This definition is based upon my own interpretation and includes both 'overt' and 'covert' forms and any instructional models in which more than one teacher is involved with the lesson content during at least one stage of the teaching cycle:

> Team teaching is a form of instruction in which two or more instructors are involved with the lesson content at one or more of the planning, implementation, teaching or evaluation stages of the teaching cycle.

By defining team teaching in terms of collaboration in teaching content rather than physical presence in the classroom, it will be possible to include cases of 'behind-the-scenes' involvement (positive involvement) while excluding situations where a second teacher is present in the classroom but has no substantial involvement with the lesson content.

6.2 The Application of Team Teaching in Japanese Public Schools under the JET Programme

> Over the past decade a fascinating social experiment has been quietly unfolding in schools, communities, and local government offices throughout Japan.
>
> (McConnell, 2000, p. 1)

The widespread application of team teaching in Japanese public schools began in 1987 with the launch of the JET Programme. The JET Programme, which was introduced by the Japanese government as an instrument of 'soft diplomacy' amid trade tensions between Japan and the United States (King, 2013; Lincicome, 1993; McConnell, 2000; Reesor, 2002), aimed to 'increase mutual understanding and promote the internationalisation of Japan's local communities by helping to improve foreign

language education and developing international exchange at the community level' (CLAIR, 2015). Almost 30 years on, these objectives—promoting grassroots internationalisation by strengthening language education and international exchange—remain unchanged. In its initial year, the JET Programme welcomed 848 teachers from the United States, the United Kingdom, Australia and New Zealand (CLAIR, 2015), who were assigned to local schools and government offices to work as Assistant Language Teachers (ALTs) and Coordinators for International Relations. The number of JET Programme participants continued to increase before reaching 6,273 in 2002, by which time participants were being recruited from as many as 40 different foreign countries (CLAIR, 2015). At this stage, ALTs were visiting almost every secondary school in Japan and the Programme had acquired an annual budget of more than 500 million dollars (McConnell, 2000), making it the largest (Browne & Wada, 1998; Mahoney, 2004) and best-funded (King, 2013) English teaching programme in the world. Under the JET Programme, ALTs team teach English for communicative purposes alongside JTEs, and since the expansion of the English curriculum to the primary level, with Homeroom Teachers (HRTs).

When the JET Programme began, it was established in a top-down manner through a process McConnell (2002) describes as 'forced diversity' (p. 124). Local schools and administrative bodies were not consulted on the new policy, but were required to change their practices and adapt to the new system (McConnell, 2002). Although the national-level objectives of the JET Programme introduced above made sense as a macro solution to Japan's national issues (e.g. resolving trade tensions, developing a more active role in the international arena), the forced diversification that occurred as non-Japanese were introduced into the public school system and intercultural workplaces were created caused problems at the local level, resulting in an imbalance between the national policy and local realities (McConnell, 1995; Nishino & Watanabe, 2008).

These local realities are analysed in detail by McConnell (2000) who describes the dehumanising feeling experienced by ALTs when they were 'thrust into a fish bowl where they were subject to stares and much scrutiny' or 'wheeled out like living globes in classroom after classroom' (p. 2) as well as the challenges faced by local administrators who were given the task of managing individuals from different cultural backgrounds. However, this detailed and insightful analysis of the dynamics of internationalisation in Japan, based on the vignettes and first-hand accounts of both

teachers and administrators, was published in 2000 when English was still being piloted at the primary level. Consequently, it focused on the JET Programme in upper- and lower-secondary schools and contained little discussion of the new realities and micro-practices that are currently developing at the primary level. Now, as I will argue in the following sections, the above mentioned incongruity between objectives and realities, i.e. between the national-level policy and the micro-practices that are created through schools' and teachers' interpretations and appropriations of the macro-policy (Horii, 2012), is an important theme in the discussion of the JET Programme (King, 2013; Lamie & Lambert, 2004; McConnell, 2002), which is also relevant at the primary level (see discussion in **6.4**).

The second objective of the JET Programme, strengthening language education, essentially meant 'improving communicative competence in English' ('a senior MEXT official', as cited in McConnell, 2000, p. 30). Therefore, the introduction of team teaching under the JET Programme represented a departure from the traditionally dominant Grammar Translation (GT) method under the banner of CLT (Lamie & Lambert, 2004). Table 1 provides a comparison between the characteristics of CLT as defined in 1999 by the Council of Local Authorities for Foreign Relations (CLAIR) and those of the GT method.

Communicative Language Teaching	Grammar-Translation
1. The teacher is an instigator or manager of class activities and motivator of students.	1. The teacher is the source of knowledge in the class.
2. The teacher is moving around. The classroom may be restructured	2. The teacher lectures at the front of the class.
3. The focus of the class is on student participation	3. The focus of the class is on what the teacher says.
4. The students do most of the talking.	4. The teacher does most of the talking.
5. The students contributing to the class.	5. Students are fairly passive.
6. Mistakes are only corrected if they impede communication.	6. Mistakes are always corrected.
7. Grammar and pronunciation are aids to communication.	7. Correct grammar and pronunciation are key objectives.

Table 1: Differences between CLT as Defined by CLAIR and the GT Method (Lamie & Lambert, 2004, p. 86)

The new discourse promulgated by MEXT, which, as shown in Table 1, presented CLT in a very favourable light, represented a move towards student-centred learning and communication, as the purpose of English education shifted from academic English to English for practical purposes (Hosoki, 2012). The new approach was further cemented in 2002, when MEXT released an Action Plan to cultivate 'Japanese with English

abilities', which emphasised oral communication over reading and writing and specified as attainment targets the ability to hold (1) simple and (2) normal conversations at the lower- and upper-secondary levels, respectively (MEXT, 2002). Nevertheless, despite the gradual shift towards CLT that has ensued under this policy, national efforts to establish a communicative approach have been constrained at the implementation level by a number of complications within the Japanese education system (Hosoki, 2012; Lamie & Lambert, 2004; Reesor, 2002) and the national-level policy has largely failed in cultivating proficient L2 speakers (King, 2013, Nishino & Watanabe, 2008). These complications (i.e. incompatibility between the objectives of JET and CLT and the Japanese entrance examination system; insufficient teacher training, qualifications and experience; cultural differences and teaching roles) will be discussed in the following section.

6.3 Four Complications Affecting Team Teaching in Japanese Public Schools

First, it is often argued that the objectives of JET and CLT are incompatible with the Japanese entrance examination system (Browne & Wada, 1998; Hughes, 1999; Lo Catsro, 1996), which 'requires an almost mathematical knowledge of syntax' (Hughes, 1999, p. 562) while providing 'very little incentive for students to develop their L2 communicative competence, or for teachers to use up precious class time attempting to do so' (King, 2013, p. 104). Although these entrance examinations do contain some questions on English pronunciation in which, for example, students have to decide which syllable of a certain word should be stressed, when Hughes (1999) administered some of these questions to native English speakers in the United States, they 'scored an average of 62%' (p. 562), demonstrating that the knowledge required to pass the examinations lacks practical value—since it is knowledge that even native speakers do not possess. Therefore, in order to prepare students for their entrance examinations, JTEs have tended to focus on the GT method (Gorsuch, 1998; O'Donnell, 2005) while students have grown accustomed to teacher-centred learning (Galloway, 2009; Koike & Tanaka, 1995). Rohlen (1983) found that teacher-centred learning was used more than discussion-based learning in Japanese high schools because the goal of instruction is to memorise as much information as possible rather than to develop critical thinking skills or self-expression.

In relation to this, a significant number of researchers (e.g. Davies, 1990; McConnell, 2000; Lo Castro, 1996; Reesor, 2002) have addressed the dilemma faced by JTEs, who are 'forced to choose between meeting curricular objectives (setting aside class time for CLT) and delivering the kind of English skills that will help their students succeed when they take their entrance examinations' (Reesor, 2002, p. 49). The incongruity between the objectives of the ALT, who is charged with improving students' communicative competence, and the objectives of the JTE, who is obliged to prepare students for examinations, also creates problems for ALTs, since their classes are often perceived to be of secondary importance and little academic value by the students and Japanese faculty members (Geluso, 2013). Thus, the local reality of having to pass examinations is at cross-purposes with the macro-objective of improving communicative competence. In other words, there is a gap between policy and practice (King, 2013).

Second, there is the issue of teacher training, qualifications and experience, which applies to both JTEs and ALTs (Fukuda, Fennelly & Luxton, 2013a). Firstly, a majority of JTEs graduated in English literature (Nishino & Watanabe, 2008) and receive little formal training in team teaching and communicative teaching methods (Scholefield, 1997), and as a result of being well-versed in formal grammar but less confident in communication, they are often more comfortable with GT than CLT (Reesor, 2002). For example, Browne and Wada (1998) found that only 3% to 8% of secondary school English teachers in Chiba had graduated in an EFL-related subject. Furthermore, Nishino and Watanabe (2008) explained that many JTEs are not confident at using English in the classroom because they are scared of making mistakes. Secondly, the poor eligibility criteria and lack of systematic training for ALTs in the JET Programme has been viewed as a problem (Crooks, 2001; Helgeson, 1991; Kushima & Nishibori, 2006; McConnell, 2000; Ohtani, 2011). Ohtani (2011) pointed out that most ALTs 'do not have sufficient educational experience or content background to become teachers' (p. 39) since there are no requirements for JET Programme participants to hold a degree in education or EFL; in 1991, less than 12% of ALTs held TEFL certifications (McConnell, 2000). The unfortunate consequences of this lack of experience are aptly described by King (2013):

> Stories abound of JET Programme participants being ignored and left to their own devices for large parts of the school day by teaching staff resentful of the extra work that hosting these inexperienced and sometimes culturally insensitive interlopers entails. (p. 117)

Finally, Rabbini, Yamashita, Ibaraki and Nonaka (2003) found that in-service training for ALTs was inadequate, over-emphasised cultural aspects and did not reflect classroom realities, while Luoni (1997) found that some ALTs would prefer to receive training from experts rather than attending training sessions in which they share their experiences with other ALTs. Therefore, it is reasonable to argue that although CLT appears as an objective in the national discourse of the JET Programme, in reality, a majority of its practitioners (ALTs and HRTs) do not have the knowledge, qualifications or experience required to carry these objectives into practice.

Third, there is the issue of cultural differences. Galloway (2009) pointed out that ALTs and JTEs come from different cultural backgrounds, Japanese culture, which 'generally values collectivism and harmony and discourages individual self-expression and critical thinking', and Western culture, which 'displays the opposite characteristics' (p. 176). Here, Japanese learners have been found to experience language anxiety when using the L2 (Townsend & Danling, 1998) and when required to talk in front of their peers (Anderson, 1993), a phenomenon that has been attributed to the fact that the Japanese notion of the 'self' cannot be separated from others and society (e.g. Kondo, 1990; Sato, 1996; Rosenberger, 1992). The social interaction of the communicative language classroom also poses risks when viewed through politeness theory (Brown and Levinson, 1987) as participants refrain from performing face-threatening acts (FTAs) and instead employ silence (King, 2013). However, while Brown and Levinson (1987) regard Japan as a 'negative-politeness' culture (p. 250), meaning that speakers tend to save face by avoiding FTAs that impose upon the hearer (Tanaka, 2004), others (e.g. Matsumoto, 1988) have argued that FTAs are determined not by a culture of negative-politeness but by the status of and relationship between the speaker and the hearer, which tends to be emphasised in Japanese culture. In relation to this, Greer (2000) refers to 'the eyes of *hito*' (*hito* meaning person, people or a third-person 'other' in Japanese), a cultural monitor that, he argues, regulates a person's behaviour in front of others and impacts upon their willingness to perform in the EFL classroom. In other words, 'when a teacher asks a student to perform in a way that risks group disapproval, the student may resort to avoidance strategies' such as 'unresponsiveness and lack of spontaneity' (p. 189). Lastly, Miller (1995, pp. 34-37) organised the causes of miscommunication and conflict in the Japanese language classroom into the following six contrasting assumptions and behaviours between Japan and the West: (1) *low (Japan) versus high (West) self-disclosure* in which Japanese tend to interact more

selectively and prefer more regulated communication than open discussion; (2) *group consciousness (Japan) versus individualism (West)* in which the group is more important than the self and tasks in which students have to show independence are less successful than cooperative tasks; (3) *consensus (Japan) versus autonomous decision making (West)* in which the harmony of the group is prioritised over personal views; (4) *high (Japan) versus low (West) status consciousness*; in which Japanese tend to have strong hierarchical relationships while Westerners view all participants as equals; (5) *the listener's role*: *self-restraint (Japan) versus attentive feedback (West)* in which the burden of communication tends to be placed on the listener rather than the speaker, a phenomenon that Bowers (as cited in Miller, 1995) attributes to differences between Aristotelian and Confucian tradition and (6) *orderly turn-taking (Japan) versus floor competition (Japan)* in which Japanese students are unlikely to compete for the floor, preferring to wait their turn. Therefore, although it is important to avoid stereotypical views about how national traits affect language learning, it can be argued that oral participation, an important ingredient in the communicative approach, is impeded, or at least complicated, by certain Japanese cultural norms of communication (Miller, 1995).

Fourth, there is the issue of teaching roles. The basic role of the ALT is defined in the *ALT Handbook* (CLAIR, 2013) as follows:

> (1) ALTs work in the classroom with the JTL, team-teaching classes of up to 40 students
> (2) ALTs should not be expected to teach classes alone
> (3) ALTS can anticipate being asked to help plan lessons jointly with the JTL, or to come up with activities and ideas to support the language aims of the lesson
> (4) ALTs can expect their knowledge of English and their home culture to be used as a resource by the teachers and the students.
>
> (p. 8)

However, there has been a great deal of confusion about the roles that ALTs and JTEs are required to play in the classroom and relationships between ALTs and JTEs have suffered due to differences in role perceptions (King, 2013; Mahoney, 2004; McConnell, 2002; Okamoto, 2014). One of the reasons for this confusion is that 'Monbusho (MEXT) itself took refuge in generalisation' (Moore & Lamie, 1996, p. 185) by providing only a vague definition of team teaching ('having two teachers in the classroom instead of the usual one' [MEXT, 2013]) in its national policy. Moreover, as shown in (1) above, MEXT only provides a general description of the ALT's role ('ALTs work in the classroom with the JTL' [MEXT, 2013]) in the *ALT Handbook*. With respect to their role in the classroom, one common complaint voiced by ALTs is that their role is effectively reduced to that of a 'human tape recorder', reading vocabulary

lists and predetermined conversations for students to repeat (Kumabe, 1996; McConnell, 2002).

There also appears to be considerable variation between schools and teachers in terms of the roles that ALTs are required to play. For example, Ohtani (2010) found that in reality, many ALTs are required to teach alone—despite the fact that the national policy states that ALTs 'should not be expected to teach classes alone' (CLAIR, 2013). In addition, JTEs have experienced anxiety about their role in team teaching classes, which often resembles that of an 'interpreter' between the ALT and the students (Kumabe, 1996; Tajino & Tajino, 1999). Consequently, teachers have developed various micro-practices through their individual appropriations of the national-level policy (Horii, 2012). With regard to variations of team teaching, Tajino and Tajino (1999) identified two versions of team teaching, a 'weak version' and a 'strong version'. In the weak version, each teacher teaches to his/her strengths. That is to say, the ALT, who is a native English speaking teacher (NEST), focuses on communicating and interacting with the students, while the JTE, who is a non-NEST, focuses on explaining facts and answering questions. However, Tajino and Tajino (1999) compared this model to a pianist and singer performing solos at the same concert, suggesting that such a model negates the need for both teachers to be in the classroom at the same time. Instead, they argue that only the 'duet' style of teaching, in which teachers shed the traditional NEST and non-NEST roles, deserves to be called 'team teaching'. Furthermore, by proposing a distinction between 'overt teams' (teams that operate in the classroom) and 'covert teams' (teams that are invisible to the students but plan and evaluate collaboratively), they extended the definition of team teaching beyond the classroom walls, reformulating 'the team' into five different patterns, as shown in Figure 1 below. Supposing that the NEST is an ALT and the non-NEST a JTE, pattern A corresponds to *traditional team teaching* in which the ALT and JTE teach the students together; pattern B to a form of team teaching in which students prepare a topic with the JTE and teach it to the ALT (e.g. the students prepare some questions to ask the ALT before he/she enters the classroom); pattern C to a model where the ALT and SS work as a team (e.g. to formulate English questions to ask the JTE); pattern D to a parallel instruction type lesson in which the class is split into two groups (e.g. to examine and compare the foods of two different countries) and pattern E in which students, the ALT and the JTE communicate with non-participants (e.g. by performing a play in English). However, while Patterns B to E offer creative alternatives to Pattern A in which both teachers are

involved in the lesson content in a meaningful way, in my own experience, these patterns are not well known among team teaching practitioners and are rarely implemented in practice.

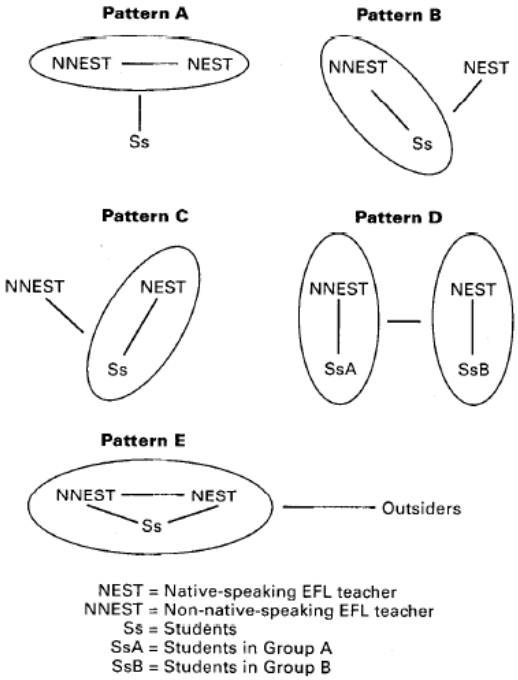

Figure 1: Team Patterns (Tajino & Tajino, 1999, p. 7)

To sum up, it can be argued that the JET Programme, as the largest English teaching program in the world (Browne & Wada, 1998; Mahoney, 2004) with the largest budget (King, 2013) has grown into a powerful organ of international exchange employing 4,786 participants from 43 different countries (CLAIR, 2015). However, it is also clear that the Programme has failed to achieve its second objective of improving language education (King, 2013) due to the constraints within the Japanese education system discussed above (i.e. entrance examinations, insufficient teacher training, cultural issues and confusion over roles), which give rise to local realities that are incongruous with the national-level policy, including having to pass entrance examinations, the fact that many teachers charged with implementing CLT are not qualified to do so and the under- or misuse of ALTs in the classroom.

Now, as discussed in **6.2**, the JET Programme has only recently been extended to the primary level, and while the themes discussed above also apply to primary team teaching, further problems specific to the new primary context also occur. Therefore, in **6.4**, I will discuss how CLT and team teaching gained its place in the Japanese primary school classroom before examining the problems specific to the primary level (see **6.5**).

6.4 Team Teaching in Japanese Primary Schools

From April 1992, ALTs began visiting primary schools under a pilot program introduced at two schools in Osaka (Butler, 2007). Then, as more and more schools began to voluntarily include English lessons in their curricula, in 2002, the government introduced the 'Period of Integrated Studies', a cross-curricular program aimed at improving primary school students' 'zest for living' as part of the 'Rainbow Plan', an educational reform plan for the 21st century (Ohtani, 2010). It was in this Period of Integrated Studies that English activities were first introduced, from the third year of primary school and beyond, for the purpose of fostering international understanding (Fennelly & Luxton, 2011). In its 'Course of Study for Foreign Language Activities', MEXT (2010) outlines the following four goals for Foreign Language Activities: (1) improving communication *through* English, (2) understanding language and culture through experience, (3) fostering a positive attitude to communication and (4) familiarising students with English sounds and expressions. Here, the use of '*through*' in (1) is important since it defines the purpose of Foreign Language Activities as improving communication skills rather than acquiring communicative competence in English and places English as the *means* through which this is to be achieved rather than the ultimate goal. In other words, students do not aim to acquire language through communication, but learn to communicate through language. Viewed positively, such experiential objectives relieve pressure on students, who are not required to engage in rote learning, and allow teachers and schools scope to adopt their own interpretations and develop independent curricula (Horii, 2012). However, as Butler (2007) stated, the vague objective of fostering international understanding and the lack of specific details about how this can be achieved have 'created substantial confusion and diversity in the interpretation of the policy at both school and local government levels' (p. 141). Thus, while the lack of specificity in the objectives for primary school English relieves pressure on students, it also creates a need for teachers to adopt their own interpretations of the national-level policy.

When English was first introduced in 1992, English lessons were still optional and proposals to introduce English as a compulsory subject faced considerable opposition, which mainly arose from the nationalist *nihonjinron* perspective (Horii, 2012). For example, Otsu and Torigai (2002) argued against the introduction of English as a subject on the grounds that it was more important for primary school children to learn Japanese

and acquire a strong identity as a Japanese person, and that acquiring native pronunciation was not important. Other opponents (e.g. Shirahata, as cited in Kanno, 2007) argued that learning a second language before completely acquiring their first would confuse students and impede the development of their first language, despite the fact that such an argument runs counter to the majority of research in the fields of bilingualism, second language acquisition and first language acquisition (e.g. Bialystok, 2008; Bickerton, 1981; Krashen, 1981; Lambert & Tucker, 1972; Lenneberg, 1967; Peal & Lambert, 1962; Scovel, 1969). Furthermore, research involving Japanese learners (Higuchi & Miura, as cited in Kanno, 2007) had shown that communicative English, which comprised enjoyable activities such as games and singing, helped foster a positive attitude towards English before students entered lower-secondary school.

Butler (2007) identified the following seven factors that influenced the Japanese government's decision to introduce English in primary schools, which she refers to as 'driving forces': (1) *The power of English in the global economy*, which, according to Kubota (2002), reinforces the superiority of English over other languages, a phenomenon that Philipson (2009) views as 'a naïve essentialized belief in English as *the* international language, symbolized by white Anglo-American teachers and native speaker norms'; (2) *the generally positive attitude towards English among most Japanese*; (3) *a prevailing sense of dissatisfaction with existing English language education*, which apparently does not include English teachers since the GT method has continued to dominate (O'Donnell, 2005); (4) *the role of English as a measure of one's academic abilities within the Japanese education system*, despite the fact that the proposed method for primary English, CLT, appears to be incompatible with the current Japanese entrance examination system (Brown & Wada, 1998); (5) *the role of English as a political platform for some local government officials*, for example, as an initiative that can help them secure votes (although the degree to which this was a 'driving force' seems questionable); (6) *the role of English as an attractive 'selling point' for certain schools under the school choice system in certain areas*, i.e. using English programs to appeal to potential students and parents; (7) *the (unwarranted) perceptions of English as a potential solution for communications-related behavioural problems*, i.e. the *hikikomori*, or social withdrawal, problem and (8) *growing concerns about ensuring equal access to EES (English at primary schools) in different regions among different socio-economic groups*, i.e. the need for levelling to avoid the situation in which students enter secondary school with different English abilities) (p. 137).

Consequently, encouraged by the Japan Business Federation (Fukada, 2010), MEXT strengthened its effort to promote English in primary schools, introducing new textbooks and guidelines that placed HRTs at the centre of English instruction (Fennelly & Luxton, 2011). In April 2011, by which time more than 97% of Japanese primary schools had already introduced English activities (MEXT, as cited in Horii, 2012), compulsory English was established in the form of *Gaikokugo Katsudo* or Foreign Language Activities. Japanese primary schools have since been required to provide fifth and sixth year students with 35 hours of Foreign Language Activities per year. At present, English activities are delivered in one of the three formats: (1) team teaching by HRTs and ALTs, approximately 25% of which are JET-ALTs (Takahashi, 2011), (2) team teaching by HRTs and specialist language teachers (SLTs), who are non-NESTs, and (3) by HRTs alone when hiring ALTs or English experts is not feasible or when ALTs are unavailable due to duties at other schools. As shown in the objectives for Foreign Language Activities outlined above, the focus of the lessons is communicative and experiential learning is emphasised, and while language acquisition is included in the content to a certain degree (familiarisation with the sounds and rhythms of English), there are no tests or specific goals for acquiring grammar or vocabulary. In fact, MEXT (2010) recommends that teachers should avoid 'giving too detailed explanations or engaging pupils in rote learning' (p. 2). As mentioned above, this reduces the burden on students and affords more scope for using different teaching methods (Horii, 2012), such as the introduction of authentic picture books (e.g. Kumazawa, 2014) and the use of English plays in school festivals (my own experience). However, the new approach is still in its early stages and has several problems of its own, which will be described in the following section.

6.5 Three Complications Specific to Team Teaching in Japanese Primary Schools

> The top-down policy of Foreign Language Activities has dramatically impacted local classroom practices at Japanese elementary schools, pushing Japanese homeroom teachers to start teaching English themselves regardless of their individual backgrounds and circumstances.
>
> (Horii, 2012, p. 169)

First, many HRTs lack confidence in their English and English teaching abilities (Fennelly & Luxton, 2011; Hamamoto, 2012; Ohtani, 2011). Kelly (2002) stated that 'all across Japan, tens of thousands of elementary school teachers, who were recently

informed that they have to teach English, are in a quandary as to how to proceed' (p. 1). In relation to this, Fennelly and Luxton (2011) found that 72% of HRTs felt that their level of English was not sufficient for teaching Foreign Language Activities and 69% reported that they did not know how to teach English. Furthermore, Hamamoto (2012) found that 80% of fifth and sixth year HRTs in Hiroshima were concerned about their own English ability. These findings are not surprising given that a majority of HRTs are general teachers who do not specialise in English: in Hamamoto's (2012) study, 85% of HRTs did not possess an English teaching license and 55% had never taught English. This lack of confidence, along with HRTs' demanding schedules (Ohtani, 2010), was also found to have a negative effect on the HRTs' ability to communicate and prepare lessons with the ALTs (Fennelly & Luxton, 2011). Furthermore, Fennelly and Luxton (2011) also pointed out that English classes are 'an unwelcome burden' for many HRTs, who are 'responsible for everything from classes and extra-curricular activities to cleaning and even the students' lives at home' (p. 21). Therefore, it can be argued that the attributes of HRTs and the realities that they face pose challenges when attempting to implement the kind of team teaching prescribed by the national-level policy. In other words, even if the HRT is present in the classroom during team teaching, if he/she is too busy or overburdened to participate, the whole notion of team teaching as defined in **6.1** (in terms of 'collaboration' in the teaching cycle as opposed to 'physical presence' in the classroom) threatens to collapse. In response to this lack of confidence and training, Takahashi (2011) highlighted the need for an overhaul of pre-service teacher training for primary school teachers to include training in 'communication in a foreign language', a requisite for upper- and lower-secondary school English teachers. Kelly (2002) proposed the use of focus groups and diagnostic methods to identify HRTs' 'self-perceived' and 'predicted' training needs and the development of web-based training to meet these needs, though there are no indications as to how this task is to be coordinated and who will be responsible for doing it. Furthermore, Christmas (2014) emphasised the importance of university involvement in professional development and recommended coordinated consultations and workshops based on collaboration between Boards of Education (BOEs) and universities. Despite the difficulties faced by HRTs as non-NESTS and non-SLTs, MEXT maintains that their familiarity with their students' needs makes them suitable English teachers for the primary level and the fact that they are not SLTs helps to keep the focus on communication rather than language acquisition (Fennelly & Luxton, 2011). Here, Murphey, Asaoka and Sekiguchi (2004) pointed out

that non-English speaking HRTs will be required to accept the role of a co-learner who models language for the students, which would require them to dispense with the 'belief that they must be the knower and teacher' (p. 15). However, this raises the question of whether HRTs will be willing to lower their status and adopt the role of co-learner (Murphey, Asaoka & Sekiguchi, 2004).

Second, many of the ALTs working in Japanese primary schools have limited Japanese-speaking ability, which prevents them from building relationships with Japanese teachers and successfully planning lessons. Here, efforts have been made to help ALTs acquire the basic vocabulary needed for working in Japanese schools. For example, Sato (2012) compiled a list of Japanese words that supervisors of ALTs at Boards of Education suggested were minimum requirements for working in Japanese schools. This list, he argues, will be useful for providing ALTs with a guideline of what words they need to learn. However, this kind of approach raises the question of whether responsibility for communication should lie with the ALT (learning Japanese) or the HRT (learning English), and it is my personal view that an English equivalent of 'the list' should also be issued to HRTs.

The third issue of primary team teaching is the problem of teaching roles and participation, which is perhaps a natural consequence of HRTs' lack of confidence regarding English. As mentioned in the introduction (**5.0)**, Aline and Hosoda (2006) identified four patterns in which HRTs participated in English activities: (1) *bystander* in which the HRT moves to a position at the side or back of the classroom; (2) *translator* in which the HRT translates the ALT's instructions; (3) *co-learner* in which HRTs provide a model of a good learner, for example, by answering the ALT's questions (see Murphey, Asaoka & Sekiguchi, 2004) and (4) *co-teacher* in which HRTs join the main sequence of interaction and instruct students independently of the ALTs instructions. In terms of implications, instead of making proposals about the most effective patterns of interaction, they recommended that HRTs become aware of their interaction patterns and make 'decisions about their classroom behaviour based on the changing interaction on a moment-by-moment basis' (p. 18). However, in my own experience, there is one more interactional pattern which they failed to identify, i.e. *non-interaction* in which the HRT marks homework, performs other tasks or is not present in the classroom as the ALT teaches the students alone (see further discussion in **6.6.3**). Therefore, while empathising with the situations faced by ALTs and HRTs, it is important to explore the issues of participation with a critical eye and consider the

consequences of teachers' role decisions on the dynamics of the classroom and the success of team teaching.

6.6 Previous Studies

As English has gained its place in the primary school classroom, researchers have begun to investigate the effects of learning English at primary school on students' subsequent experiences with English, teachers' attitudes and approaches to English and team teaching and students' perceptions of English and CLT. However, this research is still limited in comparison to that which has been undertaken in upper- and lower-secondary schools. To my knowledge, there have only been three substantial qualitative studies into teachers' views on English and team teaching since its introduction as a compulsory subject (Horii, 2012; Nakajima & Okazaki, 2013; Robertson, 2015), while most work is opinion-based or quantitatively examines isolated phenomena such as HRTs' lack of confidence in English (e.g. Hamamoto, 2010). In terms of organisation, Fukuda, Fennelly and Luxton (2013) divide the expansion of English at the primary level into the following three stages: first stage (1992–2002) in which experimental research into English was being conducted; second stage (2002–2011) in which English was recommended as an optional activity; and third stage (2013–present) in which English became compulsory for fifth and sixth year students. Therefore, I will also divide the discussion of previous studies into the above three stages.

