

# An Analysis of Assistant Language Teachers' Perceptions of their Working Relationships with Japanese Teachers of English<sup>1)</sup>

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## 1. INTRODUCTION

The Japan Exchange and Teaching Program (JET Program) started in 1987 and more than two decades have passed since its inception. With this major change in the field of English language teaching in Japan, a number of attempts were made in the 1990s to achieve the program's aims of collaborative team teaching between Japanese teachers of English (JTEs) and Assistant Language teachers (ALTs). In these early years of the program, there was a considerable body of research undertaken on the team teaching of lessons as well as more general research into effective classroom practice. However, with the passage of time, there have been fewer and fewer studies focusing on how to conduct team teaching classes or even on the JET Program as a whole; in both the major nation-wide academic conferences and in local board of education research, the issue of team teaching between ALTs and JTEs no longer seems to be mainstream.

While the pedagogical aspects of team teaching were investigated in the early years of the JET Program, far less research has been conducted on intercultural communication between ALTs and JTEs or between ALTs and Japanese people in general, particularly students. In order to grasp some intercultural issues between ALTs and JTEs, two of the authors were involved in studies focused on one particular prefecture in the western part of Japan (Prefecture A). In Tsuido (1997) and Tsuido (2000), a questionnaire survey was used to explore ALTs' responses to open questions on problems they had experienced and also their responses to ten hypothetical situations involving potential conflict at school. Otani & Van Loh (1998) focused on ALTs' work relationships with JTEs through an analysis of some cross-cultural problems that ALTs face. These studies clearly show that similar problems are identified repeatedly both by ALTs and by JTEs: ALTs sometimes feel lost because they are not given enough information on their roles, and because JTEs are so busy that they can find no time to communicate with ALTs, even though they wish to do so. These factors, when combined with others, such as students' attitude, school size, and school atmosphere, can lead ALTs to feel isolated at school.

The problem of communication between ALTs and Japanese teachers has been made more complex by new factors. Recently, there have been two major changes, one concerning

the JET Program itself and the other in relation to English language education in Japan. The first major change is the decline in the number of ALTs in the JET Program, probably due to the economic situation; from a peak of 6,273 JET participants in 2002, the number fell to 4,330 in 2011. Also, in order to reduce their budgets, some local boards of education have made contracts with private teaching companies, who send teachers to schools to work as ALTs (commonly called “Non-JET” ALTs). In such situations, where working conditions are settled between the boards and the managements of the private companies, lines of authority can become blurred, resulting in problems of coordination. In comparison to the JET Program, where the JTE has overall responsibility for the class, and has certain managerial responsibilities towards the ALT, in the case of Non-JET ALTs, the managerial responsibilities lie with the private company and the JTE’s role can become severely constrained, leading to problems in team teaching.

A second major change is that in April 2011, English language classes became a mandatory part of the national curriculum for elementary schools. Despite the fact that the number of ALTs on the JET Program has been decreasing, in actuality ALTs are in demand more than ever: Most elementary school teachers are not trained to teach English, and so there is a need to bring ALTs into elementary classrooms; the Ministry of Education (MEXT, 2008) itself states that ALTs and other personnel should be fully utilized under the supervision of Japanese homeroom teachers in order to implement foreign language activities at elementary schools.

## **2. PURPOSE OF THE STUDY**

Given the current educational situation in Japan, in this study we explore ALTs’ intercultural relationships with JTEs. The studies cited above were undertaken over ten years ago, and a major part of this study is to examine whether the perceptions of current ALTs differ from those of ALTs ten years ago. Consequently three research questions are oriented towards this, using questions asked in previous studies:

1. How do ALTs perceive their work load and roles in their workplace?
2. How do ALTs perceive ten culturally conflicting situations?
3. What are some other cross-cultural problems in the relationships between ALTs and JTEs?

One further research question relates to the current changes in English language education; As noted above, elementary school foreign language activities were introduced in April 2011, and more and more ALTs are being asked to work at both elementary and secondary schools:

4. How do ALTs perceive working for two different types of schools?

## **3. METHOD**

### **3.1 Participants**

Thirty-eight ALTs from Prefecture A participated in this study. 22 had less than one year’s experience of working as ALTs, and the other 16 had been ALTs for more than one year,

up to a maximum of five years. Twenty ALTs worked both at elementary and junior high schools, while 17 worked for just one specific type of school (4 for elementary schools, 5 for junior high schools, 8 for senior high schools) and one based at the board of education. 25 had experience of living overseas at some stage before becoming an ALT, and of these, 17 had lived in Japan before. All the participants knew some Japanese, but their level varied considerably.

