

Transformation process models: A systemic approach to problematic team-teaching situations

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ABSTRACT

Team teaching, the collaborative instruction of EFL by a Japanese teacher of English and a native English-speaking assistant teacher, has received attention as an innovative foreign-language teaching format in Japan since 1987. The team-teaching practice over the last decade, however, has revealed a number of problems with interpersonal relations between the non-native and native teachers. While much anecdotal evidence is available, few attempts have been made to discuss these problems using a systemic approach. This paper approaches the issue from a perspective of a type of action research methodology, Soft Systems Methodology (SSM), a systemic methodology that has been developed to help us understand and improve problematic human situations. More specifically, it examines how the Transformation Process Model, a crucial research technique in SSM, can help us better understand a particular problematic team-teaching situation by exploring Japanese teachers' expectations of their native-speaker teaching partners.

Introduction

The issue of collaboration between native and non-native language teachers has received attention in the literature of language pedagogy. In a recent publication, Árva and Medgyes (2000) discuss differences in teaching behaviour between native teachers and non-native teachers in some detail, and comment in their conclusion that future studies should include investigating EFL teaching contexts in which 'there is a standard system for native/non-native collaboration' (Árva and Medgyes 2000: 368). This paper investigates team teaching, which is the joint instruction of EFL by a Japanese teacher of English (JTE) and a native English-speaking assistant language (or English) teacher (ALT or AET). Team teaching is generally defined as:

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

Brumby and Wada (1990) argue that this team-teaching format is considered to be the best possible way of bringing the L2 community into the foreign language classroom in Japan. It is considered to be beneficial in terms of 'motivation for communication in the target language', 'cross-cultural understanding', and 'student participation' (Ministry of Education, Science and Culture 1994). By providing students with opportunities to communicate with native English speakers, team teaching is thus expected to contribute to the achievement of the official objectives of foreign-language teaching in Japan, that is, to develop students' motivation to use the English language as a means of communication, heighten interest in other cultures and deepen international understanding (see Tajino and Walker 1998).¹

Given that an ideal ELT environment is one in which native teachers and non-native teachers can complement each other in their strengths and weaknesses (Medgyes 1992), it seems that team teaching can be an ideal ELT environment, and has been regarded as a most critical innovation in the sphere of English language education in Japan over the last decade (see Tajino and Tajino 2000). It has generally been welcomed at the secondary school level since the Japan Exchange and Teaching (JET) Program was launched in 1987, at a time when secondary curricula were beginning to shift their main objective from grammar-oriented to communication-oriented English language teaching. Since 1 July 2000 for example, 5467 of the JET participants have worked as ALTs in secondary schools all over the country. It is important to note that ALTs are typically young college graduates mainly from the USA, the UK, Australia, Canada, Ireland and New Zealand (in order of the number of ALTs working in Japan in 2000), and usually have little or no teaching experience or qualifications in TEFL, as neither is required under the eligibility criteria.

The roles most commonly expected of the ALTs (that is, native-speaking English teachers) in team teaching are as 'language informants' and 'inter-cultural informants' (for example, Browne and Evans 1994). The last decade, however, has seen that this is not always the case in reality. Problems often arise in team teaching, mainly because it 'has no established method nor principles which teachers need to follow' (Shimaoka and Yashiro 1990: 23). Among the main problems is that of the interpersonal relations between the non-native teachers (that is, JTEs) and the native teachers (that is, ALTs). It has been reported that the ALTs are often stuck in the role of 'human tape-recorders' while the JTEs are relegated to that of 'interpreters' (Kumabe 1994). Voci-Reed (1994: 66), for instance, comments:

... repeatedly, AETs [that is, ALTs] complain that they are only 'walking tape recorders'. False expectations, unrealistic goals, and uncommunicated ideas

lead to feelings of frustration and disappointment, and may result in early departures, or staying on in-country with cynicism. [...] They have a need to feel respected and valued by their peers, and to be considered a member of the teaching team.