6.6.1 Stage One (1992–2002)

In and before the first stage, when opinion was divided on the relevance of the critical period hypothesis and the value of learning English at the primary level, a majority of research into primary English focused on the effect of early language learning on subsequent language acquisition, foreign language anxiety and motivation (e.g. Higuchi, Kitamura, Moriya, Miura & Nakayama, 1986; Higuchi et al., 1987; Higuchi et al., 1994; Kajiro, 2007; Katsuyama, Nishigaki & Wang, 2008; Megumi, Yokokawa & Miura, 1996; Shirahata, 2002; Takada, 2003). For example Kobayashi (as cited in Takada, 2003) and Shirahata (2002) argued that learning English would not significantly affect students' subsequent language learning, while studies by Higuchi et al. (1987, 1994), Takada (2003) and Megumi, Yokokawa and Miura (1996) found that it

did. Either way, it is not necessary to appraise these studies in depth since English has already gained its place in the primary school curriculum.

Suwa (1994), however, conducted a mixed methods study of English team teaching at three private Japanese primary schools using the communicative orientation of language teaching observation scheme to analyse the methods, language and materials in use. The study revealed a number of problems that had a negative effect on the communicative use of the L2, which included the use of unchallenging activities such as colouring and drawing, lecture-style teaching (‘repeat after me’) and unrelated pupil–pupil talk in the L2. Furthermore, at one school, the ALT appeared to be dissatisfied about the lack of involvement in team teaching of some HRTs (who were observed in the study marking homework from other subjects during lessons). While this study was the first descriptive study of classroom instruction at the primary level in Japan and the first to obtain qualitative data on the subject (through supplementary interviews with ALTs, HRTs and school principals), the discussion of the qualitative data is limited to one paragraph for each school and focuses specifically on the overall rationale and objectives for the English programs in place at the schools rather than experiences with team teaching. Furthermore, the study was conducted at private schools with their own English programs, and as such, describes a different context to that seen in public schools today.

6.6.2 Stage Two (2002–2011)

In the second stage, researchers began to look more closely at the dynamics of the team teaching classroom. As part of a project commissioned by MEXT, Aline and Hosoda (2004) observed three English lessons at three public primary schools and examined how the newly established English course was faring in practice. Their observations showed that students were actively engaged in English and methods such as total physical response and choral repetition and voluntary repetition (students voluntarily repeat the target expressions without being prompted by the teacher) were being used to positive effect. However, the study also found that the lessons focused on presentation and controlled practice and lacked communicative practice, a finding that seems underplayed in the conclusion. While this study provided an insight into the kinds of activities in use in the team teaching classroom, its scope was extremely limited since only one lesson was observed at each school. Another limitation of the study is that only a handful of interactions were analysed and there is no significant analysis of the qualitative data obtained from supplementary interviews conducted with the participants

involved in the lessons. Moreover, in my own experience, team teaching dynamics often change when the lesson is being observed, suggesting that the observer's paradox (Labov, 1972) may have occurred—a point that is not recognised in the study. Therefore, it is difficult to determine exactly how closely the teaching situations observed in these classes resembled actual classroom practices.

In the subsequent part of the MEXT commissioned project, Aline and Hosoda (2006) conducted the study discussed in **6.5**, in which they observed six classes at five schools and identified four patterns in which HRTs participated in team teaching classes as a *bystander*, *translator*, *co-learner* or *co-teacher*. In addition, the study showed that HRTs facilitated students' understanding by translating ALTs' instructions, suggesting that translation of the L2 instructions into the L1 by HRTs was sometimes overused. Another problem was the way in which roles were identified. Considering that ALTs are informed in the *ALT Handbook* (MEXT, 2013) that they should work as assistants and not teach classes alone, the validation of HRT roles such as *bystander* and the failure to recognise the issue of 'non-participation' is rather confusing since these would seem to be key failings of the instructional model adopted for the JET Programme. It should also be noted that only five classes were observed, and while the interactions are examined in more detail than in the previous study, the analysis was based entirely on classroom observations and the views and experiences of those involved were not considered.

Osada (2011) examined teachers' and students' perceptions of L1 use in team-taught classes based on questionnaires and classroom observations. The study revealed a gap between teachers' ideals and current uses of the L1 in that HRTs and students expected less use of the L1 (Japanese) and more use of the L2 (English), demonstrating that HRTs did not possess the skills needed to teach in English despite recognising the importance of exposing students to English. However, the study was limited because in the classes observed, team teaching was conducted by HRTs and JTE non-NESTs (instead of ALTs), a mode of delivery that is far less common than the HRT–ALT model of team teaching. Furthermore, the study did not refer to examples of the actual language used during the lessons (Mills, 2011). Butler (2004) surveyed Japanese, Korean and Taiwanese primary school teachers and found that 85% of the 112 Japanese participants considered that their own English level was insufficient for teaching English, particularly in the area of oral communication. In terms of implications, she proposed the following three steps towards improvement: (1) identifying the level of proficiency needed, (2) creating appropriate guidelines and

assessments and (3) providing systematic support for teachers (p. 269). However, the problem with this study is that all of the Japanese participants were from the Tokyo Metropolitan Area, and it is possible to speculate that teachers living in more rural areas outside of the capital, where there are fewer non-Japanese and fewer opportunities to speak English, are even less confident about their English ability. Finally, this study aimed to compare countries using qualitative data, and as such, does not provide any insight into the various situations and experiences that occur in Japan.

6.6.3 Stage Three (2011–present)

In the third stage, research continued to focus on HRTs' lack of confidence and studies were conducted on teachers' beliefs and approaches as English became compulsory. Tsudoi, Otani and Davies (2012) employed a mixed methods (primarily quantitative) approach using a questionnaire that focused on ALTs' perceptions of their working relationships with Japanese teachers in primary and secondary schools. The study showed that ALTs tended to prefer working at primary school than secondary school because students were more responsive and enthusiastic, they had more freedom and responsibilities and HRTs were more willing to experiment with new ideas despite their limited English ability. However, with the exception of the above finding, experiences at primary and secondary are analysed together and it is not clear which of the findings reported in the study actually refer to ALTs experiences at the primary level, making it difficult to draw any further specific conclusions about primary team teaching.

As mentioned in **6.5**, Fukuda, Fennelly and Luxton (2013) conducted a quantitative questionnaire survey of the beliefs of 89 HRTs and 35 ALTs in Tokushima Prefecture with regard to team teaching based on the following six topics: (1) whether the ALT was prepared to teach, (2) whether the ALT understood the course of study for Foreign Language Activities, (3) whether the ALT had received a suitable orientation and training, (4) whether ALTs had been asked to teach alone, (5) whether teaching partners were suitably prepared for lessons and (6) whether ALTs and HRTs had enough time to prepare lessons. The results of the questionnaires showed that although ALTs and HRTs had similar beliefs about whether the ALT was prepared to teach English, more than 50% of both ALTs and HRTs reported that ALTs were only 'slightly' prepared; a majority of HRTs felt that ALTs understood the course, while only 6% of ALTs felt that they did; two-thirds of HRTs felt that the ALT had received a suitable orientation and

training, while only one-third of ALTs did; more than half of the ALTs had been asked to teach alone; and ALTs had time to prepare lessons, while HRTs did not.

These results prompted the conclusion that ALTs need to have a better understanding of the language goals of the course of study and that HRTs should bear in mind that many ALTs are 'fresh out of university with no background in language teaching and that they have a very poor understanding of the Japanese education system' (p. 14). First, although it is true that many ALTs are recent university graduates with no background in EFL, to suggest that all ALTs have a 'very poor' understanding of the Japanese education system is an over-generalisation that is not justified by the findings of the study. Second, the idea that ALTs need to be 'better prepared in the understanding of language class goals at the elementary level' seems to over-emphasise ALTs' understanding of 'the goals' rather than appraising the clarity of the goals themselves—though this is my personal view. Third, in terms of methodology, the survey used binominal questionnaires (containing 'Yes–No' questions) and no qualitative data was obtained, meaning that the depth to which teachers' beliefs were analysed was very limited. Lastly, the study was badly balanced in terms of focus: there was no consideration of HRTs' understanding of the goals for Foreign Language Activities nor did the study examine the issue of training for HRTs.

In an insightful discourse analysis study of primary team teaching, Horii (2012) used ethnography of language policy to examine the *de facto* policies created by primary school teachers as they adjusted to teaching English under the new course of study. The study examined two schools with very different characteristics, one small provincial school with only three HRTs and one 'elite' school (presumably a school linked to a prestigious university) in a metropolitan area with one JTE. At the small school, where HRTs team taught with ALTs, the textbook (*Eigo Note*) was successfully adopted as the *de facto* policy informing the methods of instruction, though HRTs' heavy workloads and limited English ability prevented them from exploring, accessing and utilising their own expertise. In contrast, at the large school with one JTE, the JTE's competent bilingual identity enabled her to integrate her own ideas and activities into lessons instead of teaching using the textbook. The study provided insight into different interpretations of the national policy and showed that the situations faced by individual teachers and schools (heavy workloads, limited English ability, HRTs or JTEs) influence their choice of practices at the local level. Nevertheless, the study falls short in its failure to include ALTs in the analysis of *de facto* policies (Horii, 2012), and as a result,

seems to portray ALTs as somewhat static participants as opposed to 'policy makers'. Therefore, the study could be developed by also examining the micro-policies of ALTs as they interpret and appropriate the macro-policy as well as the interaction and negotiation between HRTs' and ALTs' micro-policies and practices.

Nakajima and Okazaki (2013) examined HRTs' and ALTs' perceptions of primary school English activities, focusing on the transition of learning from the primary to lower-secondary level. The study, which aimed to generate hypotheses through qualitative analysis, showed that HRTs and ALTs had similar perceptions of how to achieve a smooth transition to learning at the lower-secondary level in that both groups recognised that lower-secondary learning could be improved by improving teaching (motivating pupils and encouraging positive attitudes and interest; providing instruction in reading, writing and phonics; encouraging students' deeper understanding of English), improving the abilities of teachers (ALTs' abilities; HRTs' abilities to teach English) and providing opportunities for students to use English expressions outside of the classroom. The questionnaire study provided a balanced account of an important issue, the transition from primary to lower-secondary English learning, from the perspectives of both ALTs and HRTs. However, the findings could be expanded by including other data collection instruments as well as questionnaires, i.e. interviews, which would likely provide more in-depth data and enable the researchers to probe topics (see discussion in **7.6**).

Lastly, looking to the future, Robertson (2015) examined the views of 15 HRTs on MEXT's 2013 Educational Reform Plan through individual interviews and focus groups and attempted to identify problems that could occur between 2014 and 2020. Although HRTs tended to understand what was required of them under the new plan, agree with the need for change and be willing to perform any roles that they were required to perform, they reported various problems including confusion regarding the role of SLTs, reservations about their own and students' English abilities, problems related to finances and personnel, scheduling problems, relationships between members of staff and the burden of their responsibilities. The study provided a detailed insight into HRTs' perceptions of English based on qualitative interview data as well as a model on how a qualitative approach can be used to examine the issues of team teaching. However, it only included HRTs and focused on a specific aspect of team teaching, the Educational Reform Plan.

To sum up, previous studies have examined the effects of learning English at primary school on subsequent language learning, the activities used and roles adopted by HRTs in the team teaching classroom, HRTs' lack of confidence, the use of the L1 in team teaching, the beliefs and perceptions of ALTs and HRTs on a limited range of topics and HRTs' micro-policies for implementing the new top-down policy on Foreign Language Activities in primary schools. However, compared to the numerous studies into team teaching in Japanese secondary schools, there has been very little research on team teaching at the primary level. Moreover, although it has been shown that the local realities and micro-practices of primary team teaching do not always reflect the national-level policy, there is a considerable lack of qualitative research that holistically explores the realities of team teaching as they are experienced by ALTs and HRTs. At the same time, since team teaching at the primary level is a relatively new research area in which a large number of cultural, educational and situational factors occur, there is a clear need for exploratory studies that can illuminate the causes and consequences of problems and model the problem formation process as a whole. It is my hope that by examining the local realities of team teaching from both perspectives, it will be possible to identify and organise the problems so that hypotheses focusing on the various individual phenomena related to team teaching can be generated and tested in the future.

With this in mind, in the next chapter, I will introduce the methodology employed to identify and organise the problems experienced by ALTs and HRTs working in a small city in the Tokai region of Japan.

7.0 METHODOLOGY

In this chapter, I will explain the methodological approach used to examine the problems experienced by ALTs and HRTs in Japanese primary schools. First, I will describe the research location (**7.1**) and the participants (**7.2**). Next, I will provide an overview of the design of the study and justify my design choices, including the use of qualitative research (**7.3**), questionnaires (**7.5**), interviews (**7.6**) and translation (**7.7**). Then, I will discuss the methods used to transcribe (**7.8**) and analyse (**7.9**) the data. The study was designed to answer the following three research questions, which were presented in **5.1**:

RQ1: What problems do ALTs and HRTs experience during team teaching?

RQ2: How do these problems impact on the success of team teaching?

RQ3: What proposals can be made to improve team teaching in Japanese primary schools?

7.1 Research Location

The study was conducted at eight public primary schools in a city in the Tokai region of Japan. At the time of the study, each school had between 232 and 672 students, and the total number of primary school students in the city was 3567 (the reference for this data has been omitted due to an agreement with the BOE that requires the name of the city to be kept anonymous). The city's eight public primary schools feed directly into its four public lower-secondary schools.

Class sizes range from 20 to 34 students. Each class has one HRT who generally teaches all subjects apart from music and calligraphy, which are taught by teachers specialising in these subjects. Six ALTs service the eight primary schools, two of which are 'base schools' (the primary place of employment of the ALT) and four of which receive ALTs from lower-secondary schools as visitors. Fifth- and sixth-year students study English for 35 hours annually (on lesson per week), but the number of lessons in which the ALT is involved (team teaching) is independently determined by each school through discussions with the ALT (S. Kawamura, personal communication, 1 April, 2015). The research location was chosen primarily for convenience, as the researcher

was working in the city at the time of the study and had already built up a network of contacts at the schools and the BOE.

7.2 Participants and Sampling

The first aim of the study (RQ1) was to examine problems experienced by ALTs and HRTs during team teaching. Two separate groups of participants were selected using different sampling techniques. In this section, I will describe the ALTs and HRTs participating in the study and the methods and rationale used to select them.

Participant	Gender	Age	Home country	Year on the JET Programme	EFL qualification or experience	Japanese ability
1	M	24	U.K	1	No	Intermediate
2	M	22	U.S	1	No	Intermediate
3	M	29	Australia	1	Yes	Advanced
4	M	26	Australia	3	Yes	Intermediate
5	M	25	U.S	1	No	Intermediate
6	M	20	U.K	3*	No	Advanced

* Participant 6 worked as an ALT for three years but was no longer an ALT at the time of the study.

Table 2: ALT Demographics (N = 6)

Demographic information about the participating ALTs is given in Table 2. All six participants were male. Four participants (1, 2, 3 and 5) were in their first year in the JET Programme. Participant 3 was in his third year and was a senior ALT in the city when the study was conducted. Participant 6 had worked as an ALT in the city for three years, but was no longer working there at the time of the study. All of the ALTs were aged between 22 and 29 years, and Participant 3, who had worked as a scientific researcher for six years before applying to the JET Programme, was the oldest at 29. The mean age of the group was 24. Of the six ALTs involved in the study, two were from the United States, two from the United Kingdom and two from Australia. These three nationalities are typical of JET Programme participants and constituted the top three countries supplying ALTs in 2014 (CLAIR, 2014). Since there was only one other British ALT working in the city at the time (I was the second British ALT), a British ALT who had worked in the city during the previous year (Participant 6) was selected as

the sixth participant to create an equal balance of two ALTs from each of the countries from which the city recruited its ALTs. Creswell (1998, p. 74) states that in a collective case study, which uses multiple cases to illustrate a single issue, 'the inquirer needs to select representative cases for inclusion in the qualitative study'. Therefore, although purposeful convenience sampling (Merriam, 1998) was used (participants were chosen because they were accessible to the researcher), the sample was also representative of the national population of ALTs because two ALTs from each of the three largest participant countries in the JET Programme, the United States, the United Kingdom and Australia, were included in the study.

In terms of prior teaching experience, two of the ALTs had experience or a qualification in EFL before they began teaching in the city. Participant 3 had taught at a private English school in China and Participant 4 had obtained an EFL qualification in Australia before coming to Japan. Furthermore, some other ALTs had informal teaching and English teaching experience, for example, as a Boy Scout leader (Participant 2) and as a swimming and surfing instructor (Participant 5).

Participant	Gender	Home country	Specialist subject	Years teaching as a HRT	English ability
7	M	Japan	Mathematics	10	Beginner
8	F	Japan	Japanese	23	Beginner
9	F	Japan	Social studies	37	None
10	M	Japan	Japanese	3	Intermediate
11	M	Japan	Science	4	Beginner
12	F	Japan	Japanese	34	Beginner

Table 3: HRT Demographics (N = 6)

Demographic information about the HRT participants is given in Table 3. Three participants were male and three were female. Two were relatively young and had worked as primary school teachers for four and three years, respectively. One had worked at primary schools for 10 years, one for 27 years, one for 34 years and one for 37 years. The mean number of years of experience was 18.5 and all the HRTs were Japanese. Four HRTs reported having 'beginner' level English ability, one had 'intermediate' ability and one could not speak English at all. HRT participants were selected using 'purposeful maximal sampling' (Creswell, 1998) to ensure that a variety

of perspectives were included in the study. In other words, cases were selected to ensure that a range of ages, specialist subjects and English abilities were included in the analysis.

7.3 Use of a Qualitative Approach

Heigham and Croker (2009) explain that the *exploratory* nature of qualitative research makes it a good methodological choice for gaining insight into a phenomenon about which little is known. Further, the importance of exploratory research is depicted by Patton (2001) in a parable about a man from a country of people who have never seen or tasted fruit. The man travels to a foreign land in search of fruit and visits an orchard in full bloom, where he obtains a large sample of apple blossoms with a view to discovering the delights of this 'fruit'. Having missed the mark, the man returns home disappointed, with the message that fruit is massively overrated. Similarly, when studying a new phenomenon, it is sometimes necessary to examine it holistically before dissecting and analysing its parts. When applied to the above example, this would mean discovering where the fruit lies by examining one or two apple trees as a whole. Thus, the first reason for selecting a qualitative approach was that relatively little is known about team teaching in Japanese primary schools, and as a result, there is a need for exploratory research.

Creswell (2013) states that research questions are an important factor when deciding whether to take a quantitative or a qualitative approach. Thus, the second reason for using a qualitative approach was related to the research questions: in particular to RSQ1 (What problems do ALTs and HRTs experience during team teaching?). This 'what' question focuses on the experiences of ALTs and HRTs, or the individual meanings that they ascribe to the issue of team teaching, as opposed to a 'whether' or 'do' questions, which would seek to test the validity of a pre-determined hypothesis. Therefore, qualitative research was chosen in order to address this open-ended 'what' question by surveying problems in team teaching as experienced by the participants themselves.

The third reason for using qualitative research was that it would allow for an examination of the relationships between clusters of social behaviour and the development of a complete picture of the *processes* underlying the phenomenon under study (Debus, 2007). While quantitative research is 'not designed to explore the

complexities and conundrums of the immensely complicated social world that we inhabit' (Richards, 2008, p. 8), qualitative research 'is of specific relevance to the study of social relations' (Flick, 2002, p. 2) and allows the researcher to examine these complex relations in greater depth. In other words, in the present study, the use of qualitative research would allow for an examination of the interaction between individual problems and aid the development of a model describing the process of problem formation (i.e. RQ2: How do these problems impact on the success of team teaching?).

7.4 Overview of the Study Design

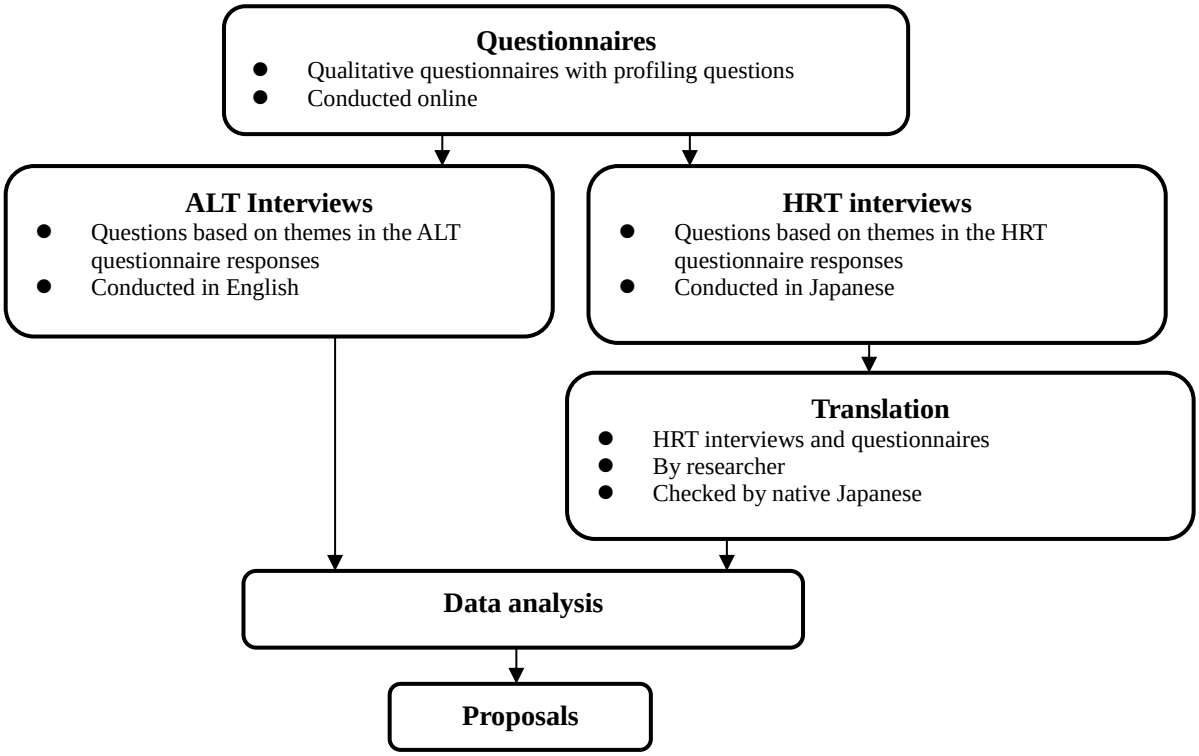

Figure 2: Overview of the Study Design

In this section, I will provide a short overview of the methods that were employed in the study before justifying each methodological choice from **7.5** below. Two data collection instruments were used in the study: qualitative questionnaires (see **7.5**) and semi-structured interviews (see **7.6**). The rationale in using both questionnaires and interviews was to survey the attributes of participants and probe their concerns in

questionnaires before exploring their experiences in further depth in interviews. For this reason, interviews were designed separately for each group, based on the themes occurring in the questionnaires. The data obtained from the questionnaires and interviews were then examined using thematic analysis and the creation of a model describing how the problems impact on the success of team teaching was attempted. Lastly, proposals for improving team teaching were developed based on the findings of the study. An overview of the study design is provided in Figure 2 above.

At this point, it is important to include a brief discussion of ethics. The study was approved by the Business, Arts, Humanities and Social Science Ethics Committee at the University of Central Lancashire (the Letter of Approval can be found in Appendix L) in April 2014. The main ethical considerations were confidentiality and informed consent. In keeping with the recommendations of the British Association for Applied Linguistics (2004), the participants' names were omitted throughout the entire research process and the participants were informed about the topic and objectives of the study by means of a Participant Information Sheet and Consent Form, which they signed and returned to the researcher before the data collection process began. The participants were also informed at each stage of the research process that they could withdraw from the study before the last day of December, 2014. In addition, the local Board of Education which was responsible for overseeing team teaching in the city where the study was conducted requested that the name of the city was not revealed in the final write up, and this request was respected accordingly. Thus, confidentiality, of the participants and the study location, was respected and the participants agreed to participate in the study having been informed about its background and aims.

7.5 Use of Questionnaires as a Precursor to Interviews

Gillham (2000) states that interviews are useful for providing suggestive data that can be used to test ideas in preparation for more in-depth research Therefore, questionnaires were administered in the initial stage of the study to survey the problems experienced by participants in order to create a structure for the interviews. This was particularly important for the HRT participants, since I would be interviewing them in my second language and it would be necessary to pre-study the vocabulary that they were likely to use. Dörnyei (2003, p. 15) states that, in qualitative research, the 'most effective strategy' for the use of questionnaires is 'to combine the questionnaire survey

with other data collection procedures' because even open-ended questions tend not to generate detailed responses, and it is impossible to follow them up on the spot. Therefore, the decision was made to combine the use of questionnaires and interviews. The questionnaires (which can be found in Appendices A and B; responses can be found in Appendices C and D) contained two sections, the first a series of multiple choice questions, some factual, some attitudinal, aimed at measuring participants' experience, linguistic ability and rating of team teaching (e.g. *How many years have you worked as a HRT? How would you rate your English ability?*) The rationale for including these profiling questions was that it would permit a kind of analysis in which qualitative findings are examined with reference to participant attributes (using computer assisted qualitative data analysis software [CAQDAS]) in order to consider how certain attributes may have affected meanings that participants attributed to team teaching. This process proved to be important in the final stage of the analysis, in which attributes such as ALTs' EFL experience were found to impact on their experiences with team teaching. The second section of the questionnaire was a series of four open-ended questions (e.g. *What problems have you experienced when team teaching*?) aimed at surveying participant concerns and informing interview design. The four open-ended questions focused on (1) teachers' feelings towards team teaching, (2) problems experienced in team teaching, (3) steps ALTs can take to improve team teaching and (4) steps HRTs can take to improve team teaching.

Following the advice of Dörnyei (2003), who states that pilot questionnaires 'allow the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for' (p. 63), a pilot questionnaire was conducted with two former ALTs who had worked in the city where the study would take place. One of the participants in the pilot suggested two alterations to the original questionnaire. The first was related to ambiguous wording: Instead of asking ALTs how long they had taught English in Japan, it would be preferable to ask what year of the JET Programme they 'were in' to avoid confusion about whether the question referred to fully or partly completed years. In addition, it was suggested that a clearer instruction to focus only on experiences at primary school was necessary, since some ALTs were also working at lower-secondary schools and may inadvertently digress to their experiences at the lower-secondary level. These suggestions were accepted and the questionnaire was adjusted accordingly.

7.6 Use of Interviews

The different kinds of interviews are most commonly classified as *unstructured*, *semi-structured*, *focus groups* or *group interviews* and *informal interviews* (e.g. Cohen, Manion & Morrison, 2007; Rubin & Rubin, 2004; Gillham, 2005). The first step when choosing which type of interview to use for the present study involved eliminating group and informal interviews. While group interviews are a useful introductory research technique that provide a 'quick way into a "sub-culture," its particular conventions, concerns, and language' (Gillham, 2005, p. 67), the dynamics of the participant groups were not considered to be suited to this kind of interview method. First, one of the ALT participants was a senior ALT with whom the four first year ALTs had a more formal relationship. Moreover, the four junior ALTs were close friends, which had the potential to cause a focus group to lose its focus if the participants began discussing other topics. Furthermore, Participant 6 was living in Tokyo at the time of the study, therefore making it difficult for him to participate in a group interview.

Describing informal interviews, Rubin & Rubin (2004) explain that 'casual conversation and in-passing clarifications take place when, during the participant observation phase of a project, the researcher and interviewee cross paths' (p. 30). Informal interviews also offer the advantages of lowering the pressure on participants and eliminating the need for pre-scheduled meetings (Cohen & Crabtree, 2006). While informal interviews were not used in the present study due to the difficulty of recording conversations (Cohen & Crabtree, 2006), they were used on several occasions, for example when Participant 7 approached me two days after the interview to clarify some points that had not been fully conveyed. He explained these points using a hand-written note (see Appendix I).

After eliminating the use of focus groups and informal interviews, the level of directivity or researcher control in the interviews needed to be determined (Richards, 2003) In other words, it was necessary to consider whether to use unstructured or semi-structured interviews. Hitchcock and Hughes (1995) state that the semi-structured interview 'allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the respondent's responses' (p. 157). In contrast, however, a less structured approach is useful as an exploratory tool for achieving a 'narrative' grounded in participants' experiences and for minimising researcher interference (Rubin & Rubin, 2004). Ultimately the decision to use semi-structured

interviews rather than unstructured interviews was made for the following three reasons: (1) to keep the data within the scope of the research questions; (2) to guide participants towards the central topics that emerged in the precursory questionnaires and (3) to give a structure to the HRT interview, which would have to be conducted in the researcher's second language.

While referring to Richards (2003), the interview for the HRT participants was designed to include an icebreaker question and four sets of topic questions. The first question in the four sets was a short 'yes–no' question and the second was an open-ended question inviting the participant to elaborate on their answer to the first. Further, follow-up questions were sometimes added to confirm points and probe avenues of conversation where required and possible. (The plan for the HRT interview can be found in Appendix F and the translated interview transcripts can be found in Appendix H.) The content of the four question sets was determined based on the problems that HRTs mentioned in their questionnaires. One question set was designed for each of the following topics: the use of games may be ineffective for learning English; ALTs and HRTs do not always meet to discuss lessons; HRTs do not know whether to follow up on English instructions in Japanese; the effect of ALTs' abilities in Japanese and use of Japanese in class. Figure 2 provides an example of a closed–open-ended question set for the first topic, related to the use of games as a tool for teaching English.

Similarly, the following topics were included in the ALT interviews based on the themes that emerged from questionnaire responses (the plan for the ALT interview can be found in Appendix E and the transcribed interviews can be found in Appendix G): (1) HRTs' involvement in planning and teaching English; (2) remaining at work after contracted hours; (3) ALTs' qualifications for teaching English and (4) ALTs' use of Japanese during lessons. Follow-up questions were also used to probe and clarify relevant points.

<<Closed question, 'yes-no' type answer>>

Do you think games are an effective tool for teaching English in primary school?

<<Open-ended question>>

Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about this?

<<Follow-up question (used with Participant 8, who commented on a system used at a school she had worked at)>>

Did that system work well?

Figure 2: Example of the Closed-Open-ended-Follow-up Interview Structure

7.7 Use of Translation

The questionnaire was designed in English and administered to ALTs between May and June 2014. Then it was translated into Japanese (the translation can be found in Appendix B) using an English–Japanese web-based human translation platform. HRT questionnaire responses were then translated from Japanese to English by the researcher (the translated responses can be found in Appendix D). HRT interview questions were then translated into Japanese using the same web-based human translation platform (see Appendix F for the plan for the HRT interview), and the interview recordings were transcribed in Japanese by a native Japanese speaker with experience in transcription of interview data. These transcriptions were translated from Japanese to English by the researcher (see Appendix H for the English translation of the HRT interviews). The translated questionnaires, interview questions, questionnaire responses and interview transcripts were cross-checked for accuracy, omissions, register and possible cultural misunderstandings by a native Japanese speaker who had completed a Master's course in Intercultural Communication at a British university and who had also taught English at a Japanese public school. The decision to independently translate the interview transcripts was made because the use of paid translation would have been too costly. Moreover, the researcher was a qualified Japanese-English translator working in field of education, and as such was likely to understand the research content as well or if not better than a payed translator. While translating questionnaire responses and interview transcripts, I worked closely with the native checker to ensure that the translations were accurate, free of omissions and translated in the correct register. I also asked this native checker for clarification where the meanings of participants' statements were unclear.