### **3.2 Questionnaire**

The questionnaire used in this study (Appendix) consisted of four parts, primarily using the same questions as the earlier studies (Tsuido, 1997; Tsuido, 2000; Otani & Van Loh, 1998). In the first section, participants were asked about background information, such as their knowledge of Japan, experience of living overseas, and their motivation in applying for the JET Program. In the second part, they were asked about their working conditions and work relationships with JTEs. One new question was added, asking whether the participants had found any differences in working between junior high schools and elementary schools. In the third section, ALTs were provided with ten hypothetical situations of potential conflict and asked for their reactions on a Likert scale. In the final part, participants were asked to write down problems they had encountered as ALTs and their attempted solutions to these problems.

### **3.3 Procedure**

The questionnaire was passed to all the 68 ALTs attending the November 2010 Mid-year conference in Prefecture A. Participants were asked to complete the questionnaire during the two-day conference. 38 completed questionnaires were returned (55.9%).

### **3.4 Analysis and discussion**

In this study, a variety of research questions have been brought together from some previous studies, with some questions having multiple-choice answers and others being more open. The quantifiable answers are presented in the results section and the qualitative answers are integrated into the discussion section that follows it. In relation to the discussion section, overall trends are noted, inconsistencies in answers are considered, and particular instances of problems are also discussed. In the latter part of the section, some possible changes are considered.

## **4. RESULTS**

### **4.1 Work-related issues**

In the 2010 survey, 81% of respondents are either very satisfied (13%) or satisfied (68%) with their work (Figure 1). This is a much higher percentage than that of the Otani and Van Loh (1998) study, where the combined percentage of respondents who were very satisfied with their work (8.8%) and those who were satisfied (41%) was 49.8%. In the Otani and Van Loh study, 30% of the respondents answered that it depended on the situation compared to 11% in the current survey.

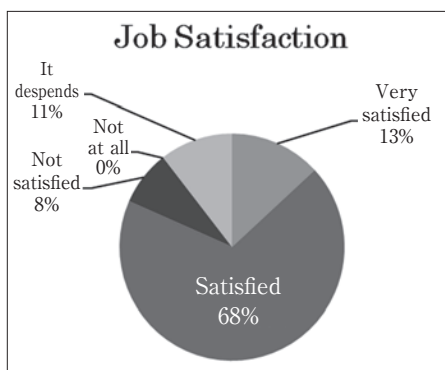


Figure 1. Job Satisfaction

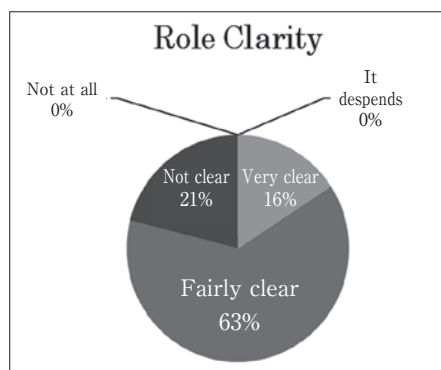


Figure 2. Role Clarity

In the 2010 survey, the combined percentage of those who feel their role is very clear (16%) or clear (63%) is 79%, while 21% think their role is not clear (Figure 2). There are no ALTs who feel that it depends on the situation. In terms of the role expected of an ALT, the Otani and Van Loh study showed that 65.9% of the respondents felt that this was clear, while 20.5% felt their role was not clear. 27.2% felt that it depended on the situation.

Regarding work load, 10.5% of the respondents in the 2010 survey feel they have more than enough work, and 26.3% feel they have just enough work, while 44.7% would like to be busier. 18.4% think that it depends on their schools. In Otani & Van Loh (1998), 28 % answered that they had just enough work, and 15 % responded that they had more than enough work, while 26 % stated that they would like to be busier. Also in Otani & Loh, those who felt they had too much free time comprised 20 %, but in the 2010 survey no ALT feels this way. We also asked ALTs how many hours on average they spend doing work-related projects. Excluding two extreme cases of working less than one hour and of working more than eight hours, the majority of ALTs work between three and five hours (69.8%) and 16.7% of the respondents work between one and two hours and the rest (13.9%) work between six and eight hours.