Another ALT, similarly, states:

Many of them (that is, Japanese colleagues) don't know what to expect of us (that is, ALTs) and this is a major problem. Japanese people tend not to express what they feel openly. This has to change regarding the AET [that is, ALT] if the JET program is to be even remotely successful.

(quoted in Osumi 1997: 34)

Such complaints from the ALTs have led to the claim that:

[t]he history of team-teaching in Japan has thus revealed, ironically, that it is the teachers who first need to develop a positive attitude towards intercultural communication

(Tajino and Tajino 2000: 5)

While accepting the role played by various administrative issues, such as a lack of professional teacher training or a lack of time available for the teachers to meet together and prepare for lessons (Fanselow 1994)², Browne and Evans (1994: 18) seem to be right in claiming that problems arise as a result of 'the ineffective utilisation of ALTs in the classroom'. Although much anecdotal evidence of this type is available to support their claim, few systemic attempts have been made to understand this problem situation.³

The purpose of the present paper is, therefore, to explore this problem situation as an example that illustrates an application of the Transformation Process Model (TPM), a crucial process of Soft Systems Methodology (SSM).

Soft Systems Methodology (SSM)

Soft Systems Methodology (SSM) is an action research approach to improving problem situations used mainly in the business world. Its success over the past 30 years justifies a consideration of its application to problem situations in education.

SSM has been developed since the 1970s by Peter Checkland and his associates in the program of action research at the Management School, Lancaster University, UK. SSM introduces the concept of human activity systems, which consist of a set of activities linked together in a logical structure to constitute a purposeful whole. It assumes that a system is a concept of the whole, and has unique properties called emergent properties. These are:

... properties which are meaningful in relation to the whole entity, not in relation to its parts. The smell of ammonia is an emergent property of that gas which *has no meaning* at the level of the nitrogen and hydrogen which make up ammonia molecules.

(Checkland 1983: 669)

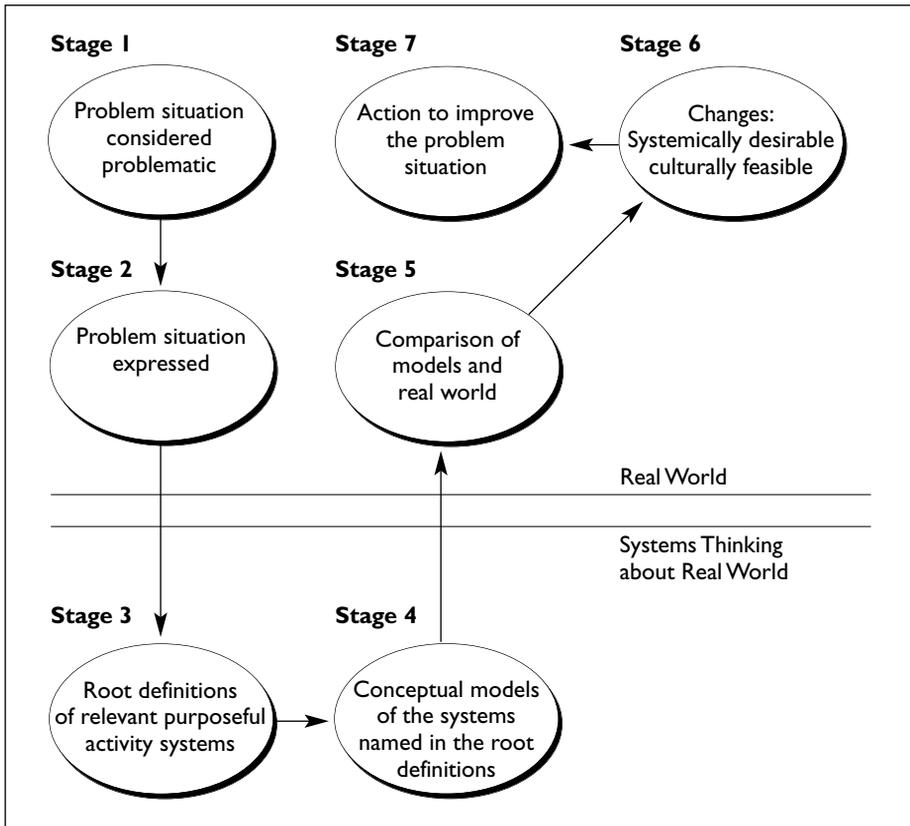
SSM thus aims to explore the emergent properties of the whole and to help people understand problem situations and undertake purposeful actions to improve them. As Holliday (1990) argues, SSM can be a useful research tool for understanding problematic ELT situations.⁴ Unlike the *hard* systems approach, which is often used for well-defined technical problems, a *soft* systems approach such as SSM can be applied to ‘fuzzy ill-defined situations involving human beings and cultural considerations’ (Checkland and Scholes 1999: A10). While a hard approach assumes that goals can be sought through the form of hypothesis-testing experiments in the manner of natural sciences, a soft or interpretive approach aims to explore how we make sense of our perceived world so as to bring about improvement. SSM provides an on-going learning cycle in which the people involved in a particular situation can reflect upon and debate perceptions of the real world, and take action in the real world. Checkland and Scholes (1999) describe the origin of their SSM projects as follows:

The aim in the research process we adopted was to make neither the ideas nor the practical experience dominant. Rather the intention was to allow the tentative ideas to inform the practice which then became the source of enriched ideas – and so on, round a learning cycle. This is the action research cycle ... The action research program at Lancaster University was initiated by the late Gwilym Jenkins, first Professor of Systems at a British university, and Philip Youle, the perspicacious manager in ICI who saw the need for the kind of collaboration between universities and outside organisations which the action research program required. (Checkland and Scholes 1999: A3–A4).

SSM can thus serve as a research methodology that can be used in action research in the business field, and which can be conducted by any of those involved in the situations with or without outside researchers. While it has been applied mainly to the business context, SSM can also be applied to other contexts, as it is claimed to be applicable to the examination of any human activity system where a variety of views, values and beliefs of people interact with one another and need to be accommodated.

Kijima, a leading SSM specialist in Japan, suggests that SSM can be a useful research tool in the educational context, and argues that it can be applied to any messy, problematic human situation that requires decision-making aimed at improvement.⁵

SSM often takes a seven-stage process, though not all of the stages are necessarily always followed. Figure 1 shows the seven-stage model, which consists of two types of activity: real-world activities (Stages 1, 2, 5, 6, and 7) and systems-thinking activities (Stages 3 and 4).



(Checkland and Scholes 1999: 27)

Figure 1: The Conventional Seven-stage Model of SSM

As Figure 1 shows, using an SSM approach, problem situations are identified (Stages 1 and 2), root definitions of relevant purposeful activity systems are formulated (Stage 3), conceptual models of the system are built up (Stage 4), models are compared with reality (Stage 5), systematically desirable and culturally feasible changes are made (Stage 6), and actions to improve the situations are undertaken (Stage 7). The root definitions and conceptual models can be formulated by considering the elements of the mnemonic CATWOE: Customers, Actors, Transformation process, Weltanschauung (Worldview), Owners, and Environmental constraints.

- C: Customers: the victims or beneficiaries of transformation process (T)
- A: Actors : those who would do T
- T: Transformation process (T): the conversion of input to output
- W: Weltanschauung: the worldview which makes this T meaningful in context

- O: Owner(s): those who could stop T
- E: Environmental constraints: elements outside the system which it takes as given
(Checkland and Scholes 1999: 35)

As is clear above, T (that is, the transformation process) is crucial to SSM, since both root definitions and conceptual system models can change according to T, which is dependent on W, the worldviews of the people concerned.⁶ Applied to the team-teaching context, for example, C would be 'students'; A could be 'JTEs'; T 'transformation process models that reflect W', that is, JTEs' worldviews or values regarding team teaching'; O 'the school principal'; and E 'the number of team-taught classes'. This served as a framework within which the study discussed in this paper was carried out.