According to Squires (2008), the use of translation in cross-language qualitative research mediates language barriers between participants and researchers. However, in this study, translation was used to mediate the language barrier between one group of

participants and the reader. Nevertheless, when translation is employed in the research process, there is a danger that meaning may be lost or bias introduced in translation (Temple & Young, 2004; Edwards, 1998). In qualitative research in particular, the translator or interpreter must mediate between meanings and emotions ascribed and experienced by individuals. For example, Doi (1981) describes the Japanese concept of *amae*, a kind of behaviour in which a person attempts to position the self in the care of an authoritative figure. *Amae*, Doi argues, is part of a distinctively Japanese dependency relationship that is formed, for example, between a child and a parent, a student and a supervisor or romantic partners. Linguists have attempted to find equivalents to term *amae* in the English language; for example, Lewis & Ozaki (2009) identified the word 'mardy', which means soft or spoiled in midland English slang, and compared its usage with Japanese *amae* in an interpretative phenomenological analysis. However, although they found similarities in meaning between the two terms, they also found that *amae* was used both constructively and negatively while 'mardy' was only used in negative contexts. This study highlights the difficulties involved in finding equivalent terms across languages, which may potentially lead to a misrepresentation of the original data when translated into the second language.

Despite the disadvantages and challenges associated with translation, the decision to use it at certain stages of the study was taken because the advantages offered were thought to outweigh the disadvantages. That is to say, the use of translation in the study would facilitate a two-dimensional examination of team teaching from the perspectives of both ALTs and HRTs, where normally HRT data would be inaccessible to English-speaking researchers. Thus, the intercultural, cross-linguistic dimension of the study, along with the absence of any other viable means of collecting data from HRTs (conducting interviews in English was not possible and the use of an interpreter would have been costly and equally problematic) made translation the most judicious option for the present study.

7.8 Transcription of Interviews

When selecting a transcription method, special consideration was given to the fact that the HRT interviews were conducted in Japanese. As the purpose of transcribing recorded data is to aid analysis (Jupp, 2006), it was important to produce two sets of equivalent transcripts that could be analysed similarly. This could be done in two ways.

First, both sets of recorded data could be rendered phonetically by (a) transcribing the ALT recordings using phonetic transcription (i.e. retaining prosodic features such as pause timings, lengthened syllables and intonation) and (b) translating the HRT recordings from Japanese to English using a translation system which would allow for prosodic features to be retained or reinserted in the target text. While this method would allow for the inclusion of the peculiarities of spoken language (Kowal, Sabine & O'Connell, 2004), it would also pose considerable practical difficulties, as translation in itself is an interpretive act, where linguistic rules influence how meaning is constructed (Van Nes, Abma, Johnsson & Dee, 2010). In other words, because Japanese and English have very different linguistic features, including intonation patterns, use/omission of subjects and a different order of syntactic constituents (Shoebottom, 2015), Japanese to English translation typically requires a considerable amount of paraphrasing. Therefore, if such a method were to be employed, the process of reinserting prosodic features in this new paraphrased form would resemble that of transforming boiled rice into rice pudding and then attempting to knead this new form into the shape of a rice ball. The second alternative was to (a) transcribe the ALT interviews using standard orthography and (b) translate the HRT interviews into English using typical translation practices of paraphrasing. Naturally, the second option was considered a more appropriate choice for the present study, and the absence of prosodic features was accepted as an inevitable consequence of the study's cross-linguistic dimension.

7.9 Data Analysis

Using NVivo, a form of Computer Assisted Qualitative Data Analysis Software (CAQDAS; see discussion in **7.10**), data were coded in three cycles, corresponding to three levels of abstraction, and only statements related to the research questions were coded. In other words, only references to (1) problems and (2) assertions about what people *should do* or how things *should be* were included in the analysis. The reason for not including all statements in the analysis was that it was important to focus on answering the research questions, and, since the interviews also contained warmer questions, there were parts of the interviews in which topics outside the scope of the study were discussed. Therefore, while the analysis was inductive (themes and categories were not predetermined but emerged from the data), it was also conducted within the parameters of the research questions and was therefore not fully grounded in

data. Hatch (2002, p. 41) states that ‘a solid set of research questions gives direction to a study by carving out a piece of territory for exploration.’ In the present study, interview questions were open-ended but established boundaries within the territory of ‘problems’ and ‘solutions’. Therefore, the decision was made to only code data that fell within these boundaries. Nevertheless, since the questionnaire and interview questions were designed to focus on problems and solutions (with the exception of profiling questions and warmers), in reality, the parameters of the data were close to those of the research questions, and very few data were omitted from the analysis.

7.9.1 Use of CAQDAS in the Data Analysis

CAQDAS is a kind of data analysis software that can help researchers organise and analyse unstructured qualitative data. Proponents of CAQDAS have argued that it helps the researcher to get ‘close to the data’ (Lewins and Silver, 2005). However, some have also argued against this, claiming that CAQDAS poses the danger of steering the researcher toward a particular kind of analysis based on categorising and subdividing (MacMillan, 2005). Nevertheless, when used correctly, CAQDAS offers various advantages: (1) it serves as a central location where data obtained from multiple sources (e.g. interviews, questionnaires and field notes) can be stored and analysed together; (2) it helps researchers to handle large volumes of data without the need to spread papers out on the floor, saving time and space and making the analysis process less tiresome; (3) it helps researchers to assign a structure to qualitative data, which are inherently unstructured; (4) it offers an easy and quick way to refer to data at various stages of the analysis without having to search through them manually (Fielding & Lee 1998; Weitzman 2000; Lewins, 2008). In addition, Ritchie and Lewis (2003) argue that CAQDAS helps improve the rigour of analysis and avoid bias by enabling the researcher to ‘order, search, and filter data systematically’ (p. 289). However, it is important to note that CAQDAS is not meant to replace the researcher in the analysis process but as a tool to assist in organizing and arrange unstructured data efficiently. Once the decision to use CAQDAS was made, the next question was which CAQDAS program to use. NVivo was selected over other packages primarily because of its ability to query data based on participant attributes, to link and annotate themes and categories and to reorganise the structure of codes, categories and themes by dragging the codes and data assigned to those codes into different themes (QSR International, 2015). Ease of use and cost was also considered when choosing NVivo, as well as the fact that the

research supervisor had extensive experience using the program and could offer useful advice during the data analysis process.

7.9.2 The Coding Process

In the first coding cycle, data were themed (a list of themes, categories and codes can be found in Appendix J) to lay the foundations for constructing a higher-level theoretical model by grouping similar themes into categories (Saldaña, 2009). Ezzy (2002) states that in thematic analysis, coding aims to 'build a systematic account of what has been observed and recorded' (p. 86). Therefore, all relevant data were themed by assigning descriptive labels in which participants' longer statements were organised into shorter statements capturing their meanings in fewer words (Kvale, 1996) and sometimes using more appropriate language. For example, Participant 2 stated, 'or how should I put this less delicately, they can't speak English, generally speaking'. This statement was coded more succinctly as [HRTs have limited English ability]. In vivo coding (the use of participants' own words to capture meanings) was not used because HRT data were translated from Japanese. The use of this coding would only serve to capture words employed by the translator rather those of the participant. Instead, each statement was examined for the problems (or solutions) described and a descriptive label was assigned which summarised these. For example, Participant 1 stated that, 'Through my experience, very few of the teachers (HRTs) have been willing to participate in the planning of the lessons'. This statement was initially assigned the code [HRTs are not willing to participate in lesson planning]. In the first cycle of coding, 163 codes were identified and several patterns of similar codes and processes began to emerge.

In the second coding cycle, the codes generated in the first cycle of coding were re-examined and grouped into categories at a higher level of abstraction—more general groupings based on common attributes. Recurring patterns, such as problems related to <ALTs' teaching methods>, <HRTs' participation in planning>, and <difficulties in finding time to plan together> began to emerge, and the data were reorganised into 18 categories under which the 163 codes were subsumed. The initial codes were also rearranged as higher level constructs began to take shape. Following Saldaña's (2009) streamlined codes-to-theory model, the third cycle of coding saw a shift away from the particular to the general as the 163 codes and 18 categories were organised under the following four themes: <knowledge and abilities>, <participation>, <time and situations> and <approaches and methods>. The data, codes and categories under these

four themes were then re-examined to ensure that they were appropriate to the themes to which they had been assigned and codes and categories were refined and combined until a final model of codes, categories and themes was generated. In addition, Saldaña (2009) recommends discussing the emerging theory with a peer or mentor during the coding process, stating that 'sometimes we need an outside pair of eyes or ears to respond to our work in progress' (p. 190). Therefore, before the final process of refining codes was conducted, the codes assigned to the data provided by one ALT and one HRT participant (around 15% of the data) were discussed and confirmed with a colleague (a former ALT engaged in a similar field of research).

Next, the links between the categories and themes were examined in terms of their conditions, causes and consequences (Strauss & Corbin, 1990; Charmaz, 2006) with reference to participant attributes obtained from the profiling questions to examine how participants' attributes may have affected their experiences during team teaching. Here, connections between certain patterns in the data, or between participant attributes (obtained from the profiling questions) and patterns, were examined with a view to constructing a model of the conditions for successful team teaching. For example, < participation in teaching> and < participation in planning> appeared to be caused by several factors, such as <HRTs have limited English ability> and <difficulties in finding time to meet to discuss lessons>. Finally, a model describing the conditions for successful team teaching was proposed. However, this model was not tested due to time constraints and is by no means intended as a final result, but as part of a developing whole, which, as Glaser and Strauss (1967) have suggested, is 'only a pause in the never ending process of generating theory' (p. 43).

In the next chapter, I will present and discuss the problems experienced by ALTs and HRTs (RQ1) and how these problems impact on the success of team teaching (RQ2) before proposing some measures for improving team teaching at the primary level.

8.0 RESULTS AND DISCUSSION OF FINDINGS

In this chapter, I will present and analyse the data obtained from the interviews and questionnaires to answer research questions RQ1, RQ2 and RQ3. To answer RQ1 (What problems do ALTs and HRTs experience during team teaching?), the data were organised into four themes, <participation> (**8.1**), <knowledge and abilities> (**8.2**), <approaches and methods> (**8.3**) and <time and situations> (**8.4**). These four themes were further divided into 18 categories containing 163 codes. A list of these themes, categories, and codes can be found in Appendix J. RQ2 (How do these problems impact on the success of team teaching?) is addressed in **8.6,** and RQ3 (What proposals can be made to improve team teaching in Japanese primary schools?) is addressed in **8.7**.

8.1 Participation

RQ1–What problems do ALTs and HRTs experience during team teaching?

With 92 negative or assertive references (83 by ALTs and 9 by HRTs; see the list of themes categories and codes in Appendix J) and, the most prominent topic (or 'theme') in the data was *participation*, which refers to HRTs' limited involvement in team teaching. This problem can be divided into two further dimensions (or 'categories'), namely, (1) *lack of participation in teaching* and (2) *lack of participation in planning*. The problem of *participation* is exacerbated by other problems that occur earlier in the problem chain, such as *communication barriers between ALTs and HRTs*, and in turn, it exacerbates subsequent problems, such as *communication barriers between ALTs and students*. It should also be noted that the discussion on *participation* primarily draws upon the ALT data because HRTs rarely problematised their own lack of participation and tended to focus on other aspects of team teaching.

8.1.1 Participation in Teaching (RQ1)

In class, all six ALTs took the leading role, and in some cases, ALTs taught lessons alone. For example, Participant 2 (ALT) reported that the level of participation varied among HRTs and that he sometimes taught entire classes by himself, occasionally struggling to do so.

> Some teachers and I have about an equal share of the teaching burden, and we play off of each other very well. On the other hand, some other teachers just sit back and have me conduct the entire class by myself . . . On another note, I have on occasion struggled through teaching a class by myself while the HRT just sits there grading papers. A couple have been reluctant when I tried to get them to participate.[1] (Participant 2, ALT, questionnaire)

The absence and inconsistency of participation creates problems for ALTs, such as Participant 5, who often begin teaching in the JET Programme with no previous teaching experience. In the second excerpt below, Participant 5 describes the lack of team teaching as a 'hallmark' of his lessons as he recounts an experience with one HRT who alternated between the *bystander* role (Aline & Hosoda, 2006) and what I shall term 'non-participation'.

> With yesterday's sixth year class . . . neither did the teacher plan the lesson with me, but she fully walked out on maybe half an hour of the forty-five minute class. (Participant 5, ALT, interview)

> The lack of team teaching has been the 'hallmark' of my lessons really, so much so that the kids are now used to it . . . They know what to expect and they're not surprised if the HRT decides to leave the classroom. (Participant 5, ALT, interview)

Participant 1 (ALT) also expressed concern about the HRTs' physical position in the classroom and spoke about the role of the HRTs being limited to maintaining classroom discipline.

> From grades one to four, they're usually at the back just making sure the kids are paying attention and not doing anything they shouldn't be doing. There's very rarely any participation. They're never at the front with me speaking English with me. (Participant 1, ALT, interview)

Although the HRTs did not problematise their own lack of participation as such, they did comment on it, and Participant 8 (34th year as a primary school teacher, cannot speak English at all) and Participant 9 (23rd year as a primary teacher, beginner English) reported that they had adopted the policy of having the ALT teach the lesson for them due to their lack of English ability (see the discussion on knowledge and abilities in **8.2).** In addition, Participant 10 (HRT) viewed non-participation as a consequence of insufficient communication about the lesson objectives and key expressions to be studied between the HRT and the ALT:

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[1] The quotations used in this section were chosen because they illustrate the conceptual categories that emerged from the data with a high degree of clarity and impact. I have also tried to represent various experiences to illuminate both the similarities and differences among the participants.

> In those cases I have to watch what the ALT does in the classroom and I have to guess and try to judge what he or she wants to do on that day. Come to think of it, the HRT adopts more of a passive role. And when that happens, the HRT isn't actively involved in the lesson. (Participant 7, HRT, interview)

Interestingly, Participants 10 and 11, HRTs with three and four years of teaching experience respectively, mentioned that they were not sure about the extent to which they should translate the ALT's instructions into Japanese, a situation which prevented them from explaining instructions in Japanese during the lesson. For example, Participant 11 stated,

> I myself have never really known to what extent it is ok to follow up in Japanese, so in the meantime I do my best to make a conscious effort to stop talking Japanese in front of the children. (Participant 11, HRT, interview)

Here, Participant 8, an HRT with 23 years of teaching experience, expressed a different opinion about the use of Japanese to explain the ALT's instructions:

> They'll understand to some degree if you use gestures and other non-spoken techniques, but if you say a few words to explain the meaning in Japanese then they'll follow the progress of the lesson. So in that respect, I think that teachers should follow up using Japanese rather than doing the lesson completely in English. (Participant 8, HRT, interview)

Describing his policy on non-participation, Participant 6 (ALT) stated, 'Rather than fix the problem, I changed my perspective of it'. In other words, he came to regard non-participation in a positive light and enjoyed the freedom that it gave him, though he admitted it did allow him to be incredibly lazy:

> Mostly the schools left the planning and execution of lessons entirely up to me (which was the way I wanted it to be honest.) Having full control of the lessons and the curriculum allowed me to try out new and interesting ideas. Often however, it allowed me to become incredibly lazy in planning lessons. Sometimes lesson planning would take 15 minutes in the period before the class . . . Very occasionally, when I had unplanned lessons, there would be no lesson plan at all and I would *wing* the entire lesson. (Participant 6, ALT, questionnaire)

Here we can see how the lack of HRT participation, combined with Participant 6's willingness to dispense with the framework of team teaching—or, as he put it, 'change his perspective of the problem'—helped to circumvent the burden of team teaching at the school, perhaps conveniently for him and the HRTs. Participant 1 also saw advantages in teaching alone:

> I just I do everything by myself and it just makes it easier because I don't feel pressured for the teacher to meet with me to try and discuss anything. I just go in and I know that I'll be doing everything by myself anyway, so it just makes it a little bit easier I guess. (Participant 1, ALT, interview)

Such micro-practices in which ALTs shed the framework of team teaching demonstrate the gap between the national policy and local practices of team teaching (King, 2013). However, Participant 6's micro-policy for 'team teaching' is in stark contrast to that adopted by Participant 2 (ALT), who advocated collaborative team teaching and invested considerable effort in enlisting the participation of HRTs based on a philosophy that 'If they're not really involved, it's not really team teaching at all'. Participant 2's policy on participation stemmed from his belief that HRT involvement is essential for providing students with a model English learner. Participant 5 (ALT) expressed a similar opinion:

> Some HRTs are reluctant to participate because they feel they are not an authority on English; however, that very reason is why they must participate. The kids need to be able to see that it is easily possible for a Japanese person who doesn't know any English to learn how to speak it. (Participant 2, ALT, questionnaire)

> I strongly believe that if the homeroom teacher speaks English in front of the class, the students will share a greater willingness to speak English in the classroom as well. This will demonstrate that everyone in the classroom is trying their best to learn English, and more importantly, having fun when making mistakes. (Participant 5, ALT, questionnaire)

Here, the ALT participants' views on team teaching reflect the model proposed by Murphey et al. (2004), in which primary teachers assume the role of enthusiastic co-learners and model risk-takers who are encouraged to learn and make mistakes alongside their students. In relation to this, Participant 8 (HRT) appears to have integrated this *co-learner* role into her team teaching policy. She reported that, in the early days of team teaching, she found it difficult to follow the content of English lessons and made mistakes when giving instructions due to her lack of listening ability. However, she also stated that this helped her to understand how the student felt when they were studying English.

> At the start I wasn't used to listening to English and I didn't understand what was being said, so I didn't know what to do . . . When you think about it like that the students must feel the same too. (Participant 8, HRT, interview)

8.1.2 Participation in Planning (RQ1)

All of the ALTs and some HRTs mentioned that the HRTs were not sufficiently involved in collaborative lesson planning. In particular, Participants 2 and 5 (both first-year JETs with no formal teaching experience) found it difficult to plan lessons alone and found HRTs reluctant to provide input or feedback. In the case of Participant 5, who taught at a lower-secondary school and visited his primary school once a week,

the consequences of this lack of input and feedback caused him to develop a 'vicious cycle', which also affected his personal life and caused him to feel 'burnt out'.

> Come to think of it, all my lesson planning meetings consist of me telling the JTE what we are going to do. They answer either, 'Yes, that sounds good', or 'No, that won't work', while never adding why, or what to do as an alternative . . . This results in me over preparing lessons that are badly planned in the first place because I don't have the teachers' ideas and input. After six months of this vicious cycle, I'm burnt out and have no time to relax, which has led to drinking and lack of exercise. (Participant 5, ALT, questionnaire)

In some cases, the micro-policy of non-participation was institutionalised by the school. For example, Participant 1 recalled an anecdote about his initial introduction to the staff at one of his primary schools:

> In my initial introduction to all of the staff, the headmaster specifically stated that from grades one to four it would be the James (pseudonym used) Program, meaning I would be in charge of designing and doing everything by myself. So he made sure that other teachers weren't really worried about any of that. (Participant 1, ALT, interview)

Interestingly, this was the same school at which Participant 6 had willingly relieved HRTs of their team teaching duties, demonstrating how Participant 6's own policy may have been adopted as a wider policy by the school before Participant 1 began teaching there.

When discussing the issue of *participation*, the participants mentioned several reasons why non-participation occurred, including (1) *communication barriers between ALTs and HRTs* and (2) *difficulties in finding time to meet to discuss lessons*. In the next section, I will examine (1) *communication barriers between ALTs and HRTs,* as well as one of the consequences of non-participation, *communication barriers between ALTs and students*.

8.2 Knowledge and Abilities

RQ1–What problems do ALTs and HRTs experience during team teaching?

8.2.1 Communication Barriers between ALTs and HRTs (RQ1)

There were 68 references in the data to communication barriers between ALTs and HRTs and all six HRTs reported that they found it very difficult to communicate with ALTs who could not speak Japanese (RQ1). In particular, this topic was often raised in connection with lesson planning meetings. Two examples are given below:

> If the ALT can't understand Japanese to some extent, and when it gets to the point where we can't convey our wishes to the ALT, we can't communicate at all. (Participant 10, HRT, interview)

> The second most important thing is being able to accurately communicate with the homeroom teachers about classes. I think it's extremely difficult to talk about classes with people who don't understand any Japanese. (Participant 12, HRT, interview)

On the other hand, all six of the ALTs and some HRTs explained that HRTs are not English specialists and viewed their lack of English ability as a problem, supporting the previous findings of Fennelly and Luxton (2011), Hamamoto (2012) and Ohtani (2011).

> In primary school, the teachers are just general teachers and almost none of them specialise in English, let alone have much English ability. (Participant 2, ALT, interview)

> How is the assistant English teacher to convey the rules of a particular games to be conducted using English in a class if the teacher doesn't speak English and doesn't know how to translate those rules into Japanese? (Participant 5, ALT, interview)

> I can't speak English at all, so instead of having the ALT work as an assistant, I always had them lead the lessons. (Participant 9, HRT, questionnaire)

Furthermore, this communication barrier lowered the quality of communication between ALTs and HRTs, made it difficult for teachers to discuss lessons, and in the case of Participant 9, caused HRTs to adopt the policy of handing over the responsibility of teaching to the ALT. Conversely, Participant 6, who had advanced Japanese ability, spoke about the benefits of being able to speak Japanese in lesson planning:

> It did help a great deal. Most of the time, it helps in that it allows you to form a proper bond with the HRT and actually explain your lessons, especially in primary school where the homeroom teachers English is not always perfect . . .Or how should I put this less delicately, they can't speak English, generally speaking. (Participant 6, ALT, interview)

Here, Participant 6 focuses on the 'behind-the-scenes' relationship between the ALT and HRT; however, the ALT's use of Japanese *in class* is also crucial to the dynamics of team teaching. Thus, *communication barriers between ALTs and HRTs* represent micro-realities caused by ALTs' lack of Japanese ability and HRTs' lack of English ability and prevent successful participation in teaching and planning (RQ1).

8.2.2 Communication Barriers between ALTs and Students (RQ1)

Communication barriers between ALTs and students (22 references) occur when English teachers—often lacking knowledge and experience of EFL (see **8.2.3**)—are required to teach low-level learners entirely in the L2. Moreover, when HRTs are not present (either physically or in terms of involvement with the lesson content) to lower

communication barriers or help students overcome these barriers, they can have a negative effect on the success of team teaching. Participant 5 describes this reality as a 'basic language barrier'.

> If the assistant English teacher is to use English only in the classroom, you're just going to hit a basic language barrier there where everyone's faces are just going to look perplexed and discouraged and there's no forward momentum in the classroom. (Participant 5, ALT, interview)

Participant 8, an HRT who considered that she did not 'have what it takes to teach English' also described the effects of communication barriers between ALTs and students on the atmosphere in the classroom:

> One ALT who I worked with in the past could hardly speak Japanese, so the children also fell deadly silent in the class . . . If the students don't understand what they are being told to do and I also don't understand, in an instant, the atmosphere changes and the class falls silent. (Participant 8, HRT, interview)

In addition to communication barriers caused by different languages, one HRT (Participant 10) viewed ALTs' lack of knowledge of Japanese culture as a problem, giving the example of 'apologising when you're not in the wrong'.

> I think this also applies to aspects of Japanese culture, like apologizing when you're not in the wrong. If the ALT doesn't learn about these cultural aspects in advance too, then things like the flow of the lessons don't go smoothly and the children are no longer able to communicate with the teacher. It's really awkward when these kinds of things happen. (Participant 10, HRT, interview)

As a response to these communication barriers, five out of six of the ALTs mentioned that they used Japanese to confirm, translate or explain instructions when they taught classes alone, or in other words, to provide students with L1 scaffolding. While ALT Participants 1 and 6 seemed more willing to adopt this policy without viewing their use of the L1 in class as a problem per-se, the narratives of Participants 2 and 5 alluded to a struggle to overcome communication barriers in which they are forced to shed their monolingual identity and apply their limited knowledge of the L1.

> They [HRTs] don't really know what's going on and it's pretty much me trying to explain everything, so the kids will have almost no foundation in English. I almost always have to try to translate and try to use my Japanese to explain things that they don't understand. (Participant 2, ALT, interview)

> Maybe she [the HRT] could do me a favour and translate. Otherwise I have to use Japanese in the class, which I frequently actually do, compensating for the main teacher's role in my class, so it's really discouraging at the end of the day. (Participant 5, ALT, interview)

The above examples illustrate how ALTs use Japanese as a strategy for overcoming communication barriers in case of non-participation. Furthermore, the consequences of using Japanese were also described by ALTs and HRTs:

> For the kids who are at a lower level and whose English isn't so good, I think it makes things easier for them to understand. But on the other hand, in a bad way: because if Japanese is spoken, they won't feel the need to think about the meaning of words and form connections between the two languages. (Participant 11, HRT, interview)

> I still use Japanese, and broken Japanese at that, so it's even more just an ineffective learning environment as a whole, for the kids and for me, by my using Japanese. (Participant 5, ALT, interview)

Above, Participant 11 (HRT) presents a balanced view about the use of the L1, identifying both the advantage that it aids students' understanding and the disadvantage that the ALTs' use of Japanese negates the need to learn English in order to communicate. As mentioned in **8.1.1**, Participant 11 (HRT) commented that he did not know the extent to which it was acceptable to follow up in Japanese, and Participant 10 (HRT) reported that he did not know which parts of the lesson to follow up on. The same issue was raised by Participant 7 (HRT), who described the difficulties in achieving a balance of Japanese that retains the original objectives of team teaching while also lowering the communication barrier between the ALT and the students. In the second excerpt, Participant 9 (HRT) mentioned that attempting to conduct lessons entirely in English results in wasted time, an issue that was also raised by Participants 1, 2, and 5 (ALTs) and Participant 10 (HRT).

> If you do it [follow up in Japanese] too much, then the lesson misses the original objective of remembering English, but on the other hand, if you don't follow up at all then some children get left behind, so I think it's best to follow up appropriately depending on each individual case. (Participant 7, HRT, interview)

> Under normal circumstances, I think the lessons should be conducted completely in English. But things like how to play the games, what to do next, and how to move desks contain vocabulary that's difficult for the students. The only way to do it is using gestures. Doing that wastes time so you always end up using Japanese. (Participant 9, HRT, interview)

These findings also empasise on the need for training, for both ALTs and HRTs, which focuses on the use of the L1 in the classroom as well as for establishing some guidelines concerning the most effective use of the L1 in primary team teaching.

Policies on the use of the L1 also varied among the teachers. In the first example below, Participant 4, an ALT who had gained EFL experience while teaching English in China before arriving at his teaching post, confidently stated that he successfully

conducted all of his classes in English, suggesting that monolingual instruction may be possible if the ALT is suitably versed in EFL. In the second example, Participant 12, an HRT, describes a system adopted at her previous school to enable lessons to be conducted entirely in English. These examples illustrate positive micro-practices, one adopted by a confident ALT with teaching experience and one by a school that was willing to develop its own micro-policy for team teaching.

> I conduct all my classes entirely in English. They [the students] know exactly what's happening, and you can explain in English and do a demonstration. I never have to use Japanese in my class. (Participant 4, ALT, interview)

> At my previous school, as preparation, the homeroom teacher explained the rules of the game to the children in Japanese before the class. This made them know the game well and they were able to continue using only English during the actual lesson . . . So instead this meant that the class was always conducted in English without following up in Japanese. (Participant 12, HRT, interview)

In summary, the problem of *communication barriers between ALTs and students* occurred when ALTs were unable to communicate with the students in the classroom (RQ1). Moreover, ALTs, HRTs and schools adopted various strategies for overcoming these barriers depending on their attributes and motivations.

8.2.3 EFL Ability and Experience (RQ1)

In answer to RQ1 (What problems do ALTs and HRTs experience during team teaching?), Participants 1, 2 and 5 identified their own lack of EFL experience as a problem (RQ1). In the case of Participant 2, the choice not to complete an online TEFL course that he had started before he arrived in Japan became a source of regret once he started teaching in the JET Programme, primarily because of his uncertainty about whether the methods he was employing were appropriate:

> When I first started the job, I instantly regretted no really doing the TEFL course because I was always wondering if I was really teaching these kids in the best way and whether the methods I was using were really the best way. (Participant 2, ALT, interview)

Furthermore, Participant 5 mentioned that he 'lacked training' and this was one reason for a period of 'deadweight loss' of around three months before he began executing effective lessons. In his questionnaire response, he also emphasised that ALTs are not veteran teachers and should not be left to their own devices, and as illustrated in the following quote, drew a connection between non-participation, lack of EFL experience, and team teaching success.

> I noticed a tendency for my homeroom teachers to rarely suggest activity or game ideas, so I have to research them on the Internet before I speak with the homeroom teacher, as they listen to my ideas, either nodding or shaking their head. My English class is whatever I want it to be, which is not good because I do not know much about formal teaching methods, for example, what order to introduce English concepts, what types of activities might conflict with the classroom rules or homeroom teacher's teaching style and how much time should be given for a game. (Participant 5, ALT, questionnaire)

This finding, the positive experience of Participant 4 who was able to teach entirely in the L2 and Participant 2's reference to the missed opportunity of the TEFL course suggest that the success of team teaching could be improved by providing ALTs with opportunities for pre- or in-service training in EFL (see proposal in **8.7.2**).

8.3 Approaches and Methods

RQ1 – What problems do ALTs and HRTs experience during team teaching?

Closely linked to *knowledge and abilities*, teachers' *approaches and methods* were also identified as problems (RQ1). First, there were 16 negative or assertive references to the teaching methods adopted by ALTs. In particular, HRTs focused on ALTs' emphasis on games over language acquisition, failure to introduce the target expressions at the beginning of the lesson and use of what they considered to be inappropriate teaching methods:

> I hated teachers who just played games . . . when I was working with teachers who lessons were all about games, in other words their lessons were not really related to English, it wasn't very effective, in fact it was a waste of time. I was disappointed because the ALT didn't pronounce the words repeatedly to get the children to remember by listening. (Participant 9, HRT, interview)

Here, Participant 9's perspective is in direct contrast to the strategy adopted by Participant 6, who saw no real need for structured learning and whose philosophy was to 'try and make them [the students] enjoy the lesson as much as possible'. This difference in beliefs between an HRT who wanted students to remember English vocabulary and an ALT who wanted them to enjoy English highlights one of the key problems in primary team teaching: that the ambiguous national-level objectives of fostering communication skills *through* English invites discursive interpretations and practices at the local level (Horii, 2012) and creates a context in which problems can easily occur between teaching partners. Next, Participant 7 viewed the absence of a

presentation stage at the start of the lesson as a problem—perhaps indicating that his expectations for present-practice-produce style lessons were not fulfilled by the ALT.