We also asked our participants whether they would accept a JTE's request for staying after school hours to discuss lesson planning. Out of 38 ALTs, 35 of them responded that they would accept the request and only one ALT would not. Those who would accept the request say that it is a part of the job and that discussing lesson planning would result in a better lesson, serving both the teachers and the students.

#### 4.2 Elementary Schools vs. Junior High Schools

Out of 38 respondents, 13 give no answers to this question because they are working either for elementary schools only or middle schools only. Two ALTs prefer working for junior high schools, saying that they feel more useful there, while eight of the respondents state that they prefer elementary schools to junior high schools. The reasons given are that they have much more freedom and more responsibilities at elementary schools, and that children are more

enthusiastic about learning English in elementary schools. 15 of them state some of the differences between elementary schools and junior high schools (JHS) without mentioning their preferences for either of the two types of school. The differences the ALTs state in favor of elementary schools can be categorized into three groups:

- (1) Teachers: Although homeroom teachers cannot speak English so well, they are more open and willing to try new ideas.
- (2) Learners: The elementary school students are much more enthusiastic and willing to volunteer.
- (3) Responsibilities: Foreign language activities have more room for creativity and flexibility, which leads to more responsibility being given to ALTs.

### 4.3 Frustration in Ten Situations

In this part of the questionnaire, ALTs are provided with the following ten situations with some critical cross-cultural communication problems, and are asked to indicate their level of frustration represented by the numbers 1 to 5 (1 = a low level of frustration, 5 = a high level of frustration).

Situation 1:	Learners' "consensus checking" — Conferring with other students before answering
Situation 2:	Disciplinary problems in the classroom and JTEs' reactions - their "indifferent" attitude toward disruptive behaviour
Situation 3:	Personal questions bombarded towards ALTs at enkais
Situation 4:	Indirect reprimanding of ALTs — Reprimanding without giving clear reasons
Situation 5:	Japanese members of the public expressing views on ALTs' morals to their schools
Situation 6:	Requests for information, with explanations, that are appropriate in Japanese culture but not necessarily appropriate in the ALT's culture
Situation 7:	JTEs' extensive use of translation in team teaching situations
Situation 8:	Working on Sunday
Situation 9:	Being isolated in a school
Situation10:	"Embarrassing silence" from an audience of JTEs

Table 1 shows the means and the standard deviations of how frustrated ALTs would feel in each situation of cultural conflict. The more frustrating situations are 2, 4, and 9, while the less frustrating situations are 1, 3, and 6. The same general tendencies were also obtained in the past surveys of 1997 and 2000, as is shown by Table 2, except for Situation 1, which was regarded as a little more frustrating in this study than the results obtained in the past studies (the mean of Situation 1 is 2.53 this time, but in the past survey results it was less than 2).

**Table 1. Means & SDs of ALTs' Responses to Ten Culturally Conflicting Situations (2010)**

Situations	This study (N=38)		
	Mean	S.D.	rank
1 consensus checking	2.53	1.03	6
2 disruptive behavior	3.89	0.92	1
3 questions at enkais	1.29	0.61	10
4 indirect reprimanding	3.89	1.06	1
5 teachers' morals	3.16	1.12	3
6 information requests	1.50	0.69	9
7 JTEs' translation	2.84	1.29	5
8 working on Sunday	2.24	1.13	8
9 isolated at one school	3.16	1.15	3
10 no response from JTEs	2.42	1.03	7

**Table 2. Means & SDs of ALTs' Responses to Ten Culturally Conflicting Situations**

Situations	Tsuido (2000) (N=24)			Tsuido (1997) (N=30)		
	Mean	S.D.	rank	Mean	S.D.	rank
1 consensus checking	1.88	0.95	8	1.97	0.89	8
2 disruptive behavior	3.25	1.19	2	3.67	1.30	2
3 questions at enkais	1.21	0.41	10	1.60	1.13	10
4 indirect reprimanding	3.33	0.92	1	3.73	1.05	1
5 teachers' morals	2.88	1.26	3	2.81	1.42	6
6 information requests	1.33	0.56	9	1.83	1.12	9
7 JTEs' translation	2.50	1.38	6	2.90	1.30	4
8 working on Sunday	2.29	1.08	7	2.43	1.19	7
9 isolated at one school	2.79	1.18	4	3.43	1.28	3
10 no response from JTEs	2.63	1.06	5	2.83	1.29	5