A case study: Transformation process models built up from the JTEs' worldviews

We attribute *meaning* to the observed activity by relating it to a larger image we supply from our minds. The observed activity is only meaningful to us, in fact, in terms of a particular image of the world or *Weltanschauung*, which in general we take for granted.
(Checkland 1981: 215)

As is implied in the above citation, when discussing the effective use of team teaching, it is important to investigate JTEs' worldviews relevant to team teaching. Since JTEs are in charge of team teaching, it is possible to argue that the role of the ALTs is dependent on the ways the JTEs view team teaching. Taking this as an example, the study will explore the application of Transformation Process Models to the problematic team-teaching situation.

METHOD

Previous research investigating JTEs' views on team teaching has often taken what might be called a 'direct' approach, in which JTEs would be asked, *directly*, about their expectations of their teaching partners, the ALTs (for example, Tajino and Walker 1998). While providing a general picture of the JTEs' expectations of the ALTs, these approaches may not take into account the emergent properties that can take place through the teachers' collaboration. Tajino and Tajino (2000) argue that team teaching may take place in strong and weak versions. The strong version assumes that the whole is not simply the sum of its parts, and expects the emergent properties to be triggered through the teachers' collaboration. The weak version is simply a collection of the distinctive roles of the teachers. Thus, indirect, whole-to-parts (rather than the other way round) approaches, such as the Transformation

Process Model (TPM) approach, are required. It should be noted that such indirect approaches may be more or less closed, or more or less open, according to the type of response asked for. Adachi et al (1998), for example, used a questionnaire in which the JTEs were asked to give an agreement rating, on a 5-point scale, to the statement 'I think team teaching can motivate learners to study English more than ever'. This may be considered 'closed' in the sense that little freedom to talk about the topic is given to the respondents. The TPM approach used in the present study, on the other hand, can be considered 'open' as it gives respondents more freedom to express their views.

This approach seems to be more useful in a social context such as Japan where people often hesitate to express their true feelings, as discussed below:

Japanese sometimes seem to say one thing and then do another because they are withholding their personal opinion or true feelings (*honne*) in the public setting of a meeting, voicing only the official line (*tatemae*). To learn a person's *honne*, there has to be a good relationship between the people, and the setting must be appropriate – meetings are often not the place for *honne*.

(Japan External Trade Organisation 1999: 18)

In such a situation, as McConnell (2000) reports, it seems difficult to obtain reliable information about the true feelings, or *honne*, of Japanese teachers about their team partners or colleagues by asking them in a direct way.

TPMs can be built up from our worldviews; that is, our interpretations of systems or activities. A 'pub', for instance, could be interpreted in different ways by different people: for example, to some people it may be a place where they just enjoy drinking alcohol; yet to others, possibly a place where they enjoy meeting friends or relaxing after long hours of work. To make the concept of 'pub' more meaningful or successful, then, these interpretations or customers' needs should be considered and the roles of the workers may change accordingly. Similarly, team teaching could be interpreted in many ways, and the role of the ALTs may change depending on the JTEs' worldviews relevant to team teaching.

The TPMs demonstrate the core purpose of a particular purposeful activity system in terms of an input-output transformation: some entity (input) is changed or transformed into some new form of that same entity (output). What kind of system would team teaching be, then? This is one of the research questions addressed in this study.

Since it is JTEs who are in charge of team teaching in Japan as noted above, this discussion will focus on their worldviews relevant to team teaching. As an exercise in probing the unstated assumptions or expectations they

might hold towards their native English-speaking colleagues, the author asked 20 junior high school teachers attending a lecture he gave in Fukuoka City, Japan to complete a questionnaire.⁷ Although the number of the participants in the study was limited, it was hoped the data would provide useful insights and be sufficient to serve as a starting point to see how the TPM approach can be applied to the team-teaching context. The study is used in this paper as an illustration of what TPMs can offer as a research tool for exploring a particular, problematic team-teaching situation.