> I think it's important to proceed with the games after both the HRT and the students know what expressions the ALT wants them to learn or what expressions he/she wants them to be able to use. If you don't do that, then the lesson is just about playing games. (Participant 7, HRT, interview)

In the following example, Participant 11 (HRT) describes the consequences of the ALT's approach and the atmosphere in the class, reporting that in the case of one ALT, the lessons were 'stagnant from start to finish':

> The teacher before that was terrible. He threw paper cards and told the students to pick them up and bring them to him, so that teacher was the worst for me . . . But the biggest problem I had was with a female teacher who said 'please ask me questions' and it was always 'ask questions' but the students didn't know what to ask so the lessons were stagnant from start to finish. The class was dead for the whole year with that teacher. (Participant 9, HRT, interview)

This section on approaches and methods has shown that some HRTs were dissatisfied with the methods that ALTs used to teach English, especially their use of games and inappropriate activities. Such findings point to a lack of experience and knowledge of teaching methodology on the part of the ALT as well as different approaches in which HRTs may be more inclined to expect language acquisition and experience disappointment when the ALT adopts a different approach. It also points to the lack of an official approach beyond the basic objective of fostering communication skills *through* English. However, above all, the retrospective disappointment expressed by the two HRTs quoted above suggests a lack of communication between ALTs and HRTs at the planning stage.

8.4 Time and Situations

8.4.1 Finding Time for Collaborative Lesson Planning

RQ1–What problems do ALTs and HRTs experience during team teaching?

Another problem identified (31 times) by ALTs and HRTs was finding time for collaborative lesson planning. In addition to the HRTs' demanding schedules, the fact that ALTs visited multiple schools and finished work early at around 4:15 pm made it difficult for the ALTs to meet to discuss lessons. This problem was identified by five out

of six of the ALTs and five out of six of the HRTs. First ALTs recognised that the HRTs were busy or stressed and that this impacted on the issue of participation in planning:

> Clearly they [HRTs] were busy and they had their own stuff to deal with, so it [English] wasn't shrugged off necessarily, but it was just not given the attention it probably should have been. It was not given enough attention to let me know that they were interested, basically. (Participant 1, ALT, interview)

> I don't blame them. They're immensely busy and stressed out with things other than just teaching. They're also doing extra-curricular activities, club activities, sports, and so on, so they don't really give me their undivided attention towards the subject of English. (Participant 5, ALT, interview)

HRTs also mentioned their demanding schedules as a reason for not being able to engage in collaborative lesson planning with the ALT and only one of the six HRTs reported that they conducted lesson planning meetings before every lesson:

> When I have time, we meet to discuss lessons, but I'm often busy. For example, I have other obligations at school such as organizing school events and marking homework, so no matter what I do, there are always going to be times when we can't meet. (Participant 11, HRT, interview)

Moreover, both ALTs and HRTs recognised that one of the reasons it was difficult to meet to discuss English lessons was the absence of a designated time for collaborative lesson planning:

> We do have lesson planning meetings when there's time, but it was difficult to have them before every lesson because there's no designated time-slot. (Participant 8, HRT, interview)

This problem was compounded by the fact that the ALTs finished work at around 4:15 pm, a time when the HRTs were often still busy with extra-curricular activities and committee meetings. If the ALT could not meet with HRT before his/her scheduled finish time, or if he/she was teaching at a different school on the day before lessons were scheduled, he/she often faced a choice between teaching alone or remaining at the school or visiting the school after his/her official finish time to try to meet with teachers. Initially, Participants 2 and 5, both first-year JETs, adopted the policy of 'staying back' to plan lessons with the HRTs and gain their participation in the lesson, though they both mentioned that they stayed back less once they became used to planning and teaching alone.

> I actually went out of my way—my base is junior high school from Monday to Thursday. So I'm left to my own terms to go out of my way and visit the primary school during my off time, sometimes staying in the office trying to meet with teachers. Should I do that until seven pm, ten pm? (Participant 5, ALT, interview)

Since Participant 5 worked at a lower-secondary school from Monday to Thursday, he needed to visit the primary school on Thursday evenings in order to meet with the HRTs to discuss Friday's lessons. Here, it is clear how the ALT's school rotating schedule caused difficulties in organising a time for collaborative lesson planning. Furthermore, Participant 2, who worked at two primary schools, stated in his questionnaire response that he often stayed back after his official finish time, a policy that he later explained in his interview was prompted by his lack of ability for improvising.

> However, as a result of the importance I stress upon meeting with the teachers, I have often stayed at school late, doing not much but just waiting for the occupied teachers to become available. Having a meeting in the morning is almost always out of the question, as they are even busier at that time. So if I want to have my teacher meeting for a smooth lesson, I must wait after school. (Participant 2, ALT, questionnaire)

> The main reason as to why I stay behind is just to make up for me not being able to wing things. I just try to make sure the plan is solid and that I have backups just in case something doesn't work out or something ends way too fast. (Participant 2, ALT, interview)

Interestingly, Participants 1, 3, 4 and 6 (ALTs) mentioned that they rarely stayed back at school after their official finish time. This finding suggests that other factors, such as EFL experience (Participants 3 and 4), willingness to dispense with the framework of team teaching (Participants 1 and 6) and the ability use the L1 in class (Participants 1 and 6) may have affected ALTs' policies on 'staying back'.

8.4.2 Other Situational Issues (RQ1)

In addition to *difficulties in finding time to work together*, other situational problems identified by ALTs and HRTs (RQ1) were, in order of the number of references, *inconsistent situations* (teachers, schools and standards); *negative feelings towards work or the school*; *student behaviour and motivation*; and *curriculum, training and personal development*.

8.5 Summary of RQ1

The ALTs and HRTs experienced the following problems, which were organised into the four themes of *participation*, *knowledge and abilities*, *approaches and methods* and *time and situations*: non- or limited participation in team teaching by HRTs; non- or limited participation in the planning stage of team teaching by HRTs; communication barriers between ALTs and HRTs caused by the ALTs' limited Japanese ability and the

HRTs' limited English ability; communication barriers between ALTs and students; the use of the L1 (Japanese) by ALTs who faced communication barriers with students; ALTs' lack of EFL ability and experience; inappropriate teaching methods and over-use of games by ALTs; lack of time to meet for discussions on the lessons due to time constraints faced by HRTs and complications in the ALTs' schedules; lack of a designated time for meeting to discuss English lessons; and other situational problems, such as inconsistent situations between schools and negative feelings towards work and the school. In the next section, I will examine how these problems impact on the success of team teaching by proposing a model of the conditions for successful team teaching.

8.6 Conditions for Successful Team Teaching

RQ2–How do these problems impact on the success of team teaching?

In this section, I will address RQ2 by proposing a model of the conditions for successful team teaching. The problems identified by the ALTs and HRTs affected the success of team teaching by impacting on teachers' *desire*, *time* and *capacity* to collaborate. As shown in Figure 3 below, the conditions for successful team teaching (denoted in double-lined boxes) can be understood in terms of (1) *desire to collaborate*, (2) *time to collaborate* and (3) *capacity to collaborate*. Furthermore, the various problems and situations experienced by ALTs and HRTs (denoted in yellow) work in combination to prevent these three conditions from being fulfilled.

First, *desire to collaborate* refers to a teacher's willingness to engage in team teaching. For example, Participant 6 (ALT) reported that he preferred to teach alone without the involvement of HRTs and stated that, 'Mostly the schools left the planning and execution of the lessons entirely up to me, which was the way that I wanted it, to be honest'. In this case, the *desire* condition was not fulfilled and team teaching was unsuccessful as it did not take place. Furthermore, as shown in **8.1.2**, this lack of *desire* can also occur at the institution level as the school transfers all responsibility for planning and teaching to the ALT, as in the case of Participant 1.

Next, *time to collaborate* refers to the difficulties in finding time for collaborative lesson planning (see **8.4.1**), which lowers participation in planning and teaching. As discussed in **8.4.1**, HRTs are extremely busy and ALTs' schedules are often organised in such a way that they are unable to meet HRTs during their working hours. For example,

Participant 11, who mentioned that his wide-ranging responsibilities made it difficult to find time to meet with the ALT, describes the consequences of this situation as follows: ‘Understanding the flow of the lesson, and, as an offshoot of that, whether the kids can follow the lesson, is dependent on whether or not I can meet with the ALT’.

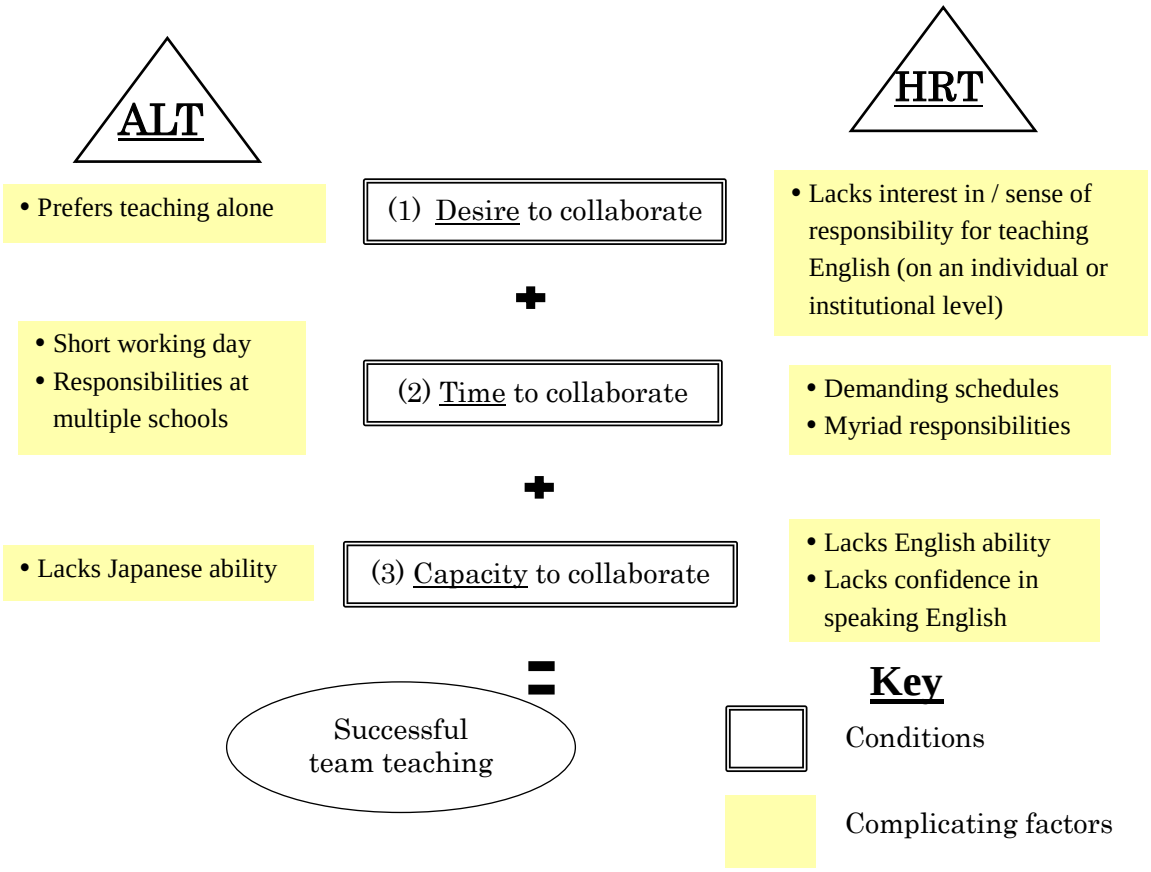

Figure 3: Conditions for Successful Team Teaching (in response to RQ2)

Finally, there is the issue of *capacity to collaborate*, which refers to teachers’ ability to successfully communicate—in either English or Japanese—when planning and teaching together (see **8.2.1**). For example, Participant 10 (HRT) explained that it was not possible to have lesson planning meetings because ‘some of the ALTs didn’t understand Japanese’ and ‘there were times when it was hard to establish communication with them’. In addition, Participant 5 described the reverse pattern in which the HRTs’ inability to speak English made collaborative lesson difficult: ‘How is the assistant English teacher to convey the rules of a particular game to be conducted using English in a class if the teacher doesn’t speak English?’

It is also worth mentioning the consequences of unsuccessful team teaching. As discussed in **8.1**, when team teaching did not take place or was unsuccessful, ALTs planned and taught classes alone. To extremes can be seen in the approaches adopted by Participants 6 and 5. Participant 6 made a conscious choice to dispense with team teaching and teach alone (see **8.1.1**), while Participant 5 had no choice but to teach alone and experienced burnout as a result (see **8.1.2**). However, regardless of whether ALTs taught alone out of choice or necessity, team teaching as defined in **6.1** cannot be said to have taken place in such cases. Consequently, ALTs adopted strategies for teaching alone, which included using the L1 (their L2) during the class to overcome communication barriers with the students. For Participants 2 and 5, who recognised the importance of team teaching and actively sought to collaborate with HRTs, the use of the L1 was regarded as a kind of 'consolation strategy' used in the absence of HRT participation. It is my personal view that this consequence is one of the core realities of team teaching at the primary level. However, I also believe that such situations can be avoided by improving team teaching in its true collaborative form. Therefore, in the next section, I will present some proposals for improving team teaching in Japanese primary schools.

8.7 Proposals for Improving Team Teaching

8.7.1 Facilitating Collaborative Lesson Planning

The analysis has shown that teachers experience difficulties in finding time to meet for discussions on English lessons. Furthermore, the HRTs mentioned that the ALTs' lack of Japanese ability made it difficult to talk about lessons even when meetings did take place. The *Bilingual Lesson Planning Sheet* (which can be found in Appendix K along with a usage example) has been developed with the aim of shortening the time required to hold collaborative lesson planning meetings and facilitating communication within these meetings. Using the *Bilingual Lesson Planning Sheet* system, the school schedules a period for meetings between ALTs and HRTs. Before this period begins, the teacher responsible for the initial lesson planning (pre-determined by the school or BOE) makes an initial plan for the lesson by filling in the *Bilingual Lesson Planning Sheet* and places it on the desks of the teachers whom he/she is due to meet with to discuss the lesson. The sheet contains boxes, labelled in both English and Japanese, in

which the initial planner writes the objectives and flow of the lesson as well as ideas for activities and games and teacher roles. The co-planner reads the sheet before the scheduled meeting to gain a general understanding of the aims and procedures of the lesson. This provides a kind of written guide—a context in which the actual face-to-face meeting can take place—and helps lay the groundwork for a successful face-to-face discussion. Thus, the *Bilingual Lesson Planning Sheet* utilises a written approach to shorten the time needed for collaborative lesson planning and facilitate more effective communication during lesson planning meetings. It also offers a solution when teachers are busy at different times and have no opportunity to hold physical meetings. Now, for the *Bilingual Lesson Planning Sheet* to stand a chance of succeeding, someone must be held accountable for its use. In my opinion, this strategy should be implemented at the school level (by schools that wish to participate) and managed by the English supervisor at the school, who would take responsibility for introducing it to the faculty and monitoring its use.

8.7.2 Improving ALTs' Readiness to Team Teach

Confirming the findings of previous research (Crooks, 2001; Helgeson, 1991; Kushima & Nishibori, 2006; McConnell, 2000; Ohtani, 2010), one factor that was found to contribute to the success of team teaching was the ALT's prior experience with EFL. Of the ALTs involved in the study, those with more EFL experience reported fewer problems and appeared to experience less distress, and two of the ALTs without EFL experience mentioned that they regretted not having studied it before coming to Japan. These findings support previous research that argues ALTs could benefit from improved pre-service training in EFL (Luoni, 1997; Otani, 2011; Rabbini, Yamashita, Ibaraki & Nonaka, 2003). Now, when considering pre-service EFL training for incoming ALTs, it is necessary to take into account the timeline of the JET recruitment process. For example, British JETs are notified of their placements in April and usually complete their university course in May. The period of time between being accepted to the JET Programme and departing for Japan, a period in which ALTs are typically looking forward to the challenge that lies ahead and are eager to learn as much as they can, could be utilised for an online EFL course. While a residential course would prove costly and difficult to organise due to the fact that incoming ALTs are located at various locations throughout the world, and throughout their home countries, an online 'distance learning' course would, once established, be relatively inexpensive to administer and

would enable incoming ALTs to take courses in their free time. Courses could also be tailored to the nature of ALTs' placement; for example, separate courses could be provided for primary, lower-secondary, and upper-secondary ALTs. Furthermore, as well as teaching basic EFL skills, such a course could also be expanded to include other aspects, such as how to effectively communicate with HRTs. In addition, the online course could be tied in with the pre-departure orientations, where ALTs gather at central locations in their home countries, since this would provide an opportunity for ALTs to 'try out' their teaching ideas and discuss and consolidate what they have learned via the online course. One way to do this would be to utilise existing online EFL distance learning platforms, such as that provided by International House London (Online CELTA) through which students can gain an internationally recognised teaching qualification via distance learning. However, instead of taking the regular 14-week CELTA course, students would take a JET Programme CELTA Course. If this kind of course were to be developed, the developer would need to create content (scenarios, videos, tasks, etc.) by liaising with CLAIR and experienced practitioners who are familiar with team teaching in Japanese public schools. Another option would be to provide a similar course as a form of in-service training for ALTs, in which they can engage during their downtime. There is also the question of who should be held accountable for the creation and development of such a course. In my opinion, this task should be charged to the Department of JET Programme Management at CLAIR and would take place on a national level.

8.7.3 Increasing HRT Participation

All but one of the ALT participants and some of the HRT participants viewed non-participation as a problem. In terms of consequences, this problem lowered the success of team teaching, contributed to the formation of communication barriers between ALTs and students and caused ALTs to adopt consolation strategies such as using Japanese to surmount communication barriers with students. Therefore, it is fair to say that encouraging HRT involvement in team teaching is an important issue, at least as far as the situations illuminated in the present study are concerned. Moreover, the results of the study also revealed some reasons for the HRTs' insufficient involvement, i.e. lack of confidence in their English ability, lack of understanding of how to approach English teaching and demanding schedules. While the use of a written approach (see Section 3 of this chapter) would help to facilitate HRT participation, it is also crucial for

schools and local BOE to proactively set aside time in which HRTs and ALTs can conduct collaborative lesson planning. Inevitably this would mean reducing the burden of other responsibilities (to make more time to think about English) and redefining (prioritising) English team teaching within the contexts of pre-service training (e.g. by establishing courses in ‘English’ or ‘team teaching’ in the teacher training curriculum), professional development (e.g. by providing more ‘English’ or ‘team teaching’ training sessions for current teachers and making these available to all teachers rather than just those in charge of English) and the daily affairs of the school (e.g. by establishing opportunities to discuss English lessons in the staff meetings and free periods). In addition, a system for closely monitoring HRTs’ participation linked to opportunities for feedback (discovering what problems HRTs experience when teaching with ALTs) and encouragement (providing specific advice on how to proactively deal with these problems) would help to increase participation. In terms of accountability, someone with a considerable degree of authority at the school must be held accountable for ensuring that participation improves, and this authority must be backed-up at the local (in this case City) level. Accordingly, this responsibility should lie with the headmaster or deputy head of each school, who would in turn answer to the ALT Supervisor at the Board of Education.

9.0 CONCLUSION

9.1 Summary of Findings

The participating ALTs and HRTs reported a wide range of problems, which were organised under the following four themes: *participation, knowledge and abilities, approaches and methods* and *time and situations*. *Participation* was the most common problem and referred to the absence of participation by the HRT. As a result of this problem, ALTs taught classes alone, either out of choice or necessity. In the *knowledge and abilities* theme, a communication barrier was found to occur between the ALTs and HRTs due to ALTs' limited Japanese ability and HRTs' limited English ability. This communication barrier impacted on the success of lesson planning meetings. There was also a communication barrier between ALTs and students, which occurred when students did not understand the ALT's instructions and the HRT did not translate these instructions. Some ALTs dealt with this language barrier by switching into the L1 (Japanese) to support students' understanding and save time during the lessons, especially when explaining the rules of games. In addition, the two ALTs with EFL experiences reported fewer problems, suggesting that pre-service training in EFL may help ALTs to deal with the realities of team teaching. Next, in *approaches and methods*, some HRTs expressed dissatisfaction with the ALTs' methods of teaching English, focusing on their emphasis on games that did not require the student to speak English and the absence of a presentation stage in their lessons. Lastly, in the *time and situations* theme, ALTs and HRTs reported experiencing difficulties in finding time to discuss lessons due to HRTs' demanding schedules and wide-ranging responsibilities and ALTs' early finish time and rotating schedules.

Next, to examine how these problems impacted on the success of team teaching, a model of the conditions for successful teaching was proposed. The problems were found to impact on teachers' (1) *desire,* (2) *time* and (3) *ability* to collaborate in team teaching. Finally, three proposals were made for improving team teaching, which were (1) facilitating lesson planning using a bilingual lesson planning sheet, (2) improving ALTs' readiness to team teach via an online course and (3) increasing HRT participation by reducing the burden of other duties, redefining English within the contexts of pre-service training, professional development and the daily affairs of the school.

9.2 Limitations of the Study

Although the research has provided valuable insight into the dynamics of team teaching at the primary level, it is important to outline its shortcoming so that they can be rectified in future research. Therefore, possible shortcomings are listed below:

1) *Imbalance between the ALT and HRT data*. ALTs provided more data than HRTs. This was perhaps inevitable considering that team teaching is the main concern for the ALT but one of many concerns for the HRT who must teach all subjects. Furthermore, the ALT interviews were conducted in my own native language whereas the HRT interviews were conducted in Japanese. As a result, the depth to which I was able to control the interviews and probe the topics that emerged in the HRT interviews was, to a certain extent, restricted—though this method did allow me to explore the themes more effectively than I would have been able to if the interviews had been conducted in English. Therefore, when developing the study in the future, it may be worthwhile to consider conducting collaborative research with Japanese researchers.
2) *The local dimension of the study*. The study was grounded in the experiences of 12 participants who were all working in the same city. Consequently, while it offers an insight into the practices adopted in this city in particular, there is a possibility that these practices, and the problems reported, might be localised, and that teachers in other cities may experience different problems. Nevertheless, the study has provided an insight into some local realities of team teaching and highlighted the gap between national-level discourse on team teaching and the local micro-practices developed by its practitioners.
3) *Limitations of cross-sectional design*. Bauer (2004) states that 'whereas cross-sectional design gathers data at only one "snapshot" point in time' (p. 1), longitudinal design enables the researcher to examine changes over time by collecting data at two or more points in time. In the present study, data were collected by one set of questionnaires and interviews, and at the time of collection, for example, four of the ALTs had only been teaching for seven months. Some participants also mentioned that their situations and approaches changed over time. Consequently, one limitation of the study is that it did not consider changes in

teachers' approaches and experiences over time, an aspect that was not explored in sufficient depth in the present study.

9.3 Implications for Future Teaching and Research

In terms of teaching, it is important for ALTs and HRTs to understand the problems that they and their teaching partners experience. In concrete terms, ALTs must understand that HRTs may want to participate in team teaching but lack the *time* or *capacity* to do so. ALTs must also make an effort to present their lesson ideas in a simple and clear manner during lesson planning meetings and consider using the *Bilingual Lesson Planning Sheet* as a lesson planning tool. For HRTs, it is important to recognise the consequences of non-participation and the difficulties that some ALTs experience when teaching classes alone and invest effort in finding time to collaborate with ALTs during their contracted hours. For schools, it is crucial to establish short timetabled periods for meetings between ALTs and HRTs as part of a move to prioritise foreign language education and team teaching. On a national level, MEXT should closely examine how its national-level policy on primary team teaching is unfolding at the local level and consider clarifying its definition of team teaching and teaching roles.

In terms of research, this project could be developed in the following three ways:

(1) As mentioned in **9.2**, the research could be developed into a longitudinal study to examine the changes in teachers' experiences with team teaching over time, as they grow accustomed to team teaching and develop their own policies and practices. For example, in the present study, Participant 2 (ALT) reported that he often remained at school after his contracted hours to plan lessons with HRTs. However, he also confirmed that he saw this as a temporary practice that occurred more frequently at the start of his career and would, he predicted, occur less frequently in the future. Therefore, by examining teachers' experiences at several points in time over the course of one or two years, it may be possible to identify the specific processes through which ALTs and HRTs develop as team teachers and apply these findings when developing courses of pre- and in-service training.

(2) The research could be developed by implementing and testing the proposals made in the present study. For example, the *Bilingual Lesson Planning Sheet* and its lesson planning system could be introduced at a number of schools and

comparisons drawn between the experiences of ALTs and HRTs at schools where it was used and schools where it was not. In this way, the sheet could be adjusted and developed based on feedback provided by teachers. In a similar manner but on a wider scale, an online course could be piloted on a group of ALTs and its effects measured and content adjusted and developed.

(3) Finally, the research could and should be expanded beyond the local level in the form of a nationally-funded, collaborative research project. If such a project were to be approved and funded by MEXT or an affiliated research institute, the process used in the current study could be expanded and applied to other municipalities throughout Japan, with which comparisons could be drawn. The findings of the present study could also inform subsequent stages of comparative analysis, in which, for example, the experiences of ALTs/HRTs who can and cannot speak Japanese/English could be compared.

9.4 Closing Comments

Team teaching has the potential to empower and inspire. Done well, it transforms the homeroom into an arena of communication, a stage upon which the ALT and the HRT breathe life into language and demonstrate its purpose and power. As the show goes on, the children see their teacher (the HRT) in a new light, as a confident English speaker and competent equal in the enterprise of foreign languages. The HRT is empowered and the students are inspired to join the play. Done badly though, that is to say, when team teaching is denied its collaborative hue, the resulting practices instead resemble a *struggle* to communicate, which impacts negatively on the students' perception of English and foreign languages. This study has seen ALTs grapple with instructions, switching between English and Japanese in an attempt to gain the students' understanding, as well as HRTs who want to help but are unable or too busy to engineer the conditions in which they can. In many cases, team teaching did not even take place. In my view, such experiences represent malpractices of a well-intentioned but ambitiously pitched national policy on primary language learning. Therefore, to afford primary team teaching the opportunity it deserves, efforts to create the conditions in which it can thrive must be doubled—by MEXT and every BOE, school and teacher involved.

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11.0 BIBLIOGRAPHY

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12.0 APPENDICES

APPENDIX A

Figure 5: ALT Questionnaire

Team Teaching in Japanese Primary Schools

Please answer the following questions in as much detail as possible while referring to examples of your own experiences, events, and feelings. Please focus on your experience at primary school.

Part 1:

1. What year of the JET Programme are you currently in?

First year ☐ Second year ☐ Third year ☐ Fourth year ☐ Fifth year ☐

2. How would you rate your level of Japanese?

Completely fluent ☐ Advanced ☐ Intermediate ☐ Beginner ☐ Can't speak Japanese at all ☐

3. How much teaching experience did you have before you started out as an ALT?

No experience ☐ Limited experience ☐ Some experience ☐ Significant experience ☐

4. How would you rate the success of team teaching at your schools? (1 = unsuccessful, 10 = highly successful)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Explain (optional):

5. What is your most common role in team taught lessons?

Main teacher ☐ Co-teacher ☐ Assistant teacher ☐ Other: _____

6. How would you best describe your involvement in lesson planning?

I plan the lessons alone ☐ I plan the lessons with input from the HRT ☐
I plan the lessons with the HRT ☐ The HRT plans the lesson and I give input ☐
The HRT plans the lessons ☐

Part 2:

7. What problems have you encountered when team teaching?

9. What steps have you taken to overcome or avoid these problems?

10. What can ALTs do to improve team teaching?

11. What can HRTs do to improve team teaching?

Thank you for your time.

APPENDIX B

Figure 6: HRT Questionnaire (English translation)

Team Teaching in Japanese Primary Schools

Please answer the following questions in as much detail as possible while referring to examples of your own experiences, events, and feelings.

Part 1:

1. How many years have you been working as an HRT? ☐

2. How would you rate your level of Japanese?

Completely fluent ☐ Advanced ☐ Intermediate ☐ Beginner ☐ Can't speak English at all ☐

3. How would you rate the success of team teaching at your school? (1 = unsuccessful, 10 = highly successful)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Explain (optional):

4. What is your most common role in team taught lessons?

Main teacher ☐ Co-teacher ☐ Assistant teacher ☐ Other: _____

Part 2:

7. What problems have you encountered when team teaching?

9. What steps have you taken to overcome or avoid these problems?

10. What can ALTs do to improve team teaching?

11. What can HRTs do to improve team teaching?

Thank you for your time.

APPENDIX C

Table 4: ALT Questionnaire Responses

Participant no.	1
Year	1
Japanese level	Intermediate
Prior teaching experience	None
Most common role	Main teacher
Role in lesson planning	Plans lessons with input from the HRT
Rating of Team teaching	2
Explanation of rating	My experience of team teaching is simply having a HRT present to scold the students if/when needed. Other than that, I have had very little participation from the HRT with regards to actually teaching English. Some even remain at their desk throughout the entire lesson to mark work from other lessons.
Problems experienced	Lack of participation from the HRT, with both the planning and actual teaching of English lessons. With the exception of two, all other teachers provide no input to the planning of lessons. Most HRTs tend to stand at the back of the class and watch as I teach. Very few stand towards the front, and only one will stand by my side and converse in English in front of the students. Another problem could be that HRTs tend to quickly translates to Japanese what I have said in English, without giving the students any time to think about it and try to work it out for themselves.
Steps taken to overcome problems	I have tried to pull the HRT in to action a few times, and on doing this most seemed to manage well. However, some shy away. I have adjusted to having some teachers' participation, and handling the class on my own. Having settled in to this routine, it would be difficult to try and get 100% participation from the HRTs. As for the translation problem, this is still ongoing. However, I have said to the main culprits to try and let the kids think for themselves. Initially they responded with disapproving sighs, as they think English is too difficult for the students to think about without immediate assistance; however, I insisted they refrain from clumsily interpreting and I was able to prove that the students could work things out from the words they know and the gestures I use.
What ALTs can do to improve team teaching	Directly ask the HRTs to participate in class. Explain that if the students see the HRT speaking English with enthusiasm, the risk of embarrassment diminishes, and they will be more inclined to try speaking themselves. With regards to lesson planning, perhaps ask for the assistance of the HRT during planning stage. For example, make the plan, and ask if they think it's suitable etc.. Although irritating, considering you've designed the plan yourself, the Japanese love senior/junior relationship and like to be asked for help. If you give them this ego boost then they might assist in future.
What HRTs can do to improve team teaching	Be better. Get more involved. Remove the fear of looking silly in front of their kids. Take an interest in the secondary language that the majority of Japan has been learning for decades. Make time. Understand life from a perspective that isn't Japanese. Understand life as a foreigner in this country.