## 5. DISCUSSION

### 5.1 Discussion based on quantitative and qualitative data

A variety of issues emerge from the quantitative and qualitative data. In considering responses to part 2 of the questionnaire, ALTs are reasonably comfortable with their roles and generally satisfied with their work. This level of satisfaction has increased since the previous studies. However, a substantial minority (44%) feel they could be doing more. Some of the reasons for this can be found in the ALT comments: With busy JTEs, ALTs often do not have much time to discuss teaching and related issues, and where JTEs are preparing the classes the ALTs may have very little input. Where ALTs are preparing classes they sometimes feel that they do not get enough feedback or guidance in relation to the classes. Given that ALTs do not have many of the responsibilities of JTEs, their major contribution is likely to be through lesson preparation and teaching, and this may be the reason why the hours that ALTs feel they work seem quite low, with the majority believing that they work between three and five hours

per day. However, the responses should be treated with caution - an ALT working five hours a day could potentially be involved in five classes, and teaching is a job involving intense periods of classroom activity interspersed with quieter periods where an ALT may need to wind down. It is also interesting to note that around 16% work only one or two hours per day, which is a very low figure, indicating that in some instances ALTs may not be gainfully employed. Another interesting result is on role clarity. Almost 80% feel that their roles are clear or very clear, which is an improvement on the previous studies. However, one in five of the respondents feels that his/her role is not clear, a figure which has not changed since the previous studies.

In terms of the ten hypothetical problems that ALTs evaluated using a Likert scale, treatment that undermines ALTs' confidence rank very highly. Sometimes this relates to comfort with Japanese members of staff, so that being reprimanded without clear reasons by a person in authority is the most frustrating issue, and feeling ignored by members of staff is the third most frustrating issue. One ALT answers that some co-workers never talk to him/her, and another mentions that teachers seem too busy or disinterested in ALTs or in team teaching itself. These cross-cultural communication problems may surface particularly in situations such as parents' days or sports days:

*At my school's Sports Day (and prep), I wasn't told about the schedule, what I should wear, where I should go, or what I should do to help out. I felt like an idiot most of the time because I was walking around clueless but wanting to help.*

This comment also connects with feelings of frustration in relation to class preparation and classroom management where ALTs feel undermined professionally in their core area of teaching: Being disrupted by students or feeling lost when they feel that they should be in control of a situation, being blocked in their contribution to teaching, or not getting enough feedback. Problems with student discipline is the second most frustrating of the ten hypothetical situations. ALTs are affected by students' disruptive behavior, and then further annoyed by what they perceive as JTEs' inaction in relation to the problem:

*I have had classes where students are being very disruptive, but the JTE does nothing to stop or correct the situation.*

There are two possible interpretations in relation to such comments. One is that JTEs are sometimes out of their depth where there are extremely difficult students. However, it is also possible that there is insufficient communication between JTE and ALT over what is being done concerning discipline. In particular, at junior high school level, many JTEs are careful to avoid classroom confrontation with students who are going through a process of great physical and psychological change; bad behavior may be worked on outside of class time.

Another important area concerns JTEs' abilities in accepting teaching ideas or working with ALTs in classes. While ALTs may be willing to team teach they are not always taken to

classes. Also, although the majority of ALTs think that their roles in the classroom are clear enough, there are problems with feedback:

*Not knowing the expectations of the JTEs. I have all of the responsibility for lesson planning, teaching, etc, but I don't get any guidance...*

## **5.2 General interpretation and possible improvements**

While overall the results show an improvement from previous studies, several issues remain. In this study, the questions on role and job satisfaction were general ones, and it may seem clear to participants what their role is regarding general terms. However, the reason why many ALTs feel they could do more is that their roles are not clearly defined except in these broad terms. The absence of detail may make JTEs wary of involving ALTs more in teaching and other responsibilities. One of the results of this may be that the ALT experience ranges widely, with the most dynamic ALTs enjoying the freedom of their relatively undefined roles, while other ALTs may find themselves struggling to establish themselves and have difficulty in making a contribution to the educational system. In a previous article (Tsuido & Davies, 2009), two of the authors argued that ALTs get relatively little teacher training, with initial courses being more oriented towards acculturation. Given that the JET Program involves a heavy commitment in time and expense, there are several ways in which it could be better defined. The three suggestions we make in this article are as follows: ALTs' files of professional development; mini-syllabuses; Stages of Teacher Training.