The questions in the Japanese questionnaire were of two types: ‘What kind of place is the English class for students?’ [*Seito ni totte Eigo no kurasu wa donoyona tokoro desuka?*] and ‘What kind of place is the team-taught English class for students?’ [*Seito ni totte Eigo no team teaching no kurasu wa donoyona tokoro desuka?*]. They were asked to fill in the blanks in the given sentences: 1) The English class is a place where students [...] and 2) The team-taught English class is a place where students [...].

These questions were suggested in Kijima (1999) as a means for teachers to explore possible benefits of the application of SSM in educational contexts. The Japanese teachers’ team-teaching experiences ranged from one year to 17 years. Their responses were translated into English and are summarised in Appendix I.

RESULTS AND DISCUSSION

The specific purpose of this paper is to see how a systemic approach, the TPM approach, can help us better understand one particular, problematic team-teaching situation, with a focus on the non-native teachers’ (that is, JTEs’) expectations of the native teachers (ALTs), their teaching partners. As the JTEs all had previous experience of team teaching with ALTs, it is a reasonable assumption that their responses represented realistic expectations rather than idealistic hopes. The JTEs were likely to have based their responses on what they had seen happen in their own classrooms. The following representative comments made by five JTEs will be discussed in this paper. Theoretically speaking, there could be the same number of transformation process models as teachers’ views. These five models, however, are sufficient for the purpose of our discussion.

Views from five JTEs (Teachers 1, 4, 7, 8 and 20)

Five responses to each question are listed respectively under 1. The team-taught English class is a place where students [...] and 2. The English class is a place where students [...].

- 1 The team-taught English class is a place where students [____].
 - 1) are afraid of being asked questions in English by ALTs. (Teacher 1)
 - 2) feel tense or nervous. (Teacher 4)
 - 3) communicate with a native speaker of English and deepen their understanding of different cultures. (Teacher 7)
 - 4) have more opportunity to enjoy communicating in English. (Teacher 8)
 - 5) welcome a guest from abroad and play games (no tests, no homework). (Teacher 20)

- 2 The English class is a place where students [____].
 - 1) study English grammar, pronunciation and vocabulary. (Teacher 1)
 - 2) find English difficult and are usually bored. (Teacher 4)
 - 3) study English grammar. (Teacher 7)
 - 4) enjoy communicating with others in English. (Teacher 8)
 - 5) study English for entrance exams for high schools. (Teacher 20)

These views were used to build up Transformation Process Models, which are shown in Figures 2 and 3. Figure 2 clarifies the transformations that the intervention of team teaching is expected to produce. The teachers' descriptions of team-teaching outcomes are in the output column. Based on this information, we can describe the likely pre-team teaching situation in the input column. Each 'input – team-teaching – output' set is a separate Transformation Process Model. Figure 2 is an example of five of the many possible Transformation Process Models of team teaching.

Figure 3 shows TPMs in terms of an input-output transformation. 'Students in an ordinary class' are changed or transformed into 'Students in a team-taught class'. The JTEs' views of their original classes are described in the English class column and their views of their team-taught classes in the team-taught English class column. Each set is a separate transformation process model which relates the views one teacher holds about his or her class without, and then with, an ALT.

An examination of Figures 2 and 3 can help us better understand what is expected of the ALTs. The first and second Transformation Process Models (TPMs) shown in Figure 2 suggest that team teaching could be interpreted by the JTEs as a system through which students come to concentrate more on the lesson, with a feeling of nervousness, and become able to respond to the teachers in English. The ALTs would therefore be expected to help achieve this in the team-taught English class.