Participant no.	2
Year	1
Japanese level	Intermediate
Prior teaching experience	None

Most common role	Main teacher
Role in lesson planning	Plans lessons with input from the HRT
Rating of Team teaching	5
Explanation of rating	I teach at two different primary schools, and different team-teaching standards were set at each one by their respective ALT predecessors. In addition, the team-teaching varies greatly depending on the individual homeroom teacher. Some teachers and I have about an equal share of the teaching burden, and we play off of each other very well. On the other hand, some other teachers just sit back and have me conduct the entire class by myself.
Problems experienced	It is not always the case that an HRT can instantly/easily pick up what the ALT is doing and then effectively team-teach and facilitate the lesson. Of course it can be done if the lesson is very simple and straightforward. But lessons like those are often too simple and not interesting enough for the students, especially the higher grades. Kids get bored of doing the same simple games and activities over and over again, so new material constantly must be introduced--which requires understanding on the HRT's part. In my earlier teaching days, I had a few occasions where I planned the lesson by myself, but did not meet with the relevant teachers due to them being too busy. As a result those lessons ended up disastrous because the HRT had no idea what's going on, couldn't really help, and those that did try to help explained things wrongly, causing even more confusion and embarrassment. On another note, I have on occasion struggled through teaching a class by myself while the HRT just sits there grading papers. A couple have been reluctant when I tried to get them to participate. (I would like to state that the majority of my teaching problems, as well as the most difficult ones, have stemmed from bad/delinquent students. The vast majority of my teachers have been as helpful and cooperative as they can possibly be, given their circumstances. But team teaching and its problems is the subject of this survey, so I will stick to that.)
Steps taken to overcome problems	I feel that it is crucial to meet with the teachers before class (at least the morning of, if not ideally at least the day before) to explain and run through upcoming lessons. In doing so the HRTs can facilitate a smooth lesson because they know the lesson's goals, content, and flow. This will greatly help to clarify concepts and instructions that the children may have trouble understanding. I also feel this is especially important for people like me who do not have much natural talent for winging it/improvising/ad-libbing--such people compensate through planning and preparation. My ideal situation is to first have an initial meeting to determine what to teach, throw around some ideas, and draft a skeleton lesson plan. Then after a full lesson plan outline and relevant materials have been prepared, meet once more for review, run-through, and final modifications. My lessons planned in this manner have worked out the best, but they are very few in number because this process isn't feasible with how busy the HRTs are. What happens most often is that I plan a lesson by myself, then meet with the HRTs the day before to go over it. I explain the content and flow, and ask for their input on all parts. I consider this input to be quite valuable, since most HRTs are the ones with the best knowledge of their own students' capabilities and motivations. However, as a result of the importance I stress upon meeting with the teachers, I have often stayed at school late, doing not much but just waiting for the occupied teachers to become available. Having a meeting the morning of is almost always out of the question, as they are even busier at that time. So if I want to have my teacher meeting for a smooth lesson, I must wait after school.
What ALTs can do to improve team teaching	I am not sure, because I have not received any sort of feedback whatsoever from the other side regarding this matter. Perhaps if we had

	HRTs fill out anonymous questionnaires about ALTs? To be honest though, I actually think that many of my teachers don't even know what the ALT/JET concept of team teaching is, and thus don't realize that's how we are supposed to conduct a primary English class. The only thing I can say for improving team teaching is as mentioned prior, making an effort to meet with the HRTs before the lessons to plan, discuss, and modify accordingly.
What HRTs can do to improve team teaching	Once again, there should be more of an effort for planning and running through lessons on the HRT end. I know HRTs are overworked and extremely busy, but sparing some time to at least review the lessons will ensure less trouble and confusion in class. Many HRTs are talented teachers with a great deal of experience under their belts. From some such teachers I have gained both valuable insight and very good ideas/modifications for conducting specific activities. It's a shame to not have such input when trying to create a fun and interesting lesson for the kids. In addition, I also believe it is very important for the kids to actually see and hear their own Japanese HRT speaking the English being taught. Some HRTs are reluctant to participate because they feel they are not an authority on English; however, that very reason is why they must participate. The kids need to be able to see that it is easily possible for a Japanese person who doesn't know any English to learn how to speak it.

Participant no.	3
Year	3
Japanese level	Advanced
Prior teaching experience	Limited
Most common role	Main teacher
Role in lesson planning	Plans lessons alone
Rating of Team teaching	3
Explanation of rating	
Problems experienced	Lack of involvement in lesson planning. Lack of interest in the lessons.
Steps taken to overcome problems	Asked them to give me ideas that will work with the target grade. Asked them to do demonstrations with me and have tried to find roles for them to play in the lesson.
What ALTs can do to improve team teaching	Be more proactive in finding roles for the HRT to play in their lessons.
What HRTs can do to improve team teaching	Communicate their needs for their classroom better. Approach the ALTs when they are free as it is difficult for the ALT to have to look for an opportunity to approach each and every HRT for a meeting during working hours. The ALT should not have to stay after their contracted hours to get an opportunity to talk to the HRTs.

Participant no.	4
Year	1
Japanese level	Intermediate
Prior teaching experience	Limited
Most common role	Main teacher
Role in lesson planning	Plans lessons alone
Rating of Team teaching	5
Explanation of rating	It depends on the English ability of the other teacher. If he/she has basic English then team teaching works and teacher is more than happy to join. However, if he/she has little or no English he/she will not get involved. I stress I don’t consider this a problem and completely understand why they may not be comfortable team teaching.

Problems experienced	If I am actually team teaching, I have encountered little or no problems. My teachers are supportive of me and deal with classroom management. They will also help explain any activities in Japanese that students may not understand.
Steps taken to overcome problems	
What ALTs can do to improve team teaching	Be more understanding of teacher`s English ability. In an ideal world they would all possess basic English. However, some teachers haven't studied English for years so one can't expect them to be comfortable team teaching.
What HRTs can do to improve team teaching	Brushing up on basic English. If a year 5 or 6 teacher, perhaps a training course/booklet to cover the basic grammar points/games that could be expected over the year.

Participant no.	5
Year	1
Japanese level	Intermediate
Prior teaching experience	Limited
Most common role	Main teacher
Role in lesson planning	Plans lessons alone
Rating of Team teaching	4
Explanation of rating	Depending on ability of teacher. If he/she has basic English we can conduct team teaching. Otherwise I conduct the whole class whilst the teacher assists when necessary. Somewhat not successful because I plan and execute each class from start to finish. This is due to the fact that there is no time scheduled for me to meet with the Homeroom teachers, so I have to "bother" the teachers on my own free will, and use my discretion to decide when that time should be. Secondly, the Homeroom teachers do not give me feedback or suggestions about my lessons. Thus, team-teaching for me is a one way street, and I have no place to turn.
Problems experienced	At primary, the same unapproachable, no time allocated to discuss class issue applies. I understand the teacher at both ES and JHS are incredibly stressed out and busy, which makes it difficult to talk about the ALT`s lesson in an open, two-way, discussion. Come to think of it, all my lesson planning meetings consist of me telling the JTE what we are going to do. They answer either, "yes, that sounds good," or "no, that won't work," while never adding why, or what to do as an alternative. Also, at primary I am only there once a week, so I don't have a regular time to meet the teachers unless I go late after a full day at JHS, or we meet on the day of the lesson. This results in me over preparing lesson ideas that are screwed in the first place because I don't have the teachers' ideas and input. After 6 months of this vicious cycle, I'm burnt out and have no time to relax, which has led to drinking and lack of exercise. The feeling I experience the most is discouragement. I teach at primary school once a week, each Friday, so there is not an allotted period for the Homeroom teachers and I to talk about our lesson unless it's on the day of class. I teach at a junior high from Monday to Thursday, so I often have to go to primary school after a full day at junior high school, and approach the homeroom teacher when they seem least busy. This is fine, except the Homeroom teacher at primary school, first off, is often surprised when I randomly visit primary school during the week, and second, it is difficult to approach the Homeroom teacher when he/she is preoccupied in the office. As a result, it makes it very difficult for me to merely start the conversation, and further more cumbersome to pitch

	difficult game ideas to the Homeroom teacher. Half the difficulty is a language barrier, which consists of Japanese diction that pertains to game and classroom vocabulary, and the Homeroom teacher most often than not sits there with a puzzled look. The second contributing factor is that, maybe it's the case that the homeroom teacher was focused on something very important before I unknowingly approached him/her, and thus the homeroom teacher was not mentally prepared to talk to the foreign language teacher in such an abrupt way.
Steps taken to overcome problems	At primary school, I somewhat stopped using Japanese and I draw pictures of what I want the kids to do on the blackboard. I also, make sure to be a diplomat and ask the teachers when I noticed when they are free, maybe during a passing period. I first ask them, "When is a good time to meet today?" I realize that unloading lesson ideas on them when they are in the middle of something else is not the best recipe for an open "two-way" discussion. But for the most part, I just focus on imagining the kids enjoying the lesson, and make sure I am prepared so that I don't need to rely on the teacher. One, I attempt to go in to primary school during unscheduled hours and approach the teacher. Second, when I approach the teacher, instead of starting the conversation off by pitching a plethora of convoluted game ideas, I first ask, "What time is good for you to talk?" I noticed a tendency for my homeroom teachers to rarely suggest activity or game ideas, so I have to research them on the Internet before I speak with the homeroom teacher, as they listen to my ideas, either nodding or shaking their head. My English class is whatever I want it to be, which is not good because I do not know much about formal teaching methods, for example, what order to introduce English concepts, what types of activities might conflict with the classroom rules or homeroom teacher's teaching style and how much time should be given for a game. Furthermore, I don't know the personality of the class. For example, are there bullying issues, is the class particularly loud, are they good in pairs or better in groups? These are key components that dictate the flow of class, and that's leaving out the homeroom's participation in the lesson.
What ALTs can do to improve team teaching	Two things. One, outline the lesson with attention to time and keywords to use (and in what order). Two, observe other ALTs' lessons. On the latter point, ALTs in our city do little lesson planning together. We meet over dinner, or we e-mail each other. I've actually found the e-mails to work because of the rate of response. Dinner meetings are convoluted, whereby the focus is on food or catching up, instead of lesson planning. If meeting isn't an option, we need more pre-scheduled peer class observations. But for the same reason that the teachers are unapproachable, the principal and vice principal are unapproachable. And if not unapproachable, they don't speak English. So how are you, the ALT, expected to request a leave of absence to observe your friend's class on the other side of town, unless it is organized by the supervisor at the Board of Education. It might be as simple as asking, and I speak enough Japanese ask politely, but the reality is I never have. After 10 months doing this job, I still don't know what my place in the office is. I simply expected to show up on time, do my job, and leave. And frankly, after 4-6 months of doing everything alone, you simply losing that spark of caring. Teaching becomes frustrating and the negativity starting creeping in, which is the main buffer to asking to leave for a class observation. The best thing for an ALT to do is be prepared for anything and everything. I think a time period for lesson planning should be arranged by the teacher who creates the schedule, and if not, the ALT should ask for such an arrangement. This way, the homeroom teacher can be better

	prepared to have a conversation with the ALT at a specific time that is agreed upon by the school administrators, homeroom teacher, and the ALT as most appropriate for the parties involved. This simple solution would distribute the burden of approachability evenly, so that the homeroom teacher is held accountable for speaking to the ALT. Second, the best English classes are those that are rehearsed, especially if the homeroom teacher is weak at speaking English. At minimum, the ALT should write a script so that the homeroom teacher knows what to say and in what order. At very least, the homeroom teacher should know what games will be played and how to explain the game in Japanese. This problem leads to two things. One, the students will not understand how to play the game in question, which leads to wasted time. Second, ALTs who can speak Japanese will inevitably feel pressure to explain the game rules in Japanese. At best, the ALT and homeroom teacher should do a quick rehearsal before the day of class, to work out the flow of class and the translation of game rules. Unfortunately, I've only done this type of preparation with my teachers when we are expecting the Board of Education to visit our class. So, I think the motivation for rehearsing class is a low priority as a result of the deficiency in scheduling a time for lesson planning.
What HRTs can do to improve team teaching	I know they are busy, and the ALTs will never know what their work load is like. But I guess two things. One, smile more. We are from different cultures, but a smile is universal. I honestly feel like no one really cares about me at my schools. They thank me, bow, say good morning, but no one demonstrates it altruistically. For example, hold open a door, share an interesting fact, offer to give a ride on a rainy day, etc. I have had better relationships with the teachers who are retired than with the regular staff. Second, allocate a period of time where ALT and JTE are expected to show up, discuss lesson content, and "god-forbid" maybe even rehearse a lesson? I`ve rehearsed a lesson only once, and it was with the junior high grade 1 teacher, with whom I had a "team-teaching" relationship with, because she went out of her way to request that of me and hold me accountable to that request. Yes, I didn't particularly want to rehearse a lesson after school hours, but the rehearsal ensured that we get the mistakes out of the way before doing the first lesson. Ironically, the one rehearsal way unfortunately for a large Board of Education class observation, so we were trying to make the school look good :/ Like I said, I no longer care because most of my time is spent venting to others over a beer, and I`m leaving in two months. I can say, I would most likely stay on the job another year if people simply smiled more. I am a person at the end of the day, and I am definitely not some puppet to be thrown around just because I am expected to perform duties x, y, and z. At best, the most open HRTs will show excitement to learn and use English. I strongly believe that if the homeroom teacher speaks English in front of the class, the students will share a greater willingness to speak English in the classroom as well. This will demonstrate that everyone in the classroom is trying their best to learn English, and more importantly, have fun when we make mistakes. I think the ALT's job also entails helping the homeroom teachers speak basic English, but that's only possible with the most open-minded and energetic teachers. I work with a couple of those type of teachers at the grade 5 level, and as an ALT, I look actually look forward to joining their class. And I think the keyword here is to join or participate the homeroom teacher's class, rather than teach or lead, because our role is that of an Assistant Language Teacher (T2), English only, etc., and that will require the homeroom teacher to at least use some basic expressions and

	instructions in English, while mixing Japanese translation, in order to structure the framework of the lesson, so that the ALT can introduce the vocabulary and polish the English pronunciation. While the lesson planning may not always be feasible due to time constraints, unforeseen events, etc., I think at very least, the homeroom teacher should always encourage the ALT with by smiling, to at least demonstrate a willingness to help and participate, whether it is during class or in the office. There's nothing more discouraging to the ALT than when the homeroom looks at the ALT from the back of the classroom with a look as puzzled and troubled-looking as the students. To me, this brings back memories of doing school presentations when I was young. A good teacher would not shake his/her head in disagreement or frown while a student performed a public speaking task. The best teachers always smiled, nodded, and encouraged me while I was in front of the class, and this made me feel more confident and capable. Just as much as the ALT's job is to increase the English speaking confidence of our students, it is the homeroom teacher's job to also encourage the ALT. ALTs are not veteran teachers. Instead, ALTs are as much students of the classroom as much as the primary students are. So if the ALT is left to his/her own devices, the result will be a disconnected classroom environment, which after about 3 months, this pattern will deteriorate the chemistry between the homeroom teacher and ALT. So everyone needs to smile more!

Participant no.	6
Year	3 (ex-ALT, three years of experience)
Japanese level	Advanced
Prior teaching experience	None
Most common role	Main teacher
Role in lesson planning	Plans lesson alone
Rating of Team teaching	6
Explanation of rating	When JTEs were engaged and interested in the teaching of English, team teaching contributed significantly to the quality of the lessons. However, when teachers were unengaged, there was little for them to do besides controlling the classroom.
Problems experienced	I remember back when I first started teaching, in my first term, there was one class in particular that seemed to be full of 'bad kids.' They would misbehave, talk during explanations and later complain that they didn't understand the activity. Sometimes I found myself getting so wound up I would lose my temper, shouting slamming my fists on the desk. Mostly the schools left the planning and execution of the lessons entirely up to me (which was the way that I wanted it to be honest.) Having full control of the lessons and the curriculum allowed me try out new and interesting ideas. Often however, it allowed me to be incredibly lazy in planning lessons. Sometimes lesson planning would take 15 minutes in the period before the lesson. Recycling old lessons but swapping out games for new ones and changing the vocabulary. Very occasionally when I had unplanned lessons there would be no lesson plan at all and I would 'wing the entire lesson.
Steps taken to overcome problems	With regards to losing my temper at the students I tried hard to make the lessons more engaging for the students. There was a famously 'un-teachable' lesson in the text book - the one related to *Momotaro*. Instead of doing the set lesson plan, I split the kids into groups and got them to act out an original version of the *Momotaro* story. The kids worked surprisingly diligently on organizing a play and some came up

	with surprisingly imaginative ideas. However a lack of acting experience and the onset of puberty for the 6th grade students doing meant they were hardly the most exciting plays to watch. (Perhaps that idea would be better suited to high schoolers...) Concerning the lesson planning problem. I genuinely enjoyed having the freedom to plan my lessons how I wished and being able to come up with new ideas outside of the influence of other teachers. Most ideas that they came up with for games etc. were not particularly interesting and I felt that even if the lessons were poorly organized or rough around the edges, it was a price worth paying to keep the lessons enjoyable and fresh. In other words, rather than fix the problem, I changed my perspective of it...
What ALTs can do to improve team teaching	"Talk to the teachers more and get them more involved in the planning of lessons" is probably the answer I should write and probably the answer the JET Programme and its coordinators would want me to say. In a sense it was true for teaching Junior High. But with the younger students the focus was less on teaching English they would remember (the educational system in Japan ensured that they would learn all the same things all over again in lower-secondary.) Instead the focus was on fun and introducing the students to English in a way that the vocabulary would stick with them and ensure they would not think of English as simply another boring lesson but a living breathing activity to use in everyday life. Better lesson co-ordination with the Japanese teachers did not necessarily achieve this goal. Instead the real way I think ALTs can improve team teaching is to bond with their JTEs. Go for dinner with them, attend every enkai, talk about horse racing and chasing girls whilst smoking outside the school gates during recess. That way the ALT and the JTE can come to respect each other, their professional persona and their input much more than usual. If the kids can see the teachers are having fun teaching, they will have fun learning.
What HRTs can do to improve team teaching	JTEs can help ALTs by helping the ALTs (who are usually either untrained or unfamiliar with the Japanese educational system) understand the responsibilities of being a teacher and by including them within the school's culture. One of my biggest complaints about being an ALT was that I never felt that I was a teacher at the school. I was just the guy who taught English there a few days a week. On the one hand it meant that I could leave at 4.00pm every day and go the gym / play video games / go drinking / watch pornography. That said I never really felt I belonged at the school, I was never one of the gang so to speak. At every graduation, I would bristle when the kids would read touching tributes to all their former teachers but never said anything about me. Did my lessons mean nothing to them? Were my efforts really that forgettable? But then again why would they. I was not a teacher, I was just the guy who taught English. It is a flaw of the JET system, and English teaching in schools in general that we weren't attached to any one school (although for financial reasons I can understand this) and I think the kids would develop a deeper bond with the ALT and English in general if the ALT was allowed to suffer and succeed alongside the rest of the teachers. I know that this gulf can never really be bridged, but if we want to make English have a more lasting impression having the teacher be more included in the day to day affairs of the school would probably be best.

APPENDIX D

Table 5: HRT Questionnaire Responses (English translation)

Participant no.	7
Years as a HRT	10
English level	Beginner
Most common role	Assistant
Rating of Team teaching	7
Explanation of rating	If the target expressions for that day are introduced clearly at an early stage in the lesson, then the lessons are productive.
Problems experienced	Sometimes there are some students who just enjoy playing the games intuitively without sufficiently acquiring the target expressions.
Steps taken to overcome problems	The HRT teaches them himself/herself or asks the ALT to repeat explanations in order to support students so that they are able to participate in the lesson independently.
What ALTs can do to improve team teaching	ALTs should bear in mind that some students may not understand their instructions while communicating with the HRT.
What HRTs can do to improve team teaching	The HRT ought to have a greater awareness of the students' level of understanding than the ALT. I think it is important for HRTs to ask ALTs to repeat explanations where they feel that this is necessary and help students to improve their understanding while performing demonstrations with the ALT.

Participant no.	8
Years as a HRT	23
English level	Beginner
Most common role	Main teacher
Rating of Team teaching	8
Explanation of rating	Having two teachers in the classroom helps when following-up on game explanations and makes up for the students' lack of listening ability.
Problems experienced	For many years, I had the ALT make the plan alone and conduct the lesson for me. I had problems due to not having enough time to meet with the ALT and discuss the lesson.
Steps taken to overcome problems	Meet with the ALT in advance to discuss the class.
What ALTs can do to improve team teaching	Speak to the students as a native speaker as much as possible
What HRTs can do to improve team teaching	Liaise with the ALT and improve their English ability

Participant no.	9
Years as a HRT	37
English level	Cannot speak English at all
Most common role	Assistant
Rating of Team teaching	3
Explanation of rating	There were significant differences between the teachers that taught the lessons for me. Sometimes they only tried to entertain the children and the lesson consisted of only games. There were some teachers who made the students listen to and repeat the keywords over and over again. I'm giving and average score of 3 because my own involvement also varied.
Problems experienced	Some teachers couldn't speak Japanese at all and it was not possible to communicate with them, meaning that the lessons did not go well.
Steps taken to overcome	We somehow managed to overcome the problem using body language,

problems	etc., but there was ˇ lot of wasted time and lessons did not go well.
What ALTs can do to improve team teaching	I can't speak English at all so instead of having the ALT work as an assistant, I always had them lead the lessons. Since it's a one-off lesson, I want them to deliver a lesson in which they make the children repeat the words many times and focus on pronunciation and conversation.
What HRTs can do to improve team teaching	We can only participate in explaining the games because, as a rule, only English is spoken in the lessons.

Participant no.	10
Years as a HRT	3
English level	Intermediate
Most common role	Main teacher
Rating of Team teaching	8
Explanation of rating	The ALT and HRT can demonstrate how to do activities, so the students can listen to real English pronunciation.
Problems experienced	Some of the ALTs didn't understand Japanese so there were times when it was hard to establish communication with them. It wasn't possible to have a lesson planning meeting so it was often not possible to discuss the lesson in advance.
Steps taken to overcome problems	I've met with the teacher after his/her contracted hours. I tried hard with my clumsy English, but it was, as you would expect, difficult when the ALT didn't speak Japanese.
What ALTs can do to improve team teaching	I want them to teach pronunciation and pronunciation techniques. I want them to give examples to students by using movements and gestures with the HRT and asking questions about festivals/special days overseas like Hina festival in Japan.
What HRTs can do to improve team teaching	I think it's important to 'teach together.' I think it's important for the HRT to speak English with the ALT and get involved with the gestures and movement.

Participant no.	11
Years as a HRT	4
English level	Beginner
Most common role	Assistant
Rating of Team teaching	6
Explanation of rating	
Problems experienced	I haven't known how much to follow up in Japanese for students who don't understand the ALT's English.
Steps taken to overcome problems	Participated in training and engaged in various study.
What ALTs can do to improve team teaching	Perform activities together with the students.
What HRTs can do to improve team teaching	Perform activities together with the students.

Participant no.	12
Years as a HRT	34
English level	Beginner
Most common role	Main teacher
Rating of Team teaching	8
Explanation of rating	If the HRT and ALT work together to deliver the lessons, it helps reduce the students' anxiety and nervousness, enabling them to take a positive approach to the lesson by enjoying the activities and challenges.
Problems experienced	It is difficult for the ALT and HRT to find time to meet to discuss the

	class. Before English activities were officially introduced at primary school, it took a long time to prepare the yearly plan. It is preferable to have lessons from the first grade, but the level of the 5th grade textbook was not suitable for 1st grade students.
Steps taken to overcome problems	Decide on a time for the ALT and HRT to meet or have HRT representative meet to discuss several lessons. About the lesson content, instead of planning lessons in a linear fashion we mixed repetition and new study in a spiral fashion. However, the students only have lessons once every week or fortnight so it was difficult for them to acquire the language. We emphasized getting interested in and enjoying English activities.
What ALTs can do to improve team teaching	Present several scenes that bring the content to life so that the students can repeatedly study the one hour topic. For words that the students don't understand, I think ALTs should convey their meanings using gestures, expressions, situations, and pictures, etc. and explain the words using English wherever they can—because even if the students have understood through gestures, they will gain satisfaction and confidence from having learned English.
What HRTs can do to improve team teaching	It is fine to translate difficult words (especially nouns) into Japanese, so I think it's easy for the students to get familiar with English if the HRT pick up constructions that are used somewhere in everyday life, and for the lower grades, begin by introducing verbs that students can remember through actions. Even if they are proficient in English, if they translate what the ALT says, the students will always tend to turn to the HRT and not make an effort to listen to the English, so this is something that I think HRTs should be careful about, especially in primary school.

APPENDIX E

Figure 7: Plan for the ALT Interview

Discuss the following four topics while confirming and following up where possible:

1. Ask participants how the participation / non-participation of HRTs affect the success of team teaching. What are HRTs doing when not participating in team teaching? How have they adapted to this?
2. Ask participants if they stay back after their contracted hours and how they feel about this. Why do they stay back? What are the other options?
3. Ask participants about their prior teaching experience / EFL experience, etc. What effect has this had?
4. Ask participants about how Japanese ability affects the success of team teaching. Inside the classroom? Outside the classroom? Do they speak Japanese in class?

APPENDIX F

Figure 8: Plan for the HRT Interview (English translation)

Ice breaker

How do you feel about working with ALTs?

Question set 1

A. Do you always meet to plan lessons with the ALT? (CLOSED)
B. How does having planning meetings affect the lessons? (OPEN)

Question set 2

A. Do you think games are effective tool for teaching English at primary school? (CLOSED)
B. Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. How do you feel about this? (CLOSED)

Question set 3

A. Do you think it's OK for HRTs to speak Japanese in the English lesson?
B. When the HRT does or doesn't follow up the ALTs instructions in Japanese, how does this affect the lesson?

Question set 4

A. Do you prefer working with an ALT who can or can't speak Japanese?

B. How does the ALTs ability to speak Japanese affect the lesson in terms of planning and teaching?

APPENDIX G

Table 7: Transcription of the ALT Interviews

Participant 1 (ALT) Interview

INT = Interviewer

P1 = Participant 1

Line	*Speaker*	*Talk*	*Comments*
001	INT	Some ALTs have mentioned that the homeroom teachers are not involved in planning and teaching. What are your thoughts on this?	
002	P1	In my experience, very few of the teachers have been willing to participate in any of the planning of the lessons, especially from the first to fourth grades. In fact, in my initial introduction to all of the staff, the headmaster specifically stated that from grades one to four it would be the James (pseudonym) Program, meaning I would be in charge of designing and doing everything by myself. And he just made sure that other teachers weren't really worried about any of that. But then with regards to the fifth and sixth grades…	*For grades 1-4, the idea that the ALT worked alone in planning and teaching was perhaps institutionalized? I.e. head teacher formalised this practice. P6 also taught at this school.*
003	INT	Yeah	
004	P1	I have one teacher who is really quite interested in English. He's had a background of travelling so he speaks a little bit of English and he tries to get in touch with me as much as he can and tries to give a little bit of input. But predominantly it's me doing what I can do, whatever plans I can make from the textbooks, which are written in Japanese, which makes it even more difficult to do any planning, really.	*Degree of involvement depends on the HRT's background? Textbooks being written in Japanese is a problem for ALTs who have to plan lessons alone.*
005	INT	OK. That's great. And what about the teaching? What do the homeroom teachers actually do in the classroom?	
006	P1	Well from grades one to four, they're usually at the back just making sure the kids are kind of paying attention and not doing anything that they shouldn't be doing. There's very rarely any participation. They're never at the front with me, speaking English with me, unless I kind of ask them to come over for a demonstration or something. For example, for grades three and four, I tend to start doing a nice self introduction in English so you need to do a bit of an example, and you know, shaking hands and things, but unless it's that kind of scenario, they don't really spend much time at the front. They're usually lingering around the back.	*Position of HRT in the classroom. Also mentioned by P2 and P5.*
007	INT	Yes, I see.	
008	P1	Grades five and six are a little bit different. Sometimes they come to the front because there's things that need to be explained in Japanese, because if I speak too much English sometimes the kids just kind of lose all faith and just start to look around the room, and play with stuff and just get a bit bored. So sometimes you need to have them up at the front to speak. You need to have the homeroom teacher at the front to just check meaning.	*Need for HRT involvement with grade 5 and 6 lessons.*
009	INT	Yeah, absolutely. OK. How does it affect the lessons when they're not involved? Or are you OK with that?	
010	P1	Well, initially it was quite difficult because, at the beginning of the year, naturally, don't really have any clue of who I am or my	*Adjusting to the new teacher.*

		teaching style. They're still a bit uneasy around me. They don't know my name fully. I mean, they can't remember my name, not properly anyway. So there's a bit of adjustment. An adjustment period really.	
011	INT	Yeah.	
012	P1	Where they need to really think about who I am and get used to me, so while I was standing at the front alone, it was quite difficult to get a nice rapport with the kids because they don't know me. Like I said, it takes a little while for them to get used to you.	
013	INT	Did you learn their names?	
014	P1	Well, I'm particularly bad with names so I just couldn't get as far as learning their names actually. I just basically smiled a lot and pointed and said 'mister' and 'miss.'	
015	INT	'Mister yellow t-shirt' or something like that?	
016	P1	Yeah, something like that. Sorry, the students' names or the teachers names?	
017	INT	Oh, sorry. I mean the students' names.	
018	P1	Oh, sorry. The students' names. No that was that was very difficult. There were a lot of them as well so it was quite difficult to do that. But yeah, in the beginning it could have been a lot easier if the teacher was there with me, you know, if he or she showed that we were getting along nicely in front of the kids and stuff. That would have made it a lot easier really. It would have been a lot smoother.	*Value of involvement.*
019	INT	Yeah.	
020	P1	But, I mean, gradually, as I ate lunch with the kids and stuff, they kind of got more and more used to me, like when they saw me around the corridor and things, so it got a bit better, and now I would say it's mostly fine, so long as there's another teacher in the_room. They usually just pay attention to me and they don't behave incorrectly or anything like that. They just get on with the lesson, I guess.	
021	INT	Yeah. Just on a side point. Did have you had any discipline problems?	
022	P1	Yes. They have since graduated but last year's sixth graders were quite bad. (laugh). They were bad kids.	
023	INT	Yeah…	
024	P1	You might have heard about them. So there was a lot of times where they were just not in their seats and they were throwing things around and shouting above everything, trying to get everyone else's attention. And for the few kids in there that wanted to sit down quietly and learn and get better, it was really disruptive for them and they couldn't really focus on it much.	
025	INT	How did you sort that out then?	
026	P1	There was very little I could do to be honest. I mean, it's in our contract that we're not allowed to interfere or handle any discipline issues so…	*ALTs are not supposed to handle discipline problems*
027	INT	Yeah. That's right.	