### **Files of Professional Development**

For trainees in professions such as accountancy and law, it is necessary to keep records of work experience, as this is a prerequisite to qualification as a professional. Although ALTs are not currently training for professional qualifications, there is still merit in their keeping records of their work experience. If each ALT were issued with professional development files in which they kept records of the classes taught each week and the contents of those classes, and had the responsibility of keeping them up to date and having them signed off by a senior JTE, this would help both the ALTs and boards to keep track of the ALT's developing experience.

### **Mini-syllabuses**

Some ALTs are not clear about what is expected of them in class. It is also possible that some JTEs are not sure how they want to utilize their ALTs in class. It also seems likely that many ALTs are asked to plan similar style classes, a self-introduction class being the most obvious of these. Given that many ALTs are shared between classes in a school so that they only see a particular class a few times in a semester, it should be possible to devise an ALT mini-syllabus of four or five lessons, each with some relatively clear stages, to train ALTs to teach these classes as a basic core of their responsibilities, and to pass the mini-syllabus to schools. JTEs could then ask their ALTs to teach a particular class from the mini-syllabus. This would be



particularly useful for newly arrived ALTs, who are most likely to need clear guidance on classes. While there would be no requirement to teach the mini-syllabus, so that experienced ALTs could work with JTEs to produce all kinds of classes, it would provide a kind of safety net for inexperienced ALTs and JTEs.

### Stages of teacher training

Many ALTs experience teaching for the first time on the JET Program and while some come to realize that they only wish to teach for a year before choosing another career, others clearly become very interested in education and stay on the JET Program for several years. For new ALTs the most difficult period is likely to be their first teaching semester, and it is usually after facing the challenges of a classroom for a period of time that an ALT is most receptive to training as he/she realizes the challenges of the classroom. ALTs who work in schools for several years build up a great deal of classroom knowledge. If they were given training towards a teacher qualification over these years, this would help them professionally with the quality of their own classes, and as trained and experienced teachers they could form the core of training groups for new ALTs.

## **6. CONCLUSION**

In this study we set out to establish how current ALTs feel about their work in comparison to ten years ago. In regarding job satisfaction and definition of role, the ALTs' responses indicate that the situation has improved. In terms of the contrast between teaching in elementary schools and secondary schools, most ALTs identify differences in terms of teacher responsiveness, student motivation and responsibilities. This may reflect the fact that the English curriculum has only recently been introduced to elementary schools, so that elementary school teachers, who are inexperienced in teaching English, have a genuine need to give responsibilities to an ALT.

A number of issues emerge in the data relating to JTE-ALT coordination especially in terms of managing discipline problems, planning and general interaction. Students' behavioral problems are unlikely to disappear from schools, which means that most newly arrived ALTs will experience disruptive situations. How can these be dealt with? In this article, we have stressed the need for ALT training, and one way of dealing with the frustration of discipline problems is to discuss them on training courses. While discussing problems may not necessarily lead to solutions to classroom discipline problems, sharing ideas or opinions will help both ALTs and JTEs understand each other, widen their views, and become aware of their own cultures, which is one of the goals of JET Program.

Since the inception of JET Program, more than two decades have passed, and the Ministry of Education has been attempting to improve the program by providing ALTs with more detailed information on the Program. Thanks to these efforts and also to the trials made by local boards of education, some intercultural problems have been solved. It seems that ALTs are provided with enough information on their general roles through the government's

orientation and that overall levels of satisfaction have improved. However, problems remain, and there is still a substantial minority of ALTs who are uncertain of their role in the JET Program. The suggestions we have made in this article are oriented towards helping those ALTs who commit themselves to several years on the program with professional development, and providing a basic core syllabus and training for inexperienced ALTs to find their role and coordinate with JTEs.

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## APPENDIX

### Questionnaire on your Team Teaching Experiences

#### 1. Background Information

- (1) How long have you been on the JET Program? 1<sup>st</sup> year 2<sup>nd</sup> year 3<sup>rd</sup> year other ( )  
(Please circle one)
- (2) What was your major at university? (major:                      minor:                      )
- (3) Did you have any work experience before you came to Japan? If yes, what was your profession and how long did you work in it?
- (4) Have you ever lived overseas before the JET Program? If yes, where and for how long?
- (5) What was your knowledge of Japan based upon before your arrival? (Please circle all that apply)  
(a) I studied Japan/Japanese at college. (b) I did a self-study of Japan/Japanese.  
(c) I spoke with Japanese living in my home country.  
(d) Other (                      )
- (6) Can you communicate in Japanese?  
(a) Yes (b) Yes, but only orally (c) Yes, I can read some  
(d) Yes, I can write (e) Other (                      )
- (7) What aspect of the JET Program motivated you to apply?  
(a) Living abroad (b) Traveling (c) Teaching (d) Earning money (e) Experiencing Japan  
(f) Other (                      )
- (8) What is your working situation? (Please circle all that apply)  
(a) elementary school (b) junior high school (c) elementary and junior high school  
(d) senior high school (e) based at BOE (f) other (                      )
- (9) How many students are there at the school you are mainly working for?  
(a) less than 100 (b) 100 up to 200 (c) 200 up to 300 (d) 300 up to 400 (e) 400 up to 500  
(f) more than 500