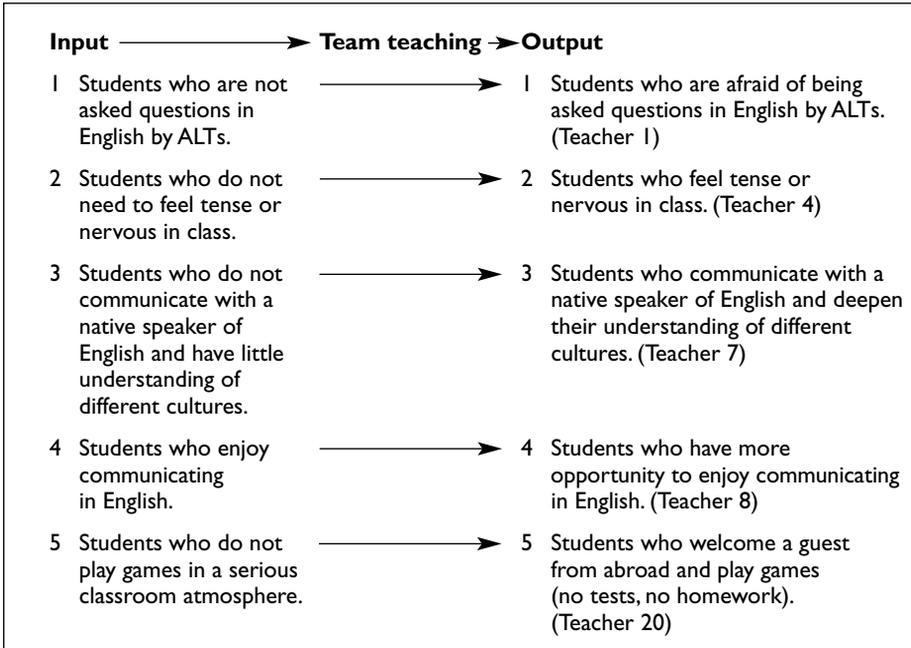


Figure 2: Transformation process models of team teaching

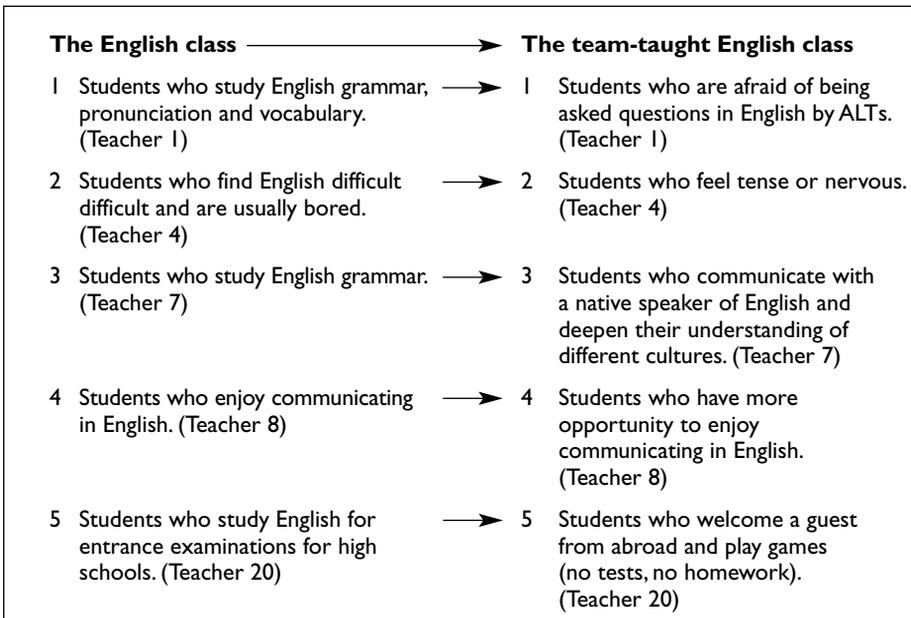


Figure 3: Transformation process models: A comparison between JTEs' worldviews relevant to the English class and the team-taught English class

Figure 3 could support this interpretation. The first TPM in Figure 3 suggests that the role expected of the ALTs should be to help make the class a communication-oriented, English-only environment, in which students would need to respond in English. The second TPM in Figure 3 suggests that the ALTs should help motivate students, who are often bored in the JTEs' classes, possibly by making them feel tense or nervous.