028	P1	So I just had to stand at the front and wait patiently numerous times. The headmaster was called to the class and often he couldn't even do anything. They just had to be removed and go and sit in the staff room for a while. That's how it was dealt with really.	
029	INT	Well I've experienced similar sixth grade students. There's not a lot you can do about it really. OK. Some ALTs have mentioned that they've stayed behind after their contract hours to plan lessons or just to wait for teachers to become free to plan lessons. What do you think about this?	
030	P1	I think it's probably necessary for all of the homeroom teachers to have to stay behind because they're dealing with a lot more lessons and they've got a lot more timetables planning to do. But for our English lessons, they can be planned quite quickly really.	*Contrast to P2 and P5, but similar to P4 and P6.*
031	INT	Yeah.	
032	P1	It doesn't really take a long time, so long as you both feel confident with the content you're going to be showing. It shouldn't take too much time, so a spare five minutes anywhere during the day would be enough time to get it done. Plus, I don't know, I think it's difficult to answer this because, for Japanese teachers, it's just common practice.	
033	INT	Yeah. I see.	
034	P1	You stay behind late until everyone else is finished, but as we're only contracted until whatever time, and from our foreign perspective, it seems a bit difficult I guess when we've got all the time in the world and we do all the planning for the majority of lessons ourselves and just ask for the input—a little bit of input from the homeroom teacher just to make sure they're comfortable with everything.	*Similar opinion to P3.*
035	INT	Yeah.	
036	P1	It seems like everything should get done before the…	
037	INT	Four o' clock?	
038	P1	Before the clock ends yeah. So, I mean, it could be better. It could be done quicker and they shouldn't have to stay behind I don't think, not when they're doing the majority of the work to get things ready for the lessons anyway.	
039	INT	Yeah, OK, Great.	
040	P1	I've not had to stay behind before because I do the majority of the planning myself, and whereas at the beginning, I approached the teachers to try and see if what I was doing was alright, they kind of not shrugged me off but they nodded and said 'yeah yeah yeah'! Basically, let's do that and then didn't really pay too much attention.	*Participation at the planning stage: agreeing with the suggestions made by the ALT.*
041	INT	Yeah.	
042	P1	They just told me clearly they were busy and they had their own stuff to deal with. So it wasn't shrugged off necessarily, it wasn't like that. But it was just not given the attention it probably should have been. It wasn't given enough attention to let me know they were interested	
043	INT	Yeah, so as a result of that have you just decided to take on the lesson planning and stuff yourself?	

044	P1	Basically yeah, I just I do everything by myself and it just makes it easier because I don't feel pressured for the teacher to meet with me to try and discuss anything. I just go in and I know that I'll be doing everything by myself anyway, so it just makes it a little bit easier I guess.	*When ALT handles planning alone, there is less pressure to collaborate with HRTs. Similar to P6.*
045	INT	Ye that's fine. OK. Did you have TESOL or EFL qualifications or any teaching experience before came to do JET?	
046	P1	I had no qualifications for teaching and my experience isn't particularly formal. I guess while I was in university I taught my Japanese friends as part of like a foreign language exchange kind of situation. We'd meet once or twice a week and just go through some grammar or whatever, but nothing formal.	
047	INT	Yeah. Do you think that mattered? Do you think things would have been different if you'd had some qualification or something?	
048	P1	I think if I had some kind of qualifications, I'd probably find easier ways to plan, I guess. I'd probably have a nicer understanding of the difficulties in what I was actually giving a foreign person, because you'd be able to think about it from their perspective and consider how the grammar might be challenging or whatever, but…	
049	INT	Yeah, yeah.	
050	P1	From my perspective, I'm teaching just because everything I know of the English language is just because I'm a native speaker, so I don't really question why it is the way it is, but if I'd learnt through, you know, through some kind of qualification study like that, I would have learnt a bit more. It might be a bit easier to explain some things.	
051	INT	OK.	
052	P1	I don't know, I mean I make do with it. I wouldn't say I struggle at all to explain anything, especially not at primary level.	
053	INT	Yeah. It's very basic, isn't it?	
054	P1	Yeah. So I don't know. I don't think it's a hindrance that I've not got any sorts of qualification like that.	
055	INT	Yeah, OK. So just the last thing I want to talk to you about today. How do you think the ability to speak Japanese affects the success of the team teaching?	
056	P1	In my case, I think it's very beneficial to speak Japanese. I wouldn't say it was necessary. If you have a good relationship with your teachers. Sorry, that's not to say a friendly out of class relationship, but if you've got a good in-class team teaching relationship, if you built a nice rapport and you can teach together then it shouldn't be too much of an issue if you can't speak Japanese. However, as I'm always teaching on my own because the Japanese teachers I work with have very little confidence in English, it's kind of necessary to speak in Japanese, not all the time, but I would say for about ninety percent of the time in English and…	*ALT needs to speak some Japanese in the class if they're teaching alone. 90/10.*
057	INT	Yeah.	
058	P1	Then after everything I've said I ask the kids if they've understood any of it, even just one word, and gradually we'll piece together what I said and all the kids will come to know what I've said in English word by word. But if no one has any	

		idea and I find out I'm losing them, I have to do a little bit of checking in Japanese. So it's kind of a bit necessary, yeah.	
059	INT	Yeah, OK. What happens if you try to teach in English? Completely in English?	
060	P1	Ah well if I try to teach completely in English, some of the time, it'll take a long time for anyone to really, well, it depends on the class actually.	
061	INT	Yeah.	
062	P1	There are some really eager kids and they just say anything that they think might be related and they'll usually get to the correct answer, but some classes are very quiet. In some of them, the kids are shyer and even if they know the answer they'll not be inclined to say, so if I do the whole lesson in English, and people are hesitant to say what they think, because they haven't fully understood it, there'll just be a long silence.	*Silences when students haven't understood something said in English.*
063	INT	Yeah.	
064	P1	There'll be no progression and it'll just be a waste of time, so I don't let the silence go on for too long if no one understands, but I make sure that the English that I do speak is understandable. There's very rarely a time where I speak too much that they won't understand. I make sure that I cut down all of the English to the necessary parts they need to hear to make sense of what is going on.	*Lack of progression/pace in the class. P1 strategy is to cut down the English used.*
065	INT	Yeah, that makes sense to me.	

Participant 2 (ALT) Interview

INT = Interviewer

P2 = Participant 2

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Some ALTs in the city have mentioned that many of the homeroom teachers are not involved in planning and teaching. How do you think this affects the success of the team teaching?	
002	P2	Well, let's see. I mean, obviously, if they're not really involved then it's not really team teaching at all.	*P2 definition of team teaching is about involvement in lesson content.*
003	INT	Yeah, I see.	
004	P2	In many of the instances where they don't team teach with me, I'm pretty much the teacher. I'm the English teacher. And the teachers that don't team teach with me will do some things, like they will try to keep order and discipline in the room for the kids who are fooling around and not paying attention and they'll try to keep them in line.	*HRT takes a disciplinary role in the classroom.*
005	INT	OK, yeah.	
006	P2	But other than that though, it's pretty much just me teaching everything, in most instances.	
007	INT	I see. And how do you feel about that?	

008	P2	Well, I mean, I don't really like it that much, I don't think. I think teaching works best when the homeroom teacher *is* involved. Because the homeroom teacher can translate what the kids don't understand from my explanations.	*P2's belief that team teaching is more effective when the HRT is involved.*
009	INT	Yeah…	
010	P2	The HRT can make this clear to the kids. And I know some of the homeroom teachers that have a better English ability can translate what I'm saying. But for a lot of the ones who don't have the English ability to translate what I'm saying, I pretty much need to go over the lesson with them sometime before class.	*Advantage of HRT involvement.*
011	INT	Yeah.	
012	P2	You know, when they don't even do that then they don't really know what's going on and it's pretty much me trying to explain everything. So the kids will have almost no foundation in English and I almost always have to translate, or try to use my Japanese to explain things that they don't understand. I'm kind of on a little side-track there.	*Consequences of non-involvement*
013	INT	Absolutely. No that's fine. I'm going to ask you about that, so what often happens when you're sort of placed in that situation then?	
014	P2	I'm pretty much just running the class. I'll say things in English and the kids don't get it. I'll try to translate in Japanese and show more examples, but ultimately when the teacher's not really involved I feel like it wastes more time. It takes up more time and there's less time for the kids to do some of the activities of play some games.	*The idea of ALT using Japanese wasting time in the lesson. This was also mentioned by P5.*
015	INT	OK. Yeah, that's fine. So, I'll just go onto the next question now. You also mentioned that you stayed back after your contract hours to plan lessons and also to wait for teachers to become free to plan lessons.	
016	P2	Yeah, I've done that a lot.	
017	INT	Could you explain why you chose to do this?	
018	P2	OK. So I did this a lot more towards the beginning of my career. I'm doing it, I'm still staying after school but these days the number of times that I stay at school late is fewer. There're fewer days. And I don't stay *as* late as I used to, although once in a while I will.	*Process of getting used to teaching and staying back as something temporary, perhaps?*
019	INT	OK, yeah.	
020	P2	And the main reason is or was because, before, I didn't really have much confidence in my teaching ability. It was like I was new and I don't know what the hell's going on and I never had formal teacher training either.	*Planning to compensate for confidence*
021	INT	Yeah, that makes sense to me.	
022	P2	Unlike most JETs, I'm not naturally good at winging things, and ad-libbing and just pulling things out of a hat on the spot.	*Improvising as a method adopted by ALTs.*
023	INT	Yeah, yeah. OK. Yeah.	
024	P2	I have to have a plan. I have to have something to follow, something that I've thought about beforehand.	
025	INT	Yeah that makes sense, too. Yeah.	

026	P2	Yeah, so the main reason why I stay behind is just to make up for me not being able to wing things. I just try to make sure that the plan is solid and that I have backups just in case something doesn't work out or something ends way too fast.	Makes sense to have a solid plan.
027	INT	Yeah, yeah.	
028	P2	I'm just kind of stuck there being like 'uh-oh! I got nothing you know'.	*Consequences of above.*
029	INT	That's terrible. It's terrible just to be placed on the spot with nothing to do. Yeah, I understand.	
030	P2	Yeah. It's one of the worst feelings that's happened to me a couple of times near the beginning of my career as well, so that's also…	
031	INT	Yeah. I think it's something we've all experienced at some point. OK. So do you see staying behind as a permanent or temporary thing?	
032	P2	I see it as a temporary thing, I think. You know, the longer I work this job, you know, the less I'll do it. Because, you know, it still hasn't been a full year for me yet. I'm still teaching lessons that I've never taught before and subjects that I've never taught before.	
033	INT	Yeah.	
034	P2	But I feel like, after I reach a full year of teaching, I can draw upon my old plans and my memories and experiences of those old plans and the process will be much faster the second time around. I won't spend nearly as much time planning and instead of, you know, trying to plan something from scratch by myself or plan something from scratch and then just discuss it with the teachers.	*Staying back is something that occurs in the first year? Theme for future research?*
035	INT	Yeah.	
036	P2	I can just have a plan that's ready-made that I used the year before and then just run through it quickly with the teachers and then just see if they have any suggestions.	
037	INT	Yeah, that makes sense.	
038	P2	So I think, for now, I mean I've been staying late and trying to meet with teachers, but I think after a full year it's going to happen a lot less.	
039	INT	Yeah, yeah. I see. OK, great. So, let me see, you mentioned it before, but did you have any TESOL or EFL qualification or any teaching experience before you started on JET?	
040	P2	Not very much experience and nothing formal, no formal training, really. I've tutored younger kids before as when I was volunteering. Back when I was in high school, college, you know. I tutored kids who were in primary school and lower-secondary, you know, just helping them with their homework and things like that.	
041	INT	Yeah, OK.	
042	P2	And then, actually, I was also in the Boy Scouts. At one point, I had a job where I had to teach a bunch of skills to the younger scouts in the troupe, you know, like how to make a fire, how to use a knife properly or how to tie knots and stuff, and basic first aid, stuff like that. I was in charge of teaching the rookie scouts.	

043	INT	I see, yeah.	
044	P2	And then I worked at summer camp, where I was in charge of teaching, you know, a couple of classes related to that. And then I remember for a couple of days when I was studying abroad, I studied abroad in Hong Kong. I did like a couple of days or a day and a half. I worked with some other exchange students and we taught some English to kids in China. But that was just for one weekend.	*Informal*
045	INT	Yeah, completely different to what we're doing I guess.	
046	P2	Yeah, so for teaching, it's just like a few things here and there, but nothing formal, no formal training or qualifications. And then as for English teaching specifically, I don't have anything on that but actually I started teaching this online TEFL course. I was trying to get my TEFL certification before JET.	
047	INT	OK, yeah.	
048	P2	But I was doing it online and I only did a little bit of it and didn't finish it. (laugh). I'm thinking of finishing it at some point.	
049	INT	Well I hope you can go back to that and some point. It'd be a good thing to do, I think. So you lacked, sort of, TEFL or teaching experience. What problems did that cause you in the early days of JET?	
050	P2	Let's see, well, of course, when I first started the job, I instantly regretted not doing the TEFL course because, you know, I was always wondering, am I really teaching these kids in the best way. Are the methods I'm using really the best way for them to learn? And I won't really know that for sure until I've finished really.	*EFL knowledge would have helped with methods and approaches to teaching. Lesson planning?*
051	INT	OK. I'm sure you're doing a great job. OK, so just the last thing I want to ask you about today. How is your Japanese ability?	
052	INT	OK, yeah. Somewhere in the intermediate range then?	
053	P2	Yeah.	
054	INT	OK. So how do you think the ability to speak Japanese affects the success of team teaching? In terms of both teaching and planning?	
055	P2	OK. Well, I'd say for lower- and upper-secondary school it's not really important. But for primary school, I feel it's *crucial*.	*Japanese ability as something that is crucial at the primary level.*
056	INT	OK, yeah.	
057	P2	And that's because for lower- and upper-secondary school there are teachers who can speak understand and speak English. And it's their job to teach English, so you know just dealing in English is fine and you can get away with it, but in primary school, the teachers are just general teachers and almost none of them specialise in English, let alone have much English ability.	
058	INT	Yeah, yeah.	
059	P2	So, you know, in primary school, you *have* to use Japanese.	
060	INT	OK. Is that in the classroom?	
061	P2	And especially, you know, when you're teaching the kids, the	*Teaching beginners. Challenges of teaching entirely*

		kids have almost no foundation in English. They only have Japanese, I mean they only have English once or twice a week or something.	*in the L2?*
062	INT	Yeah, yeah. That's right	
063	P2	And they don't study it at all outside of school, so you have to use Japanese for them to learn English like, to build the foundation.	*Need for the L1 to build a foundation.*
064	INT	Ah in the classroom, yeah. I see. OK, What about outside the classroom? Talking to teachers and people in school…	
065	P2	Well it has to be Japanese because you know if no one knows English then you can't communicate (laugh) unless you use Japanese.	*Need for Japanese to communicate with other teachers.*
066	INT	Yeah, yeah. Of course.	

Participant 3 (ALT) Interview

INT = Interviewer

P3 = Participant 3

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Some ALTs in the city have identified the lack of HRT involvement in planning and teaching as a problem. What are your thoughts on this?	
002	P3	I think it's a tough thing to talk about. I think it's definitely a two-way street in terms of cooperation and communication. Communication is always difficult in this setting. I definitely have the feeling through my experience of what other people are saying that maybe a decent percentage, a decent amount of teachers have trouble conversation wise because there's this you know so-called 'communication barrier'.	
003	INT	Yeah.	
004	P3	I guess certainly I felt that when I was first starting out, like a little bit of anxiety and worry about, you know, I can't really communicate what I need to. Should I, you know, step up to the plate and just try anyway, that sort of thing. So I think there's lots of things stopping both the HRT and the ALT towards you know the best communication possible, but I think definitely something that ALTs need to be taught about a bit more is being more assertive.	*Being more assertive will help ALTs achieve better communication with HRTs?*
005	INT	Yeah.	
006	P3	Because it's a survival thing. If you want to spend less time stressing over whether you got your ideas across and stuff like that, I think the ALT definitely needs to be more assertive. But having said that I think it would certainly help if there was more training for the HRTs.	*Link/contrast to P5.*
007	INT	Yeah.	
008	P3	In terms of how to kind of deal with us guys. There needs to be more study and there needs to be more training. So that's my thoughts.	*More training for HRTS.*

009	INT	OK. Great. OK. Some Tsushima ALTs have mentioned that they have stayed back after their contract hours to plan lessons or to wait for teachers to become free in order to plan lessons. Have you heard about this and what are your thoughts on this too?	
010	P3	I've heard about it and I guess I can understand why they'd choose to stay back. Because they truly believe that's the only time that you can get them, I mean to get a quality amount of time to talk to them, so…	
011	INT	Yeah.	
012	P3	And yes, definitely more than one of the ALTs in Tsushima has told me that they do do that, and in one person's case it's a very regular thing. I don't mean to say any names or anything but I worked at the same school as this person and I did not feel I had to do that. I think again it comes with assertiveness.	*Again, linking the problem of staying back to the quality of being assertive.*
013	INT	Yeah.	
014	P3	I mean it's difficult when you're first starting out as an ALT. You have to learn how to work as a teacher and how to work as an efficient teacher, but you're also in Japan, speaking a different language as well.	
015	INT	So what other alternatives do ALTs have instead of staying back? How else can they approach team teaching?	
016	P3	I think by getting stuff written down in advance.	*Written approach*
017	INT	Yeah.	
018	P3	And I think that takes a bit of the personal touch out of things, but that doesn't necessarily have to be the case if you get your stuff sorted well in advance and you get something on the table, even if the person…Like in this city, we have to have a decent amount of Japanese, but in other places though, even if you don't have much Japanese, even writing English would work because you know they're all universally educated.	*HRTs will understand English if it is written down. Some kind of strategy for lesson planning needed.*
019	INT	Yeah.	
020	P3	They should be able to get some sort of meaning out of it before you have the actual physical meet.	*(HRTs. It = lesson plans)*
021	INT	Yeah, I see.	
022	P3	If you're not able to do that beforehand then you can be assertive and have that quick five minutes and confirm, so they need to make a bit of a strategy on…	
023	INT	A written approach to…	
024	P3	If it's absolutely necessary, if the just can't get a good five ten minutes out of them that's just a strategy.	*Written approach where necessary.*
025	INT	Yeah, that makes sense to me. Just as a side point. How often do you stay back?	
026	P3	I don't.	
027	INT	You don't?	
028	P3	Yeah. Maybe my initial month or two, I had days where I stayed back, but it was never a continual thing and I've always maintained too that when I'm over here, my contract is my	

		conditions.	
029	INT	Yeah.	
030	P3	With JET, they they're treating us based on some work conditions, which is like what we should expect in our own countries. So I go home when I should and I take my leave.	
031	INT	Yeah, OK. I'd like to ask you, did you have a TESOL or EFL qualification before you came to Japan or did you have any experience at all with that kind of thing?	
032	P3	Yeah. I do have a TESOL certificate and I did do quite a bit of volunteering, but not within a primary school setting. Adult learners. But yeah, I definitely had experience and training.	
033	INT	Thanks. How has this affected you ALT experience?	
034	P3	I think perhaps it made me a just a touch more savvy with how to prepare classes. And also through my adult lessons it was primarily Japanese audiences because we were doing a kind of dual, I was getting Japanese from them and they were getting English from me.	*EFL qualification helped with lesson planning.*
035	INT	Yep.	
036	P3	So I kind of had a little bit of cultural experience there as well in terms of learning culture that sort of thing. But yeah I guess I had a bit more confidence with how to approach the preparation and execution, just a little bit using that TESOL.	*And execution*
037	INT	Yeah, OK, good. And one more question. How do you think Japanese ability affects the experiences had by ALTs?	
038	P3	Is this strictly in the work environment or just overall?	
039	INT	Sorry, with reference to well planning and teaching team teaching lessons.	
040	P3	Well definitely, when it comes to preparing and getting your meaning across and explaining rules of games and stuff like that it's obviously very very handy, but it's interesting for our city because they want all of the ALTs to have moderate to high level I think, moderate to high ability.	*Condition in the city that the ALT has to have intermediate Japanese ability.*
041	INT	Yeah, yeah.	
042	P3	And some Japanese ability anyway, and maybe this is counterproductive because if all the teachers know this all the HRTs know it, then maybe some of them, not all of them, are of the opinion that okay perhaps I don't really need to try to communicate in English so much if they've got their ability. So providing they know this condition in our contract, maybe some of them don't know that but, if they do, maybe it could affect it. That's just all guesswork. I think maybe it would be nice if that wasn't a condition.	*Views Japanese ability as counterproductive, maybe.*
043	INT	Yeah.	
044	P3	And they were kind of forced to communicate more so in English, but I don't know…	*ALTs' Japanese ability prevents HRTs from communicating in Enlish?*
045	INT	Yeah. Can I just interject there, so how does the city choose it's ALTS? You mentioned the condition the Japanese conditions, how does that work?	
046	P3	Yeah, it's interesting. It's not one hundred percent clear to me.	

		This is just through things you know we've talked about and things that we've heard. Well I guess I think we got it directly from supervisors.	
047	INT	Yeah.	
048	P3	We've confirmed it, so there's the Japanese ability along with the other condition (laughs) that it has to be male.	*it = ALT*
049	INT	Yeah, I see.	

Participant 4 (ALT) Interview

INT = Interviewer

P4 = Participant 4

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Some Tsushima ALTs have mentioned the lack of HRT involvement as a problem, but you offered a slightly different perspective on this. What are your thoughts on this?	
002	P4	This applies to primary school, correct?	
003	INT	Yes, please try not to talk about lower secondary if possible.	
004	P4	Yeah, that's not a problem. Well in some cases, well in the majority of my cases, the English ability of the teacher was rather limited.	
005	INT	OK.	
006	P4	So in that case, I would take full control.	
007	INT	Absolutely.	
008	P4	And furthermore, because I had a rather minimum role at lower secondary high, I don't mind at all taking the leading role at primary school.	
009	INT	I see, yeah.	
010	P4	Yeah. I think the classes are rather easy to conduct, the students are very responsive, so I don't see any problems to be honest.	*Contrast to HRT data about silence in the classroom and P1 and P5 language barriers.*
011	INT	OK, that's great. Thank you. Next question. Some ALTs in the city mentioned that they've stayed back at school after their contract hours to plan lessons or just to wait for teachers to become free so they can talk to them about lessons. What do you think about this?	
012	P4	I've never…	
013	INT	Do you stay back?	
014	P4	I've never had to stay back, no. I just have a brief two to five minute conversation with my teachers. They're more than happy to chat with me and I just tell them what we're doing next week. 'Is that fine with you?' They're like, 'Yes, that's fine'. If it's year five or year six it's pretty obvious what we're doing next week. It'll be the next lesson in the textbook. If I make a change to it I'll say, 'Look, instead of doing the chapter three lesson, maybe we'll do revision,' or something else.	*Contrast with P6 and P2. More easy going approach?*

015	INT	OK, yeah.	
016	P4	My workload has never been that much that I have to stay back or the teachers have never been so busy that I have to stay back after four or five o`clock. That's never been a problem for me.	
017	INT	OK. That's absolutely fine. So you mentioned that you have a quick chat to the teacher sometimes before the lesson? When exactly do you talk to them?	
018	P4	Where sorry?	
019	INT	When, when.	
020	P4	Well I get to school at eight o`clock. Usually I've got all my lesson plans printed out and because of my limited Japanese. The lesson plan will pretty much say 'greeting', 'recap', and 'things to learn', 'game' then 'greeting.' So I hand that to the teacher, quick discussion, the worksheet, example of the game. We'll play it together so the teacher knows what we're doing. It could be anything really, *karuta,* a grammar point.	*Karuta is a Japanese card matching game. Assume P4 was using this to practice English with students.*
021	INT	Yeah.	
022	P4	For example, last week I did 'how many'? so I said to the teacher, 'Look. How many. Here's the worksheet. This is what we're going to do today'. 'OK that's fine.' So they have some idea about what's going on. The teacher can usually stand in the corner and watch what's going on and they're reading the sheet and they know when they have to get involved, so…	*HRT is reading a written lesson plan. This helps them to follow the lesson. Develop this approach?*
022	INT	Great, can I just follow up on one point there?	
023	P4	Yep.	
024	INT	You mentioned that you hand a kind of plan to the teachers sometimes. Could you just talk me through how you make that plan and what it looks like and…	
025	P4	It just came out of my own volition to be honest. So on the top of the page you have the date the year the date, sorry the title 'plan for English' and what year I'm teaching. And next, just 'greeting' and then across from that it's 'Hello, how are you', etc., then a time for how long it's going to take, like five minutes.	*Seems sensible.*
026	INT	OK.	
027	P4	Next it says 'revision', so that always takes ten minutes for me, ten to fifteen minutes. So I kind of make a game out of that.	
028	INT	Absolutely.	
029	P4	For example, I only see the first, second and third year students once every three weeks or once a month maybe and the students enjoy doing it because I'm holding the flashcard and the next flashcard and I go along all the rows and say, 'What's this?' 'What's this?' what's this?' So whoever wins gets a little sticker or something or they can brag amongst their friends.	
030	INT	Yeah, I see. That's fine.	
031	P4	And then after I've done that, that's always ten or fifteen minutes, it's the 'things to learn' part.	
032	INT	Yeah.	
033	P4	And that'll be the main grammar point, so that will be ten or	*Dividing the lesson into*

		fifteen minutes, maybe five minutes depending on how easy the grammar point is to explain. Once I've explained it, for example 'how many', then there's an activity after that, and sorry, after the original 'greeting' there's always a song. 'Let's sing'. So there's always a song which I write next to it. The 'hello song' or 'heads shoulders knees and toes', and the teacher knows exactly what's happening.	*sections including revision using the plan.*
034	INT	Yeah. That sounds like you know what you're doing with the planning anyway.	
035	P4	Yeah.	
036	INT	Yeah, OK. Great. So the next thing I want to ask you is did you have a TESOL or EFL qualification before you came to Japan? No, no. I'd taught English in China for three months. That was my only experience with teaching English.	
037	INT	Ah, OK. So how did that experience teaching in China affect your experience on the JET Programme? Did it help you?	
038	P4	It definitely helped me regarding confidence…	
039	INT	Confidence, OK…	
040	P4	Regarding lesson planning, teaching grammar points, I didn't find it very helpful at all because I was teaching people preparing for university in China, preparing to go to university in England, Australia and America so completely different.	
041	INT	OK, yeah.	
042	P4	But regarding confidence, talking amongst students, doing presentations and all that stuff. That's definitely the biggest positive I sought from it.	
043	INT	Great, OK. And the last thing I just want to ask you now is how do you think Japanese ability affects the experience of the ALT in terms of team teaching?	
044	P4	To be completely honest, when I hear some other ALTs saying they have to use Japanese in the class, especially for primary school, I don't think that's necessary at all. It kind of irritates me really.	
045	INT	OK, Yeah.	
046	P4	If you can get away completely using basic, basic English then the students will understand. If you hold a piece of paper and you point and explain the game with the teacher. I conduct all my classes entirely in English. They know exactly what's happening.	*Contrast to P6 who talks about using Japanese saving time. P2 who almost has to use Japanese in the class.*
047	INT	OK.	
048	P4	And you can explain in English and do a demonstration. I never have to use Japanese in my class. The only time I have to use Japanese is when I'm talking to my teacher at the beginning to explain. As soon as I enter my class, even the other students, we yell out sometimes 'English only, English only' when we're playing games, so…	
049	INT	Ah, yeah. I see. Great. Have you ever had any times when the students didn't understand what you were saying?	
050	P4	Ah, yeah. There was one game. It's in the fifth year textbook. I think it's chapter three, 'how many'. You have to colour the apples.	

051	INT	I see, yeah. I know that one.	
052	P4	You know the game where the students have to find someone who has the same colour apples as them?	
053	INT	Yeah, I know that.	
054	P4	There was this one instance, I was just thinking how could I explain that in English and in really basic English. I couldn't do it, so at the start of that class before the class commenced, I asked the teacher to have a look and asked them to explain in Japanese when we got to that part.	*In the game, students have to find someone with the same number as apples as them, not colour. P4 misunderstood this perhaps?*
055	INT	Were they happy to do that?	
056	P4	Yeah. No problem whatsoever.	

Participant 5 (ALT) Interview

INT = Interviewer

P5 = Participant 5

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Some ALTs mentioned that the Japanese teachers aren't involved in the planning and teaching of English lessons. What are your thoughts on this?	
002	P5	Right. That's a hundred percent correct.	
003	INT	Right. So what was your experience with regards to that then?	
004	P5	Well I can tell you, with yesterday's *roku-nensei* class…	
005	INT	Yeah, do you mean 'sixth year class'?	
006	P5	Yes, that's 'sixth year class'. Neither did the teacher plan the lesson with me, but she fully walked out on maybe half an hour of the forty-five minute class.	*Non-participation in the sense of both physical presence and involvement in the content of the lesson.*
007	INT	Right. Do you mean that she wasn't present in the classroom?	
008	P5	She was not present.	
009	INT	What was she doing? Do you know?	
010	P5	Who knows, in the teachers' room or the office, preparing some other out of school activity, which is fine with me, because I veered my guns and prepared a pretty solid twenty minute game that the kids were engaged in, so I didn't really need her help.	*Is p5 really happy to teach alone or did he view it as a problem. Contrast with later comments and questionnaire data.*
011	INT	Do you think it affected the success of your lesson, the teacher not being there?	
012	P5	No, because the kids know my style.	
013	INT	Yeah.	
014	P5	That lack of 'team teaching' has been the hallmark of my lessons really, so much so that the kids are now used to it, being eleven	*Nuance of questioning whether it is actually team teaching.*

		or so months into the school year. So really, they know what to expect and they're not surprised if the teacher decides to leave the classroom.	
015	INT	OK, yeah.	
016	P5	She's more the kind of strict and stern type so…	
017	INT	Yeah, I see. Does she often leave the classroom?	
018	P5	She's done it several times really.	
019	INT	So how was that at the start when you weren't really used to it? In the early days?	
020	P5	At the start, you know, she never really participated in my lessons, so whether she was there or whether she left, it really didn't influence the flow of my lessons.	
021	INT	When you say that it didn't matter if she was there or not, what is she doing when she's actually there in the classroom?	
022	P5	I'll tell you, she's in the back, just grading papers and she'll add a little comment here and there, correcting kids English as she hears them make mistakes and such. But literally, as far as our *uchiawase* go…	*Lesson planning meetings are called 'uchiawase' in Japanese.*
023	INT	What's the '*uchiawase'*?	
024	P5	That's literally the meeting and the meeting time with the teacher to get up to speed with what I'm going to do during her lesson, my lesson really. I'm literally like telling her five minutes before I execute a game or an activity how to explain the rules of the game so that she can translate that a little bit. Maybe it's a complex rule. Maybe she could do me a favour and translate, if that's not too much to ask.	*The importance of involvement in planning. Here p5 offers a different perspective where he appears to actually value the HRT's involvement in lesson planning.*
025	INT	Yeah. Ok great.	
026	P5	Otherwise I have to use Japanese in the class, which I frequently do, compensating for the main teacher's role in my class, so it's really discouraging at the end of the day.	*The idea of using Japanese to compensate for non-participation.*
027	INT	Yeah. (laughs)	
028	P5	Furthermore, her lack of a smile and encouragement to me when I'm trying to explain a game and she's not on the same page. She looks just as perplexed as my students when I'm trying, for the first time, to explain a game that we're going to do for ten or fifteen minutes in class. And that leaves me ever more discouraged.	
029	INT	Yeah.	
030	P5	And I'm kind of left unawares as to how to go about explaining the rules of the game. Should I go to Japanese? Should I dumb down the English? I don't know how the kids are going to respond to my words, whether they are in English or Japanese. So that leaves me very discouraged.	
031	INT	Absolutely. Well I've experienced some similar things actually,	
032	P5	Right.	
033	INT	And also, in your questionnaire, you mentioned that that affected you a lot nearer the start?	

034	P5	Right, because not only is it a lack of team teaching, but outside school, you're left dwelling on things during your free time. Does the teacher like me? Do I belong at this school? Am I even doing a good job?	
035	INT	Do you get any feedback to actually tell you?	
036	P5	Zero, absolutely zero.	
037	INT	OK, from the teachers and the school?	
038	P5	Nothing. I just get a kind of superficial 'thank you for your effort', 'thank you, good job today', 'good work'.	*Lack of feedback. Feedback can be considered to be a part of the teaching cycle as per definition of team teaching.*
039	INT	But is that always the same or not?	
040	P5	Yeah it's just a set greeting that people in the office always give me. But their body language suggests differently. I can read body language very well. They're really just trying to pass the time with me, it feels like.	
041	INT	Yeah.	
042	P5	I'm talking specifically about primary school because you told me to focus on that.	
043	INT	Yeah, thanks.	
044	P5	One particular teacher from just yesterday... So I'll stop there.	
045	INT	Yeah, that's great. Thank you. How have you adapted to it? To the problems that you experienced nearer the start?	
046	P5	I actually went out of my way–my base is junior high school from Monday to Thursday. So I'm left to my own terms to go out of my way and visit the primary school during my off time, sometimes staying in the office trying to meet with teachers. Should I do that until seven pm, ten pm?	*Visited school outside of contract hours after visiting junior high school. Problem of finding time to meet do to ALT scheduling issues.*
047	INT	Yeah.	
048	P5	And I'll tell you, even if I do meet with the teachers, it really doesn't help the flow of the class. The end result is still that I'm left with the plan that I prepared and therefore I'm expected to execute it, and that's exactly what I do so…	
049	INT	So do you mean that your meeting with the teachers wasn't really productive for you?	
050	P5	No. And I don't blame them. They're immensely busy and stressed out with things other than just teaching, like curricula. They're also doing club activities, sports and so on.	*Recognises difficulties for HRTs. HRTs are busy and cannot meet to discuss English.*
051	INT	That's right.	
052	P5	And so they don't really give their undivided attention towards the subject of English, or more specifically Foreign Language Activities. That is solely left to the assistant language teacher, or should I say the assistant English teacher, which is my role.	
053	INT	Yeah.	
054	P5	But that kind of exchange doesn't work well in Japanese primary schools given that the main teacher teaches all subjects and is the main teacher. So when they have the visiting foreigner teach	*Recognizes negative effects on lack of participation at the planning stage. HRT should be involved? Does he believe this?*

		English for forty-five, it's very lopsided.	
055	INT	Yeah, that makes sense to me.	
056	P5	Yeah.	
057	INT	You mentioned that you stayed back after your contract hours, sometimes to plan lessons with the teachers. So how do you feel about that? How do you feel about having to stay back later than four o'clock?	
058	P5	You know, I don't know how I feel really, because at the end of the day my sanity is really all that matters. And as long as I'm prepared for my lesson without the teacher, I can sleep well. But if I don't have the lesson prepared, that means maybe twelve hours of the night tossing and turning only to be left to prepare the lesson within maybe one or two hours of the actual lesson, which obviously isn't going to be a very good lesson.	*Similar to p2. Wants to have a solid plan prepared. Once again problems of scheduling and time. Organisation issues.*
059	INT	You mean that sometimes you didn't have time to plan the lesson properly at night, so you were kind of rushing in the morning to get it all planned?	
060	P5	Yeah. And you know it goes without saying that I don't really have a framework within which to operate the preparation. If the teacher gave me some set boundaries as to what kind of English the kids actually respond best to or what activities are best. Are we talking individual activities, pair activities, group activities or the whole class? What we're expected to do and what works best for what class.	*HRT has valuable insight into the class. One of the reasons why their participation is valuable.*
061	INT	I see.	
062	P5	What grade? Because sometimes there's five classes per grade and each class within that grade is different.	
063	INT	You don't know what each class is like because you only see them once every couple of weeks?	
064	P5	Right. There's some problem that erupted just recently concerning one student who has a problem with the family. Or maybe there's some sort of bullying problem and he can't be paired with a particular student. These are things that the visiting foreign language English teacher doesn't know about if he's at a different school four days of the work week.	*HRT participation is valuable in terms of understanding the realities. Also a reality of ALTs duties at different school.*
065	INT	Yeah.	
066	P5	He has to show up on a Friday and execute the lesson that he prepared on his own terms, you know. So if there's no communication you're going to step on some people's feet whether it's those of the main teacher or the kid who's getting bullied.	*Results of non-participation and lack of communication outside of the classroom.*
067	INT	Yeah. I see.	
068	P5	So it's really frustrating when you actually do step on people's feet.	
069	INT	Yeah.	
070	P5	There's a 'deadweight loss' in the classroom that could have been otherwise amended by just a simple you know ten minute discussion scheduled by the teacher who coordinates everyone's schedule.	*Importance of communication between the ALT and HRT. Can a method of communication be designed?*
071	INT	Yeah. No, that makes sense to me, totally. Did you have a TESOL	

		or EFL qualification or any teaching experience before you came to Japan?	
072	P5	No.	
073	INT	OK. Do you think that affected your experience on JET or not?	
074	P5	Absolutely. What that means is basically is that I'm prone to make more mistakes in the classroom.	
075	INT	Yeah?	
076	P5	There's a sequence really. I don't know, but there's basically words that you're using in the classroom when you want to introduce the flow of the lesson to the kids. And that's something I learned maybe half way through my one year tenure.	
077	INT	Yeah. I see.	
078	P5	Aside from just basic Japanese classroom manners. So luckily for me I have a high learning curve, but I'd say that there was about three months of deadweight loss.	*A period of deadweight loss until the ALT gets used to teaching English.*
079	INT	Three months until you kind of were…	
080	P5	Until I started executing effective English lessons. Which some people call training really. I lacked training in essence.	*Need for training.*
081	INT	OK, that's fine. So the final thing I want ask you about is how do you think the ALT's Japanese ability affects the success of team teaching? How much Japanese can you speak?	
082	P5	It's difficult to say really…	
083	INT	Yeah.	
084	P5	I know my listening is very well developed. Whereas my diction lacked a little bit, so…	*Diction. Grammar? Should have confirmed exactly what this means.*
085		Yeah.	
086	P5	You know, that's kind of a double edged sword in that I can hear what's going on in the school office, be it problems at school or maybe gossip, maybe things talked about me and of my lessons, which can either work to my advantage or disadvantage, further discouraging me and so on.	
087	INT	Yeah.	
088	P5	But I do believe that speaking ability, perhaps might be a must if the main teacher, the Japanese teacher of English, cannot speak English.	
089	INT	Why?	
090	P5	Primarily because, how is the assistant English teacher to convey the rules of a particular game to be conducted in using English in a class if the teacher doesn't speak English and doesn't know how to translate those rules into Japanese? If the assistant English teacher is to use English only in the classroom, you're going to hit a basic language barrier there and there's no forward momentum in the classroom.	*Why the ALT has to know Japanese. Consequences of trying to conduct lessons completely in English. Contrast to p4 who taught all in English without any problems.*
091	INT	So what do you do in those kinds of situations? Do you switch to Japanese or do you try to just speak English the whole time?	

092	P5	Basically, for my first four months I was—and this applied to primary school— even to this day eleven months in I do resort to Japanese.	*The idea of 'resorting' to Japanese when faced with communication barriers with students.*
093	INT	Yeah.	
094	P5	It really hurt me at lower-secondary school, especially with the Japanese teacher of English, but I'll focus just on primary school. I still use Japanese and broken Japanese at that, so it's even more just an ineffective learning environment as a whole, for the kids and for me, by my using Japanese.	*The negative effects of using Japanese (broken) during the English lesson.*

Participant 6 (ALT) Interview

INT = Interviewer

P6 = Participant 6

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Some Tsushima ALTs feel that the lack of Homeroom Teacher involvement in planning and teaching is a problem. What are your thoughts on this?	
002	P6	Well it all depends really. In my experience, it depends on how serious you want your lessons to be. For example, if you're teaching upper-secondary school kids then you're preparing them for university exams so you have to be really strict about how structured your lessons are…	
003	INT	OK.	
004	P6	And again, with lower-secondary school, you're preparing them for high school exams so you have to be on the ball and you have to be following a certain curriculum. But in the case of primary school, there's no real curriculum. I mean there's one designated by the government but as soon as kids enter lower-secondary school then they start formal English teaching over again from the start. So it kind of makes a lot of your efforts in teaching the kids vocabulary, I wouldn't say moot, but in my experience, there's not real reason to make sure that the kids have a very 'structured' lesson in the same way that there is in lower-secondary school.	*No real need to have a structured lesson at the primary level. Contrast to p2 approach. Do HRTs agree with this?*
005	INT	I see.	
006	P6	I mean for primary school kids, I think I wrote this in the questionnaire that I wrote out for you, but my philosophy when teaching them was just to try and make them enjoy the lesson as much as possible and try to encourage them to think of English as not just being like maths or science or whatever, but something that people use every single day.	*Corresponds to the model for English prescribed by MEXT. But how is this actually achieved?*
007	INT	Yeah.	
008	P6	I mean, in lower-secondary school, one of the big problems is that they're taught English, and it's not just a Japanese problem it's the same in England. I remember when I was taught French back in school, I was just taught French as a subject not as a language that is used by real living, breathing people.	*Communicative approach?*
009	INT	Yeah, I see.	
010	P6	So I wanted to prepare the 'mind-set' of the primary school kids so they could approach English when they did study it more formally. I wanted to get them in the 'mind-set' that English is	

		not just something that they have to learn for tests but something that will be useful for them when communicating with real life people.	
011	INT	Yeah, I see.	
012	P6	So in that respect, to tie it back to the whole lesson plan thing, for me it wasn't as important to get a structured lesson plan sorted out as it was to make sure the lessons were enjoyable, and from my experience, it was just a matter of making sure that the teachers understood what we were going to be doing in that lesson and what sort of things we were going to be covering.	
013	INT	Yeah.	
014	P6	But at the same time we were just trying to have a bit of fun with the kids.	*Clear emphasis on enjoyment.*
015	INT	Yeah.	
016	P6	In that respect having a long, drawn out planning session with the teachers was not as necessary as it was in say lower-secondary school because we were just making games for the kids.	*Characteristics of primary.*
017	INT	Yeah, I see what you mean there.	
018	P6	But I know that my style of approaching teaching was not as rigorous as some of my contemporaries, to put it lightly. But I think in the same way, I just tried to focus on what I thought was important for the kids.	
019	INT	Yeah. Thank you for your answer. Were you happy to sort of take on the role of leader, the main teacher in lessons?	
020	P6	Well, in a sense I was kind of forced to really. I was happy to do it and I enjoyed doing it, but I think at the same time it was a case of not really having any other options so I might as well enjoy it. I'm not sure, I think in my first year, when I was teaching in primary school we did have lessons that were planned by one of the HRTs.	Forced to take the leading role but enjoyed this?
021	INT	I see, yeah.	
022	P6	So she actually planned out all of the lessons ahead of time for me. At least that was the case in one of my schools. I think at the other school I kind of did it by myself, but some of the lessons were planned out for me, like half and half. But the longer I was a teacher, the more I planned out all the lessons by myself. And I think it was just because the teachers stopped planning lessons for me.	*Change over time.*
023	INT	Yeah.	
024	P6	And kind of expected me to do it to under my responsibilities. So yeah, I didn't mind doing it all. I was quite happy to be the main teacher because I felt like I was actually doing something.	
025	INT	Yeah. That's fine, thanks. So next I'd like to ask you, some ALTs in the city have mentioned that they've stayed back after their contracted hours to either plan lessons with the Japanese teachers or just to wait for the Japanese teachers to become free in order to plan lesson. In relation to your own experience, how do you feel about that?	
026	P6	Well I think in my three years of teaching I've stayed behind after about five o'clock twice, I think.	*Contrast to P2*

027	INT	Twice!	
028	P6	One time was to play sumo and the other time was to prepare a dance routine for the school festival.	
029	INT	Yeah, I see.	
030	P6	So I pretty much never stayed behind after class to plan lessons. If it was a case of a teacher not being available for me to talk about what we'd be doing in the lesson the next day, I would just plan the lesson and tell the teacher what we'd be doing the day after. I mean, I suppose it's not really 'team' teaching in a way, but I always got the impression that the teachers were glad to be free of the responsibility rather than that they wanted to be involved in the planning of the lessons. Some teachers kind of had their own ideas about what they wanted to do and if they did have any objections about what they were doing, or if they had any suggestions then I'd try to incorporate that at a later point, but I never stayed late.	*Recognises that this approach was not really team teaching as such, but that it relieved teachers of their responsibilities.*
031	INT	Ok, that's fine. So did you have a TESOL or EFL qualification before you came to Japan?	
032	P6	No.	
033	INT	No, OK. So just the last thing I want to ask you today is how do you think Japanese ability affects the team teaching experiences of ALTs? Whether they can speak Japanese or not, whether they can read kanji or communicate in Japanese.	
034	P6	I think it helps a lot.	
035	INT	OK. In what way?	
036	P6	It did help a great deal. Most of the time it helps because it allows you to form a proper bond with the HRT and it allows you to actually explain your lessons, especially in primary school where the Homeroom Teachers' English is not always perfect.	*Importance of English for explaining lessons to HRTs.*
037	INT	I see, yeah.	
038	P6	Or how should I put this less delicately, they can't speak English generally speaking.	
039	INT	Yeah.	
040	P6	So it is kind of necessary, generally, especially if you're teaching in primary school, to be able to speak some Japanese in order to work together with your teachers.	
041	INT	OK, great. Did you ever use Japanese in the classroom when you were talking to your students?	
042	P6	I did to my shame, yes.	
043	INT	How did that go? Did you have any experiences with that?	
044	P6	Mostly it was to clarify exercises or activities that we were doing. I know it's ideal to only speak English in the classroom, but sometimes it just wasn't practical to only use English because you could take five minutes trying to explain something just using English and gestures and such or you could spend five seconds to explain in Japanese, and you would save a lot of time which could be used for the kids to learned English.	*Using Japanese helps save time, maintain the pace of the lesson?*
045	INT	That makes sense to me. Well thanks very much for doing the interview.	

APPENDIX H

Table 8: Translation of the HRT Interviews

Participant 7 (HRT) Interview

INT = Interviewer

P7 = Participant 7

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Thank you for doing the interview.	
002	P7	I'm glad I could help.	
003	INT	I'm going to start by asking a general question. How do you feel about teaching with the ALT?	
004	P7	I think the activities are worthwhile for the children.	
005	INT	I see. Thank you. Now I'm going to ask you some more specific questions. Do you always have a lesson planning meeting with the ALT before every lesson?	
006	P7	In my experience, they've been insufficient most of the time.	
007	INT	Okay. How does not having a lesson planning meeting affect the lessons?	
008	P7	There have been times when the ALT has started the lesson without first introducing the main words or expressions which he/she wants to teach, so there were times when I didn't know how I should proceed with the lesson.	*Does not know how to proceed if ALT does not introduce the expressions at the beginning.*
009	INT	What happens in those cases? Thinking about the students.	
010	P7	In those cases I have to watch what the ALT does in the classroom and I have to guess and try to judge what he or she wants to do on that day. Come to think of it, the HRT adopts a more passive role. And when that happens, the HRT isn't actively involved in the lesson.	*ALT becomes not-involved when ALT does not introduce expressions?*
011	INT	I see. Let's move onto the next question.	
012	P7	Okay.	
013	INT	Do you think games are effective for teaching English in primary school?	
014	P7	Yes, I think so..	
015	INT	Okay. Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about that?	
016	P7	I agree. So like I said at the start, after all, if the children are studying English, I think it's important to proceed with the games after both the HRT and the students know what expressions the ALT wants them to learn or what expressions he/she wants them to be able to use.	*Importance of teaching the expressions before the game starts*
017	INT	Yes, you're right. So what happens when they don't do that?	
018	P7	If you don't do that then the lesson is just about playing games. I am aware that learning about English gestures and eye contact is important while learning English, but the children aren't learning language in those cases. So that's what happens.	*Emphasizing learning. Contrast to P6 who focused on enjoyment.*
019	INT	I see. Thank you. Do you think it's OK for HRTs to speak Japanese in the English lesson?	

020	P7	I think it's best to try not to speak Japanese as much as possible but HRTs do need to translate where necessary.	
021	INT	When the Japanese teacher does or doesn't follow up the ALTs instructions in Japanese, how does this affect the lesson?	
022	P7	If you do it [follow up] too much then the lesson misses the original objective of remembering English, but on the other hand, if you don't follow up at all then some children get left behind, so I think it's best to follow up appropriately depending on each individual class.	
023	INT	Is it easy for you to do that?	
024	P7	It's not easy. After all, English is not my native language so I'm not originally an English speaker. Therefore, up until now, when the students don't understand and I think it's a key point of the lesson, I've made sure to ask the ALT about it. I asked them what they mean myself.	
025	INT	I see. Thank you. Do you prefer working with an ALT who can speak Japanese or an ALT who can't?	
026	P7	Of course, an ALT who can speak Japanese.	
027	INT	I see, an ALT who can speak Japanese. How does the ALTs ability to speak Japanese affect the lesson in terms of planning and teaching?	
028	P7	Without question, ALTs with a high level of Japanese teach better quality lessons, the lessons go well, and their relationship with the teachers at the school is better, without a doubt.	
029	INT	Have you experienced teaching with any ALTs who can't speak Japanese?	
030	P7	Never with one who can't speak Japanese at all. But I've met ALTs with a level of Japanese that made it difficult to have lesson planning meetings at all and ALTs who can't explain things in Japanese in the lessons. It was a bit difficult then.	
031	INT	Could I ask you to elaborate on that?	
032	P7	That ALT was from Asia but, is it okay to say this? He/she was from the Philippines, and don't they have quite unique accents? Filipinos speak English with an accent and he/she didn't really explain things properly. I guess all kinds of ALT come to Japan from different places to get the children used to different kinds of English, as a kind of national movement. I guess it's something to do with the fact that not all teachers speak the Queen's English But it caused problems and sometimes the ALT couldn't explain the key sentence for the lesson well in Japanese. As you can imagine, that led to a few basic problems.	*Wants ALT to use US / UK English*
033	INT	I see. Finally, do you think it's okay for the ALT to speak Japanese in the lessons? When the ALT organizes the lesson and explains things in Japanese?	
034	P7	I think it's OK. Actually, I even think it's OK to write *katakana* by the English words for the students. I think it's OK to write the pronunciation in *katakana*, words like 'how' and 'what.'	
035	INT	I see. Thank you very much.	
036	P7	You're welcome.	

Participant 8 (HRT) Interview

INT = Interviewer

P8 = Participant 8

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Thank you for doing this interview.	

002	P8	I'm glad I could help.	
003	INT	I'm going to start by asking you a general question.	
004	P8	OK.	
005	INT	How do you feel about teaching with the ALT?	
006	P8	I have very limited English ability and my listening isn't good enough so I really feel as though I don't have what it takes to teach English. So it's very encouraging to be able to teach the students actual, real English directly, not Japanese English together while the students communicate with the ALT. and I think that I also learn a lot from it myself and it's actually enjoyable when you try to get involved.	*Lack of confidence in her English ability*
007	INT	I see. Thank you very much. Now I'm going to ask you some more specific questions	
008	P8	OK.	
009	INT	First about meeting time. Do you always have lesson planning meetings with the ALT before every lesson?	
010	P8	We do have lesson planning meetings when there's time but it was difficult to have them before every lesson because there's no designated time-slot. But on the whole we talked about the overall flow of the lesson so I think I knew what to expect in general.	*Depends on the time factor and there is no set time to plan.*
011	INT	I see. How does not having a lesson planning meeting affect the lessons?	
012	P8	Like the students, I had to listen and guess what we were going to do next in the lesson, so when I didn't really understand what was going on myself, I made mistakes like carelessly giving out the wrong instructions and this didn't really help the students in terms of the progress of the lesson. So things like that happened, yeah.	*Gave out the wrong instructions because she didn't understand ALT instructions*
013	INT	I see. Thank you very much. Let's move onto the next question. Do you think games are effective for teaching English in primary school?	
014	P8	Yes, I do.	
015	INT	Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about this?	
016	P8	Well, there are different levels, the primary school level and the lower-secondary level. At the primary level, of course, it's also important to get them used to listening to English in terms of learning English but developing communication skills through English is also important. So I feel that games are very effective in that students can deepen their communication naturally while playing them. And through activities like that, where students mainly use English, you know if you play the same game in the same way in Japanese, the students don't get that excited. So they can alleviate their shyness (through English games). The gap is the biggest problem at the moment because the students suddenly have to remember vocabulary when they go to secondary school, so I think this kind of gap is another problem. But I think games are a good thing per-se.	*Approach mirrors the national-level approach of acquiring communication skills through learning English.*
017	INT	I see. Thank you. Do you think it's OK for HRTs to speak Japanese in the English lesson?	
018	P8	The curriculum is based on all-English lessons, isn't it? As I gradually got used to listening to English I also came to agree with that but at the start I wasn't used to listening to English and I didn't understand what was being said so I didn't know what to do. This was right of the start [of my time working with ALTs]. When you think about it like that the students must feel the same too. They'll understand to some degree if you use gestures and other non-spoken techniques, but if you say a few words to explain the meaning in Japanese then they'll follow the progress of the lesson. So in that respect I think that teachers should follow up using Japanese rather than doing the lesson completely in English.	*Following up in Japanese is important. Therefore, ALT should speak Japanese in the classroom.*
019	INT	Finally, do you prefer working with an ALT who can speak Japanese or an ALT who can't? You can answer honestly.	

020	P8	(laughs) A teacher who can speak Japanese. If the teacher's not well-versed in Japanese like you, it makes things difficult.	
021	INT	Ah, as I expected.	
022	P8	Yes, it is. I'm not an English teacher, originally.	
023	INT	Right.	
024	P8	I didn't specialize in English, I just took English in normal classes up to high school level and I've never studied abroad, I haven't been to a school like that. So it's helpful if the ALT can tell me this is how you say in in Japanese, this is how you say it in English then I can understand it myself like, 'Ah yes this is how you say it in English'.	
025	INT	I see. So finally, how does the ALTs ability to speak Japanese affect the lesson? For example what happens in the class when the ALT can't speak Japanese?	
026	P8	One ALT who I worked with in the past could hardly speak Japanese so the children also fell deadly silent in the class. I thought for a moment that I too could only give one word answers and couldn't follow up after the ALT when the children were stuck. So at the end of the day the teacher has to communicate with the students but the most important thing for me is communication between the teachers. When we're teaching together. Therefore, if the students don't understand what they are being told to do and I also don't understand, in an instant, the atmosphere in the class changes, well it falls silent. English is fun for the students so you don't often have English lessons that fall silent. So I think this was the biggest problem, in terms of how it affected the class.	*The idea of classes falling silent due to some communication gap between the ALT and the students. Occurs with ALTs who can't speak Japanese?*
027	INT	I see. Do you think it's okay for the ALT to use Japanese during the class?	
028	P8	I think it's fine.	
029	INT	Yes, just a bit…	
030	P8	Yes, so at the start when the ALT hands something out and says 'pass pass pass', when the students first heard this they're thinking 'What? What? What'? So something obvious like 'pass pass pass' or 'turn your desks around', things that the ALT says naturally, although they're used to it now, when they hear it for the first time they wonder what it means, right? And the intuitive children think 'oh, this is what it means' so if you say a little something in Japanese to tell them they're right then they realize they've understood and think, 'Oh yeah, that's it. I understand'. I think everything depends on the level. Instead of deciding how to approach the lessons from the start, I think teachers need to teach the students based on the situation at the time. Then for 1st grade students there's a certain way of teaching them, but in terms of a set way of teaching for grades 1 to 6, they are different year groups and their learning must be at different stages. So there are some classes where the children will understand English naturally without issuing instructions in Japanese.	*The idea of scaffolding in the L1.* *Approach should depend on the learners.*
031	INT	I see. Thank you very much.	
032	P8	You're welcome.	

Participant 9 (HRT) Interview

INT = Interviewer

P9 = Participant 9

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Thank you for doing this interview.	
002	P9	I'm glad I could help.	
003	INT	First I'm going to ask you a general question. How do you feel about working with the ALT?	

004	P9	I often rely on the ALT to make up for what I can't do myself. Basically I often leave things [lesson planning and teaching] to the ALT and I can't really help. In the past, there have also been ALTs who literally only speak English, who can speak hardly any Japanese. When working with these teachers, there were times when I couldn't understand how the game that the ALT was introducing worked and both the students and I were like 'What, what?'	*Language barriers between ALTs and students when the ALT can't speak Japanese.*
005	INT	I see. Yeah, that's right. So, about lesson planning meetings, do you always have lesson planning meetings with the ALT before every lesson? Every time?	
006	P9	Not every time. Most of the teachers [ALTs] hardly did it at all.	
007	INT	Right. So how does not having a lesson planning meeting affect the lessons?	
008	P9	If you do have one, you know about the lesson so you can approach it systematically. And you know, it's a bit strange to call it 'help' when we're supposed to be the main teacher. We get told that, originally, the HRT is supposed to be the leader and that the ALT is the assistant. But if we have a little meeting, I can just do my little bit to help.	*Recognizes that the HRT should have a more central role but also sees the reality of the situation.*
009	INT	I see. Thank you very much. Let's move onto the next question. Do you think games are effective for teaching English in primary school?	
010	P9	I hated teachers who just played games. Really, it's best to start with a song then play just games isn't it? The ALT sings the song each lesson and the students get really familiar with it and absorb the song so it is very good. But when I was working with teachers whose lessons were all about games, in other words there lessons were not really related to English, it wasn't very effective, in fact it was a waste of time. I was disappointed because the ALT didn't pronounce the words repeatedly to get the children to remember by listening.	*ALT teaching methods. Wants ALT to make students repeat the words so they can remember them. Contrast to P6?*
011	INT	I see. Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about this? You just talked about this but…	
012	P9	I think I just mentioned it but I think games that incorporate lots of English speaking are effective and help the students to learn while having fun but there were a lot of times where the lessons were only about games so I didn't feel they were very good.	
013	INT	Do you have lots of experiences like that?	
014	P9	About half of them were no good. Half of them, the ones that made me think 'ah, this game is interesting', were games that students could only do while speaking English.	*Games should make the students have to speak English. Information gaps?*
015	INT	Yes you're right. Those are the best.	
016	P9	Games where the students have to speak English or have to do something. But there have been quite a lot of teachers who do games where the students just have to move in a certain way or come and pick something up.	*Doesn't like listening only games. Makes sense.*
017	INT	So is each teacher different then?	
018	P9	Completely different.	
019	INT	I see. Do you think it's OK for HRTs to speak Japanese in the English lesson?	
020	P9	Under normal circumstances, I think the lessons should be conducted completely in English. But things like how to play the games, what to do next, and how to move desks contain vocabulary that's difficult for the students. The only way to do it is using gestures. Doing that wastes time so you always end up using Japanese.	*Same as ALT PP1, PP2 and PP6 on wasting time. How using Japanese helps keep pace in class.*
021	INT	Is that OK?	
022	P9	I can't say either way.	
023	INT	I see. When the Japanese teacher does or doesn't follow up the ALTs	

		instructions in Japanese, how does this affect the lesson?	
024	P9	Do you mean when the Japanese teacher says what the ALT says?	
025	INT	Yeah.	
026	P9	I don't think it's effective. At the end of the day, there are little differences that we can't pick up by listening. Probably, for example, if a foreigner comes to Japan, you can tell that it's a foreigner straight away because their way of talking is a bit strange, right. Even if they look the same as a Japanese. So, even if we try and say the same thing, it's probably a bit different. I think there'd be lots of small mistakes. So I don't think it's a good idea for a Japanese person to repeat what the ALT says.	
027	INT	I see. Thank you. So finally, on the topic of communication. Do you prefer working with an ALT who can or can't speak Japanese?	
028	P9	I prefer one who can speak Japanese.	
029	INT	Ah really?	
030	P9	If the ALT can't speak a little bit, then it's really difficult.	
031	INT	I see. So How does the ALTs ability to speak Japanese affect the working relationship and lesson in terms of planning and teaching? For example, if the ALT can't speak Japanese?	
032	P9	For example, it's okay if the students can understand the content of the lessons and the way it is taught. If they can understand it, then the ALT doesn't have to use Japanese. But if the ALT wants them to do something difficult or complicated the students can't really understand using English only. In these cases, the students get bored and start saying that they don't understand English, so the first thing is the children's understanding. Gestures or anything is fine as long as they understand.	*Students begin to feel that they don't understand English when ALT teaches completely in English?*
033	INT	Yes, you're right. Do you think it's okay for ALTs to speak Japanese during the lessons?	
034	P9	I think it's best that they don't speak Japanese if possible.	
035	INT	Okay, I see. Have you had any other difficulties?	
036	P9	Well I'm not sure if it was really a difficulty but recently a Filipino teacher, a woman, taught my class. That teacher was very good and was really friendly with the students in the lessons, the games contained suitable English speaking and it was excellent, but there the large TV textbook pronunciation, right. It was one of those lessons where you have to use the TV for half of the lesson and when I compared the Filipino teacher's pronunciation to the TV pronunciation I just thought, 'No. That's just wrong'. Even when *I* heard it I thought, 'What? That's wrong!' but it was Filipino English, probably.	*Varieties of English? Same as PP7*
037	INT	Yes, you're right. British English and American English are also different.	
038	P9	I just thought, 'Oh so this kind of English also exists', but the children were a little puzzled. I can't remember but I think it was the Great Wall of China. There was some word with completely different pronunciation.	
039	INT	That's certainly true.	
040	P9	So I went on with the lesson thinking 'it's wrong' but also thinking 'no, this pronunciation also exists', but the fact that the pronunciation was a bit different…	
041	INT	Yes. What about the teacher before that?	
042	P9	The teacher before that was terrible. He threw paper cards and told the students to pick them up and bring them to him, so that teacher was the worst for me. Apart from that, there were a lot of good teachers, but the biggest problem I had was with a woman teacher who said, 'Please ask me questions' and it was always 'ask questions' but the students didn't know what to ask, so the lessons were stagnant from start to finish. The class was dead for the whole year with that teacher.	*Problems with ALT teaching methods. Responsibility is placed with ALT.*

043	INT	Yeah. That's not very good is it?	
044	P9	It's not good. Then the curriculum came in. The children started learning the same things and studying things in order so I think that solved the problem but there was no curriculum in the early days. So this kind of thing sometimes happened back then.	
045	INT	Thank you very much.	
046	P9	You're welcome.	