It is interesting to note that these models further suggest that the role expected of the ALTs should involve both pedagogical and social aspects. From a pedagogical perspective, the ALTs seem to be expected by the JTEs to lead an English-only lesson and provide as much English input as they can. From a social perspective, the ALTs' role as seen by the JTEs involves changing the classroom atmosphere by making their students feel tense or nervous.

The third and fourth TPMs in Figure 2 show that the ALTs should contribute to the achievement of the official objectives of English language education set by the Ministry of Education; that is, to 'foster a positive attitude toward communicating in [English], and to heighten interest in language and culture, deepening international understanding' (The Course of Study 1989, cited in Ministry of Education, Science and Culture 1994: 108).

An examination of the third and fourth TPMs in Figure 3 and a comparison of them with the third and fourth TPMs in Figure 2 would clarify the ways these two different types of TPMs, considered together, give a more complete view of what is expected of the ALTs. It seems that there is a difference in the nature of the ALTs' role as expected by the JTEs between the third and fourth TPMs. It is possible to argue that the ALTs in the third TPM in Figure 3 are expected to make a qualitative change, as it seems that, with their assistance, shifting from a grammar-oriented lesson to a communication-oriented one could be facilitated. The fourth TPM in Figure 3, on the other hand, implies that the presence of the ALTs in the classroom could make a quantitative change, as they would be expected to provide more opportunities for the students to enjoy communicating in English.

Unlike these models, however, the fifth TPM in Figure 2 may be an unexpected one, as the ALTs would not be regarded by the JTEs as their teaching partners, but only as guests from abroad. Figure 3 further suggests that neither team teaching nor ALTs are welcomed by the JTEs. This model would echo the citation from Voci-Reed, as shown above. She has added:

There are three major stressors which characterise the team-teaching experience for the non-Japanese AET [that is, ALT]: 1) uncertain, or different role expectations between school staff members and the AET; 2) poor communication; and 3) the AET's limited sphere of influence, often including limited interpersonal relations.
 (Voci-Reed 1994: 63)

McConnell (2000: 198) similarly reports from his anthropological field-work in Japan that one JTE commented:

When [the ALT] came to our school, she was very sensational and brought an international atmosphere, but nothing was gained in terms of ability. Her lesson was just an amusement. Of course, I didn't tell her, but inside I was thinking, 'She's just a young girl, this is such a waste of time.' McConnell (2000: 198)

Given that the success of team-teaching depends on cooperation between the JTE and the ALT (Ministry of Education, Science and Culture 1994), how is it possible to make team teaching meaningful and successful while such views are held?⁸

Conclusion

This paper has attempted to give some insight into non-native teachers' hidden expectations of the native teachers in the Japanese team teaching context from a perspective of a systemic approach. With the belief that teachers' collaboration is more than just a collection of the distinctive roles of the teachers, the study has borrowed the Transformation Process Model (TPM) approach from Soft Systems Methodology (SSM), which has been developed in management studies to understand and improve business-world problem situations.

The study has added some evidence on the effective use of this research methodology. It has shown that the native teachers (ALTs) in team teaching may be expected to make a qualitative change and/or a quantitative change, and that their role as expected by the non-native teachers (JTEs) may involve not only pedagogical but also social aspects. The TPM approach can help disclose, to some extent, the JTEs' hidden expectations of the ALTs, which might not otherwise be revealed by other approaches. It has been shown that there may be cases in which the ALTs are regarded by the JTEs as guests from abroad, rather than as teaching partners. While entertaining students by playing games could possibly involve some social and pedagogical values, the ALTs themselves may not always be happy with this role. This may serve as a possible reason why team-teaching practice in Japan over the last 15 years has often had unexpected results.

It is also important that the results of this research should lead to practical consequences in the field of EFL teaching. Some suggestions, therefore, should be made for future research if we are to go further and undertake action to improve such problematic team-teaching situations. Subsequent research may be best pursued through the involvement of the non-native teachers' teaching partners (that is, ALTs), students, and even the principal.

Root definitions and conceptual models could also be formulated from all subsequent research data.

While the present study serves to propose a possible way of applying SSM to the ELT context, future research should include data by alternative methods such as interviews and anthropological fieldwork. It is also advisable that teachers themselves use SSM, an action research methodology, so that they can better understand situations which they find problematic and take action for improvement in the quality of their lessons.

Collaborative action research is more empowering than action research conducted on an individual basis (Burns 1999), and so SSM may provide ways in which the people involved in problematic ELT situations, such as teachers and administrators, can collaboratively plan and take action aimed at improvement.

NOTES

- 1 The Courses of Study are provided as the standards for educational courses in all schools. More emphasis has been placed on the improvement of students' communicative competence in the new Courses of Study for Lower Secondary Schools implemented from 2002.
- 2 Some ALTs are scheduled to teach only on a part-time basis, which includes 'one-shot visits' and 'semi-visits' (for example, visiting a class only once or twice a month or term).
- 3 By systemic, it is meant that pertaining to the whole body rather than to any isolated part.
- 4 Holliday (1990) discusses how SSM can be applied with a five-stage model in the area of curriculum development. He argues that it would help us understand where problems lie and could be a useful means for structuring ethnographic findings.
- 5 Personal communication with Professor Kyoichi Kijima at Tokyo Institute of Technology, 25 December 2000.
- 6 In this paper, no technical distinction between worldviews and views is implied.
- 7 Although I understood that it would be interesting and important to interview the teachers to support the data, I was unable to do so, because of the limited time available. The data obtained, however, were sufficient to shed light on the JTEs' unexpressed expectations of team teaching and of the ALTs, and to give an example of an application of SSM to the ELT context.
- 8 It should be noted that I have also explored new possibilities for collaborative team teaching, which has been described as Team Learning (see Tajino and Tajino 2000).

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Appendix I

(JTEs' Responses)

<p>1 The English class is a place where students [...].</p> <p>T1: study English grammar, pronunciation and vocabulary.</p> <p>T2: find English difficult to learn.</p> <p>T3: have a hard time and study English for entrance exams for high schools.</p> <p>T4: find English difficult and are usually bored.</p> <p>T5: study English grammar.</p> <p>T6: study English grammar, pronunciation and vocabulary.</p> <p>T7: study English grammar.</p> <p>T8: enjoy communicating with others in English.</p> <p>T9: find English learning sometimes enjoyable but sometimes boring.</p> <p>T10: study English for entrance exams for high schools.</p> <p>T11: study English grammar and cannot improve their listening skills.</p> <p>T12: relax and just listen.</p> <p>T13: find English interesting.</p> <p>T14: study English for entrance exams for high schools.</p> <p>T15: can have wider, international perspectives through English learning.</p> <p>T16: learn English and its related culture.</p> <p>T17: learn English as a foreign language.</p> <p>T18: learn how to read English.</p> <p>T19: study English grammar.</p> <p>T20: study English for entrance exams for high schools.</p>	<p>2 The team-taught English class is a place where students [...].</p> <p>T1: are afraid of being asked questions in English by ALTs.</p> <p>T2: find English learning thrilling and interesting.</p> <p>T3: enjoy themselves and play games.</p> <p>T4: feel tense or nervous.</p> <p>T5: communicate with a native speaker of English.</p> <p>T6: have an opportunity to speak and listen to English.</p> <p>T7: communicate with a native speaker of English and deepen their understanding of different cultures.</p> <p>T8: have more opportunity to enjoy communicating in English.</p> <p>T9: can find English learning both enjoyable and difficult.</p> <p>T10: enjoy English conversation.</p> <p>T11: improve their listening skills.</p> <p>T12: experience native speakers' English.</p> <p>T13: enjoy authentic English.</p> <p>T14: realise that they can possibly make themselves understood in English.</p> <p>T15: enjoy English and its related culture.</p> <p>T16: experience a native speaker's English and learn its related culture.</p> <p>T17: experience authentic English.</p> <p>T18: learn how to communicate in English.</p> <p>T19: experience authentic English.</p> <p>T20: welcome a guest from abroad and play games (no tests, no homework).</p>
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