Participant 10 (HRT) Interview

INT = Interviewer

P10 = Participant 10

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Thank you for doing this interview.	
002	P10	I'm glad I could help.	
003	INT	First I'm going to ask you a general question.	
004	P10	OK.	
005	INT	How do you feel about working with the ALT?	
006	P10	Well, if it was just a Japanese teacher, we don't know the pronunciation or about foreign countries culture, so I think it's great because the ALT speaks English with the correct pronunciation.	
007	INT	I see. Thank you. So, about the lesson planning meeting with the ALT, do you always have lesson planning meetings with the ALT before every lesson?	
008	P10	Well, we can't have lesson planning meetings every time.	
009	INT	How much?	
010	P10	Even if we do have them, we only talk for about 5 or 10 minutes about what the ALT will do during that day's lesson.	
011	INT	Oh really? And how does not having the meeting affect the lessons?	
012	P10	Well, only the ALT knows how the lesson will go, so as the second teacher I don't know which parts of the lesson to follow up on in Japanese, or how to help, so it's dependent on the meeting. When the two of us can communicate, it helps me understand things like, 'Today's lesson we'll be doing this sort of thing', and I know where to follow up so the kids understand, so I think not having a meeting leads to me not knowing what to do during class.	*Importance of collaborative planning in that it helps the HRT to know where to follow up and collaborate in class. Similar to PP11.*
013	INT	Thank you very much. Let's move onto the next question. Do you think games are effective for teaching English in primary school?	
014	P10	Yes, I do think so.	
015	INT	Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about this?	
016	P10	But in middle school the students study the vocabulary properly from the letter A. In primary school I think it's fine for them to become familiar with English words that are outside their first language, so I'm not at all concerned about the fact that they're using games to do it. I think it's enough if they can remember things like, 'Oh! That's like when we used 'can' or 'what' in that game that time' when they go to secondary school.	
017	INT	Thank you very much. Do you think it's OK for HRTs to speak Japanese in the English lesson?	

018	P10	I think it's best if they speak English as much as possible, but the kids just can't understand if it's all in English, so in the end, I think it can't be helped if Japanese is used to follow up.	
019	INT	I see. When the Japanese teacher does or doesn't follow up the ALTs instructions in Japanese, how does this affect the lesson?	
020	P10	I'm going to repeat what I just said here, but I think it's definitely not necessary to translate everything into Japanese. So I think HRTs just need to translate the important points into Japanese.	
021	INT	What happens if the Japanese teacher does not follow up on the ALTs instructions at all?	
022	P10	So one of the main effects is, for example, when the ALT teacher explains how to play a game in English, you can't just start the game smoothly, I think. If the ALT starts the game while the kids are like 'what, what, what?' what the ALT expected to be a fun game at the start, loses half of its appeal and the ALT has to keep explaining and it wastes time.	*Consequences of not following up.*
023	INT	I see. Thank you. Do you prefer working with an ALT who can speak Japanese?	
024	P10	In the end, I'm grateful if the ALT can speak Japanese reasonably well.	
025	INT	How does the ALTs ability to speak Japanese affect the lesson in terms of planning and teaching? For example when the ALT can't speak Japanese.	
026	P10	If the ALT can't understand Japanese to some extent, and when it gets to the point where we can't convey our wishes to the ALT, we can't communicate at all. I think this also applies to aspects of Japanese culture, like apologizing when you're not in the wrong. If the ALT doesn't learn about these cultural aspects in advance too, then things like the flow of the lessons don't go smoothly and the children are no longer able to communicate with the teacher. It's really awkward when these kinds of things happen.	*ALT should learn about cultural aspects too.*
027	INT	I see. So finally do you think it's OK for the ALT to speak Japanese? In the lesson.	
028	P10	I think it boils down to what extent the teacher in charge can translate into Japanese, or into English, so I think it's hard on the older teachers. In the higher grades there will be kids that understand somehow, but in the lower and middle grades, I don't think they understand anything, so I think it can be hard on them [older teachers teaching middle grades].	
029	INT	Have you ever had experience with an ALT that can't speak Japanese?	
030	P10	I never have. I've only heard stories.	
031	INT	I see. So finally do you think it's OK for the ALT to speak Japanese? In the lesson.	
032	P10	I think it's ok to some extent.	
033	INT	Thank you very much.	
034	P10	No problem.	

Participant 11 (HRT) Interview

INT = Interviewer

P11 = Participant 11

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Thank you for doing this interview.	
002	P11	I'm glad I could help.	
003	INT	First I'm going to ask you a general question.	

004	P11	OK	
005	INT	How do you feel about working with ALTs?	
006	P11	I think it's very effective. I think it's much better to get the children to absorb the pronunciation of a native speaker. After all, ALTs are better with pronunciation than Japanese people, and I think it's better that they help in many other ways, so I think even the games are effective.	
007	INT	I see. Thank you. Next I'd like to ask a more concrete question.	
008	P11	Sure.	
009	INT	So first, about the lesson planning meeting with the ALT, do you always have meetings with the ALT before every lesson?	
010	P11	When I have time, we meet to discuss lessons, but I'm often busy. For example, I have other obligations at school such as organizing school events and marking homework, so no matter what I do, there are always going to be times when we can't meet.	*Demanding schedule makes it hard to find time to meet.*
011	INT	Of course. And how does having or not having a lesson planning meeting with the ALT affect the lessons?	
012	P11	Understanding the flow of the lesson, and, as an offshoot of that, whether the kids can follow the lesson, is dependent on whether or not I can meet with the ALT. Also, the meeting helps me to understand the conversations and demonstrations I have with the ALT in the class so I realise, 'Ah this is what I should do', so I think the meetings with the ALT are necessary.	*Importance of meetings so HRT 'knows what to do'*
013	INT	Thank you very much. Okay, let's continue to the next question.	
014	P11	Sure.	
015	INT	Do you think games are an effective tool for teaching English in primary schools?	
016	P11	Yes. It is a primary school after all, so I think the kids should start studying English by getting close to, and having a fun experience while learning it. Once they have had fun and understand that they can learn English a little at a time, it's good if they can move onto middle school and study the language more deeply, I think.	
017	INT	Thank you. Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about this?	
018	P11	Yes I see. After all, there is a difference in ability. Recently there are kids studying at an English cram school, and those kids are progressing, using English, but there are also more negative kids in the class that just use Japanese, so we do our best to call on those kids to use English.	*Students who use Japanese during the class*
019	INT	I see. Do you think it's OK for HRTs to speak Japanese in the English lesson?	
020	P11	That's a very hard question. I myself have never really known to what extent it is ok to follow in Japanese, so in the meantime I do my best to make a conscious effort to stop talking in Japanese in front of the children, but in class there are kids that can't understand English at all to the point of not being able to do the activities, so for those kids, I usually go up to them and explain things in Japanese.	*Does not know how much to 'follow up'*
021	INT	Okay. When the Japanese teacher follows up the ALTs instructions in Japanese, how does this affect the lesson?	
022	P11	In a good way, because, after all, not everyone is at the same level of English, for the kids who are at a lower level and whose English isn't so good, I think it makes things easier for them to understand. But on the other hand, in a bad way, because if Japanese is spoken, they won't feel the need to think about the meaning of words and form connections between the two languages, So I think it's important for kids to be as confident as possible and figure out and understand the words in some way or another and to look at certain actions and realize by themselves, 'Oh! This English means this'.	

023	INT	Thank you. And lastly, do you prefer to work with ALTs who can speak Japanese or who can't speak Japanese?	
024	P11	I myself can't speak English at all, if the ALT couldn't speak Japanese, I would be worried about a fair few things.	
025	INT	Yes, I see. How does the ALTs ability to speak Japanese affect the lesson in terms of planning and teaching?	
026	P11	Well I myself am working at a primary school so… for example, I think if you're teacher who major's in English like middle, or high school teachers, you can communicate in English, but in primary school not all teachers can speak English, and the kids can't speak English to that extent, so if the ALT can't speak Japanese to some extent it's asking a bit too much of us, especially since it's a primary school.	*Difference between JTEs and HRTs. Asking too much of HRTs to be able to plan in English.*
027	INT	I see. So finally, do you think it's OK for the ALT to speak Japanese? In the lesson.	
028	P11	I would rather them speak as much English as possible, however, no matter what, there will always been times when the kids don't understand the rules to a game, or when the degree of difficulty is a little high, so in those situations, I think speaking Japanese can't be helped, but in general it is better to speak English.	
029	INT	Okay, thank you very much.	
030	P11	That's alright, thank you.	

Participant 12 (HRT) Interview

INT = Interviewer

P7 = Participant 12

Segment	*Speaker*	*Talk*	*Comments*
001	INT	Thank you for doing this interview.	
002	P12	I'm glad I could help.	
003	INT	First I'm going to ask you a general question.	
004	P12	OK.	
005	INT	How do you feel about working with the ALT?	
006	P12	I think it's great. The kids get a lot of motivation from having an ALT around.	
007	INT	I see. Thank you. So, about the lesson planning meeting with the ALT, do you always have meetings with the ALT before every lesson?	
008	P12	Definitely! At my old school the HRT was in charge of the curriculum, so we always met to discuss classes.	*Old school?*
009	INT	Oh really? How does having the meeting affect the lessons?	
010	P12	You got used to it so it was ok, but depending on the class, the type of children and the atmosphere is different, so it would be necessary to arrange class at least a little. Regarding that, if you don't meet to discuss class, the things that the ALT wants to do won't be able to progress smoothly, so in that respect it's a good idea.	*Assumes that the ALT is in charge of planning.*
011	INT	Thank you very much. Let's move onto the next question. Do you think games are effective for teaching English in primary school?	
012	P12	I do.	
013	INT	Some HRTs mentioned that students sometimes just enjoy the games without acquiring the target language. What do you think about this?	

014	P12	When it comes to the way of playing games, the teacher trying to teach the game in class will inevitably lead to Japanese being used to explain the English. Even though the rules for the game are explained. At my previous school, as preparation, the homeroom teacher explained the rules of the game to the children in Japanese before the class. This helped them to get to know the game well and we were able to teach the class entirely in English. If you think of just explaining the rules, it's much harder.	*A different method in which the HRT explains the rules before the class so the class can be conducted completely in English.*
015	INT	Did that system work well?	
016	P12	Yeah, so it meant that the class was always conducted in English without following up in Japanese. And, after all, in the case of primary school kids, through games they can grasp the idea of places where those words are used. If they only remember the words they don't know when and where to use them, but if it's during a game they can remember that these words are used at these times, so I think the games are effective.	
017	INT	Thank you very much. Do you think it's OK for HRTs to speak Japanese in the English lesson?	
018	P12	Essentially, I don't think it's very good. If the English isn't understood then the teacher can always use gestures, for example, if the kids don't understand the word 'sit down' you can use your hands to signal them to sit down, or have the homeroom teacher sit down. By doing this the kids have accomplished the task while only listening to English. However, if the Japanese teacher tells them to sit down in Japanese, the kids will do it because they understood the Japanese, but they won't feel like they've understood any English.	*The importance of teaching in the L2.*
019	INT	I see.	
020	P12	That's what I think.	
021	INT	When the Japanese teacher does or doesn't follow up the ALTs instructions in Japanese, how does this affect the lesson?	
022	P12	For example, at times like, when is the students are learning hard sentence structures, or when kids start becoming more shy, like in middle school, the Japanese teacher follows up by teaching grammatical points in Japanese. Because they won't easily understand things like particles, adverbs, and adjectives if you tell them in English. Though, at primary schools, while they don't understand, at the very least, if you just go ahead and teach them in English then they are learning through experience, which I think is a good thing. If you go ahead and explain it, they will feel like they understand, but in reality they won't be able to use what they've learnt.	*View that teaching should be done in the L2*
023	INT	I see. Thank you. Do you prefer working with an ALT who can speak Japanese? You can answer honestly.	
024	P12	To be honest, ALTs like you who understand Japanese well but pretend that they don't are the best. For example, Japanese children's spoken English is full of mistakes, so if an ALT that doesn't understand any Japanese listens to them, they probably won't understand what the child wants to say. However, an ALT that has a good understanding of Japanese but pretends he doesn't understand would be able to comprehend what the child wants to say. They will also be able to properly answer a child that asks a question in terrible English. Therefore, that is the most important thing. The second most important thing is accurately being able to communicate with the homeroom teachers about classes. I think it's extremely hard to talk about classes with people who don't understand any Japanese.	*Alt has to understand students but pretend not to and reply in English.* *Need Japanese for planning lessons.*
025	INT	Well, I think you've mentioned this already but how does the ALTs ability to speak Japanese affect the lesson in terms of planning and teaching? For example when the ALT can't speak Japanese.	
026	P12	It's OK if the homeroom teacher can accurately grasp and follow up on what an ALT is doing in class, but even though we're learning English, if the ALT absolutely can't speak Japanese, it is quite difficult to follow up on the spot. Therefore, because we have to make it easy for the children, even though the ALT will talk to the students using simple English where possible. They don't have to speak perfectly like you, but I want them to understand what the students are saying to some degree.	

027	INT	So finally do you think it's OK for the ALT to speak Japanese? In the lesson.	
028	P12	For me, it's not very good. For the purpose of the ALT not having to speak Japanese, it's ok for the Japanese teacher to explain things like the game and the theme of today's study. But if the class ends up getting confused, it might be necessary. I don't know, but it generally never came to that with me at my old school. Even the homeroom teacher spoke Japanese as little as possible. In times the children didn't understand, in their place, I would say 'I don't know' or 'I can't understand', and I would also say things like 'once more please' to encourage them to use English.	
029	INT	So do you think the way of doing things is different depending on the school?	
030	P12	Yes it is.	
031	INT	Why do you think that is?	
032	P12	Hmm, I wonder why. It also depends on the objectives that each school has, but, what are the 5th and 6th grade textbooks like these days? Is it ok to speak Japanese?	
033	INT	ALTs always talk in English, but when the students find it difficult to understand…	
034	P12	So it's really only in those situations	
035	INT	Yes. So the homeroom teacher should follow up in those situations?	
036	P12	After Japanese children leave school, when they do things like leave the house, they don't need to use Japanese at all, right.	
037	INT	Yeah you're right.	
038	P12	Because you can only create the conditions that make them use English when in school. So it's a precious one hour lesson because they're never required to use English outside school, so I think it's extremely important to somehow or other communicate with the ALT.	*The idea that the time with a native speaker is valuable.*
039	INT	Yes it is. Lower grade students only study English once a month right.	
040	P12	Yes, not so often. But even in my previous school, at first the children always said 'I don't understand, I don't understand' (in Japanese), but they quickly learn how to say things like 'one more please' (in English) is normal. But teachers that understand what the kids are saying, understands in Japanese things like, 'Oh, you're worried about this', and 'Oh I see, you're saying you don't understand the rules', and 'Oh, you're saying you don't know the word for this.' Then the teacher will say, 'OK then, we'll practice that one more time', and because the ALT knows Japanese, if the kids don't understand the rules, the ALT can be asked to 'explain the rules again', and can explain without resorting to speaking Japanese themselves. If you don't run the lesson like that, the ALT becomes something of a tape recorder, and the Japanese teacher does the lesson in Japanese. If the ALT becomes like a direct tape recorder it's pointless them even being there, so I think it's a waste of them being there if they aren't used as well as they could be.	
041	INT	Thank you very much. Is there anything else you want to say?	
042	P12	To the ALT teachers?	
043	INT	Have you had any other problems or worries?	
044	P12	I'm not worried about anything, but I do think it's ok for the ALT to make requests to the homeroom teachers. So things like, 'I want to do something like this some time, so could you please explain the game first for me?', or 'could you please explain in preparation?', or 'do the kids in this class like games like this?' The lower grades and higher grades are different, so games that the first years will get excited about, may be useless for 6th year students, or something that the 5th grade students can do well, the 2nd grade students won't easily understand. There are things like that, so in situations like that, I think the ALT shouldn't worry about	*Corresponds to P3 idea about ALTs being assertive about their wishes for the lessons.*

		discussing the lessons or make suggestions after all.	
045	INT	So you mean, go to the teacher in charge and ask to talk about it?	
046	P12	Because the ALT has many different classes, I think they get really tired. I think, 'he must be tired', because normal staff members don't go around that many different classes in one year. For example, even music teachers don't have that many classes, so I think it must be hard.	
047	INT	I see.	
048	P12	Writing it down [lesson plans and ideas] is fine too. To a degree, Japanese teachers all studied English a little, so they probably understand it better if it's written down. But Japanese people feel sad (communicating through writing). If your write down, 'I'm thinking of doing this', most people will understand, but in English… well, if their Japanese is ok there won't be a problem, but please write if you think that's also quite hard. Because if you do that the teacher can then ask about what exactly you mean. In reality, there will definitely be English classes with teachers that are used to the situation and teachers that aren't used to it. However, with the amount of young teachers, and the considerable amount of English, in terms of the curriculum, conversation is possible, but people my age don't really speak English that well.	*The possibility of a written approach to communication and lesson planning*
049	INT	Yes that's right. It differs from person to person, doesn't it.	
050	P12	Yes, there is isn't there. It also depends on the teacher's field of expertise.	
051	INT	That's right. What's your field of expertise?	
052	P12	Mine is Japanese.	
053	INT	Oh, Japanese.	
054	P12	Yes.	
055	INT	Thank you very much.	

APPENDIX I

Figure 9: Supplementary Data (Participant 7, HRT)

Of the ALT's that I've met up to now, the best teacher was an Australian woman who married a Japanese man.

This teacher watched the students' reactions carefully and, when it seemed like they didn't understand the English, taught them the meaning in Japanese then immediately switched back to English and made the students pronounce the words.

This mixing of English and Japanese was extremely skillful and the students felt at ease and pronounced the English words with confidence.

Each dialogue was short and simple.

When she taught them the meaning and how to use the words the students copied the language quickly. Then she started the game after they could say the words well.

She was also using Japanese, but the students were speaking English for a long time during the lesson.

X The way in which other ALTs failed…

X Their English explanations were long.

X They didn't understand that the students didn't understand.

X They didn't explain the important dialogue in Japanese and started the game without practicing well.

X There were some students who were only moving around and couldn't remember the dialogue.

APPENDIX J

Table 9: List of Themes, Categories and Codes

THEMES, categories and codes	Sources	References
KNOWLEDGE & ABILITIES	21	116
Communication barriers between ALTs and HRTs	19	68
HRTs have limited English ability	12	18
ALT has limited Japanese ability	8	12
ALTs have to know Japanese to teach at ES	3	6
There is a language barrier between the ALT and HRT	5	5
HRT does not specialize in the subject of English	2	3
ALT speaks English with an accent	2	3
HRTs do not understand the ALT's lesson	1	2
HRTs give incorrect explanations or instructions	2	2
Class falls silent because the ALT cannot speak Japanese	1	2
HRTs interpret ALT's English in a clumsy manner	1	1
HRTs are reluctant to get involved because of their lack of English ability	1	1
ALTs should be more understanding of HRTs' English ability	1	1
HRTs should brush up on basic English	1	1
ALT cannot help HRTs who are not open minded about speaking English	1	1
HRTs lack confidence in English	1	1
ALT feels anxious about not being able to communicate with HRTs	1	1
ALT has to get used to working in another language and culture	1	1
Having ALTs who speak Japanese may be counter-productive	1	1
ALTs knowing Japanese is a double-edged sword	1	1
ALTs have to know Japanese to work with HRTs	1	1
HRTs should improve their English ability	1	1
HRT is not used to listening to English	1	1
HRT does not understand ALTs English	1	1
HRT cannot convey wishes to ALT in Japanese	1	1
Communication barriers between ALTs and students	13	22
Students do not understand the ALT's English	6	7
Time is wasted when students do not understand games or activities	5	5
Students have limited English ability	3	3
There are long silences during the lesson	1	2
ALT cannot explain something in English so the students can understand	1	2
ALT does not understand that students may not understand instructions	1	2
Students get bored when they do not understand English	1	1
Lower grade students do not understand anything	1	1
Degree of difficulty of the lesson is too high	1	1
Students' English abilities vary	1	1
Students' listening abilities are insufficient	1	1
ALTs who do not know Japanese cannot understand what students want to say	1	1
EFL abilities and experience	5	16
ALTs lack training, experience, or qualifications	4	11
ALT does not have a natural talent for improvisation	2	2
ALT lacks confidence in his teaching ability	1	1
ALT does not know about teaching methods	1	1
ALT experiences a period of deadweight loss before starting to execute effective lessons	1	1
Cultural understanding and communication	6	10
ALTs does not know about students situations	1	2

HRTs should understand non-Japanese perspectives	1	1
HRTs should understand life as a foreigner in Japan	1	1
HRTs should communicate their classroom needs better	1	1
HRTs are not mentally prepared to talk to the ALT when the ALT approaches	1	1
ALT has to get used to working in another language and culture	1	1
ALT does not know the personality of the class	1	1
ALT steps on people's feet	1	1
Lessons do not go smoothly if ALT doesn't learn about Japanese culture in advance	1	1
Others	1	1
HRTs should be better	1	1
PARTICIPATION	18	92
HRTs' participation in teaching	17	63
HRTs are not sufficiently involved in teaching	8	13
HRTs stand at the back of the class	3	4
HRTs should be more involved	4	4
ALT teaches or is expected to teach alone	3	4
HRTs' are only involved in disciplining students	3	3
HRTs are not interested in English lessons	2	3
HRTs do not converse with the ALT in English during the lesson	2	2
HRTs mark homework during the lesson	2	2
HRTs are reluctant when ALT tries to get them to participate	2	2
HRTs are not present in the classroom during the lesson	1	2
Team teaching does not take place	2	2
ALT takes on or is forced to take on the role of main teacher	2	2
HRT does not know which parts of the lesson to follow up on in Japanese	2	2
HRT does not know how to proceed in the class	2	2
HRTs remain at their desk during the lesson	1	1
ALT handles classes alone, making it difficult to get HRTs involved	1	1
HRTs should not fear looking silly in front of the students	1	1
ALT struggles through teaching a class alone	1	1
ALT should play the role of assistant	1	1
The classroom environment becomes disconnected because the ALT teaches alone	1	1
ALT is put in charge of everything for lower grades	1	1
HRTs do not demonstrate a good relationship with the ALT in front of the ss	1	1
Time is wasted because ALT is performing both his own and the HRT's role	1	1
HRTs do not translate ALTs instructions into Japanese	1	1
ALT-HRT teaching roles are lopsided	1	1
HRTs should perform demonstrations with the ALT	1	1
HRT becomes passive in the lesson	1	1
HRTs should ask ALT to repeat explanations to help students understand	1	1
SS get left behind if the HRT does not follow up in Japanese enough	1	1
HRTs should make time to talk to ALTs	1	1
HRTs' participation in lesson planning and evaluation	11	29
HRTs are not sufficiently involved in lesson planning	9	14
HRTs are unapproachable	1	3
ALT does not receive feedback on lessons	1	2
ALT and HRTs should meet before class	1	1
HRT should make more effort to get involved in lesson planning	1	1
HRTs should know the outline of the lesson and be able to explain things in Japanese	1	1
ALTs and HRTs do not discuss the lesson in advance	1	1
ALT is not given a framework in which to prepare lessons	1	1

ALT makes mistakes due to not meeting with the HRT to discuss the lesson	1	1
ALT feels like team teaching is a one-way street due to lack of feedback from HRT	1	1
HRTs should make time to talk to ALTs	1	1
HRTs should liaise with ALTs	1	1
Lessons do not progress smoothly if teachers do not meet to discuss the lesson	1	1
TIME & SITUATIONS	18	65
Difficulties in finding time to meet to discuss lessons	14	31
ALT cannot meet to plan lessons with HRTs because they are too busy	6	8
There is no designated time for the ALT and HRT to meet to discuss lessons	3	6
ALT stays at school late to discuss lessons with HRTs or wait for HRTs to become free	3	4
Meetings to discuss lessons are insufficient	3	4
HRT is surprised when ALT visits the school without notice to discuss lessons	2	2
It is difficult for ALT to approach every HRT during working hours	1	1
ALT has to go to ES after a day at JHS to meet with teachers	1	1
ALT goes out of his way to visit the school during his off time to discuss lessons	1	1
ALTs should not have to stay back after their contracted hours	1	1
It is not possible to meet to discuss lessons	1	1
ALT and HRT meet to discuss the class outside of the ALTs working hours	1	1
HRTs should approach ALTs during the ALTs working hours	1	1
Negative feelings towards work or the school	3	17
ALT feels discouraged or demotivated	2	7
ALT feels alienated or uncared for at the school	3	3
ALT feels burnt-out	1	1
ALT does not know his place in the office	1	1
ALTs feels inhumanely treated	1	1
ALT dwells on problems outside school in his own time	1	1
ALT cannot sleep well if he has not prepared his lesson	1	1
ALT overhears teachers talking about his lesson in the staffroom	1	1
The Headmaster is unapproachable or does not speak English	1	1
Student behaviour and motivation	3	6
There are discipline problems	2	3
SS get bored of repeating simple activities	1	1
ALT loses temper due to disruptive students	1	1
SS get bored during the lesson	1	1
Curriculum, training, and professional development	5	6
ALTs should observe other ALTs lessons	1	1
Textbooks are written in Japanese, making it difficult for the ALT to plan lessons	1	1
There should be more training for HRTs	1	1
There is no formal curriculum so there is no need for structured lessons	1	1
ALTs do not plan lessons together with other ALTs	1	1
There was no formal curriculum	1	1
Inconsistent situations	4	5
TT situations vary depending on the HRT	3	3
ALT predecessors have set different standards at different schools	1	1
There are significant differences among ALTs	1	1
APPROACHES & METHODS	16	56
Use of Japanese in English lessons	9	18
ALT teaches or has to teach in Japanese	5	10
Use of Japanese creates an ineffective learning environment	4	5
ALT does not know whether or not to use Japanese to explain a game	1	1
HRT uses Japanese to explain games	1	1

HRT ends up using Japanese where all English is ideal	1	1
Lesson objectives are not achieved if the HRT follows up in Japanese too much	1	1
ALTs' teaching methods	6	16
ALT focuses on enjoyment instead of language acquisition	4	8
SS are unfamiliar with the ALT or his teaching style	1	2
ALTs should give sufficient practice before starting games	1	3
ALT does not introduce the target language at the start of the lesson	1	2
ALTs' teaching methods are terrible	1	1
ALT always gets the students to ask questions	1	1
Class falls silent due to ALTs teaching methods	1	1
ALTs should teach pronunciation and pronunciation techniques	1	1
ALTs' English explanations are too long	1	1
ALTs' approach to TT and the HRT	5	10
ALTs should be more proactive in finding roles for the HRT to play in lessons	2	2
ALTs should be more assertive	1	2
Having full control of planning and teaching allows the ALT to become lazy	1	1
ALTs should plan lessons with attention to time and keywords	1	1
ALT over prepares lessons	1	1
ALTs should make requests and suggestions to HRTs	1	1
ALT is not utilised effectively	1	1
ALTs should make an effort to bond with HRTs	1	1
HRTs' approach to English, TT, and the ALT	4	10
Encouragement and gratitude towards the ALT	2	7
HRTs do not smile enough	2	5
ALT feels that gratitude shown by HRTs is superficial	1	1
HRTs' interest in English as a language or subject	2	2
HRTs should take an interest in English	1	1
HRTs do not give attention to English as a subject	1	1
ALT is not regarded as a fully-fledged teacher	1	1
HRTs' teaching methods	1	2
HRTs quickly translate ALTs English into Japanese	1	2

APPENDIX K

Figure 10: Bilingual Lesson Planning Sheet

Bilingual Lesson Planning Sheet
二か国語併用の指導案シート

Class(es) **対象クラス**		**Date** **日付**	
Topic **主題**			
Objectives **ねらい**			
Materials **教材**			

Activity **活動**	**Activity content** **活動内容**	**ALT's Role** **ＡＬＴの役割**	**HRT's Role** **ＨＲＴの役割**	**Time** **時間**

Evaluation
評価

Figure 11: Bilingual Lesson Planning Sheet – Usage Example

Bilingual Lesson Planning Sheet
二か国語併用の指導案シート

Class(es) **対象クラス**	5-1, 5-2, 5-3, 5-4	**Date** **日付**	10/23
Topic **主題**	Colours, Do you like...?		
Objectives **ねらい**	Students learn the names of colours and practice the expression 'Do you like...'		
Materials **教材**	Colour flashcards, interview sheet		

Activity **活動**	**Activity content** **活動内容**	**ALT's Role** **ＡＬＴの役割**	**HRT's Role** **ＨＲＴの役割**	**Time** **時間**
Introduce target expressions	Model the expression 'Do you like?' for ss using the names of colours	Talk with HRT	Talk with ALT	5
Practice vocabulary	Use flashcards and 'repeat after me' to practice vocabulary. Practice vocabulary with the expression 'Do you like?'	Show flashcards and ask questions to ss	Provide a model for the students. Explain the meaning of the expression	10
Pair practice	Ss ask their partner whether they like 5 different colours.	Explain activity and model with the HRT	Model with the ALT. Explain in Japanese if ss don't understand	15
Interview game	Ss interview five friends about their favourite colours and fill in the interview sheet	Model with HRT and monitor join in with ss	Model with the ALT and monitor and help ss	15

Evaluation
評価

Ss enjoyed speaking English in the lesson.
Ss understood the target expressions.
Some ss could not pronounce the color 'purple'. S
Some ss did not understand how to fill in the interview sheet properly.
How about some class feedback after the Interview Game?

APPENDIX L

Figure 12: Ethical Clearance Document

uclan
University of Central Lancashire

15th April 2014

Christian Jones and Nicholas Hallsworth
School of Language Literature and International Studies
University of Central Lancashire

Dear Chris & Nicholas

Re: BAHSS Ethics Committee Application
Unique Reference Number: BAHSS 171

The BAHSS ethics committee has granted approval of your proposal application 'Practical Measures for Improving ESL Team Teaching Conditions in Japanese Elementary Schools'. Approval is granted up to the end of project date* or for 5 years from the date of this letter, whichever is the longer.

It is your responsibility to ensure that

- the project is carried out in line with the information provided in the forms you have submitted
- you regularly re-consider the ethical issues that may be raised in generating and analysing your data
- any proposed amendments/changes to the project are raised with, and approved, by Committee
- you notify roffice@uclan.ac.uk if the end date changes or the project does not start
- serious adverse events that occur from the project are reported to Committee
- a closure report is submitted to complete the ethics governance procedures (Existing paperwork can be used for this purposes e.g. funder's end of grant report; abstract for student award or NRES final report. If none of these are available use e-Ethics Closure Report Proforma).

Yours sincerely

Deputy Vice Chair
BAHSS Ethics Committee

* for research degree students this will be the final lapse date

NB - Ethical approval is contingent on any health and safety checklists having been completed, and necessary approvals as a result of gained.