#### 2. On Your Working

- (1) Overall, what kind of job satisfaction have you found?  
(a) very satisfied (b) satisfied (c) not satisfied (d) not satisfied at all (e) It depends
- (2) Is your role clear to you?  
(a) very clear (b) fairly clear (c) not clear enough (d) not clear at all (e) It depends
- (3) Are you satisfied with the relationship of your JTL?  
(a) More than satisfied (b) Just satisfied (c) Not satisfied (d) Not satisfied at all  
(e) It depends.
- (4) Regarding communication with your JTLs, what kinds of difficulties or concerns do you have if you have any?
- (5) Are you familiar with the Japanese education system or school philosophy?  
(a) Yes, because I learned about it before coming to Japan.

- (b) Yes, because the JTLs explained to me  
 (c) Yes, I learned by myself through my work  
 (d) No. (e) Other ( )
- (6) Do you think you have enough work to fill your working hours?  
 (a) More than enough (b) Just enough (c) I would like to be a little busier  
 (d) I have too much free time, so I need more work. (e) It depends on JTLs or the schools
- (7) On average, how many hours a day do you spend doing work-related projects (teaching, planning, assigned tasks, etc.)?  
 (a) less than one (b) one (c) two (d) three (e) four (f) five (g) six (h) seven (i) eight  
 (j) more than eight
- (8) Since most JTLs and supervisors are extremely busy, some of them would prefer to discuss the lesson plan with you after your working hours. Would you mind doing that if they ask you beforehand?  
 (a) Yes (b) No  
 Why?

### 3. On Ten Culturally-conflicting Situations

The following are some hypothetical situations you might have been (or might be) involved in at school. Suppose you are in each situation. First, please write down the most appropriate adjective that describes your feelings, and then circle the number that expresses your feelings most appropriately (*number 1 means "not so frustrated," while number 5 "very frustrated."*) in the right column below.

<p><b>(1) Situation One:</b>            You want to get your students to respond verbally, so you ask the class a specific question. However, no one volunteers to respond. You wait for some seconds but with no effect, so you nominate one student. The student points to him/herself and starts to talk with the classmates sitting around.</p>	<p>How would you feel?            Adjective:[ ]</p> <p>Please circle the number.            1---2---3---4---5            not so frustrated      very frustrated</p>
<p><b>(2) Situation Two:</b>            You are team-teaching. You find some of your students very disruptive (i.e. talking about unrelated topics in Japanese, reading comic books, throwing things, teasing or bothering other students), but your JTE does not seem to care about such disciplinary problems. The lesson continues as planned. How would you react in this situation?</p>	<p>How would you feel?            Adjective:[ ]</p> <p>Please circle the number.            1---2---3---4---5            not so frustrated      very frustrated</p>

<p><b>(3) Situation Three:</b>          You are at an <i>enkai</i> (a formal drinking party). The party is to welcome you as a new teacher. As the party proceeds, everyone relaxes and some of your colleagues come up to you with a bottle of beer in their hand. Filling up your glass, they start to ask you such questions as “What is your impression about Japan? Can you eat raw fish? Are you married? Do you have a boy/girlfriend?”</p>	<p>How would you feel?          Adjective:[ _____ ]</p> <p>Please circle the number.          1---2---3---4---5          not so frustrated      very frustrated</p>
<p><b>(4) Situation Four:</b>          You are at your principal's office. He/She makes a grimace. After a long silence, the principal says to you, “You are a teacher. During school or after school you are always a teacher. You must obey the rules.” Wondering what the problem is, you say, “Did I do something wrong?” The principal then states rather bluntly, “When in Rome, do as the Romans do.”</p>	<p>How would you feel?          Adjective:[ _____ ]</p> <p>Please circle the number.          1---2---3---4---5          not so frustrated      very frustrated</p>
<p><b>(5) Situation Five (following the episode above):</b>          Later your JTE explains to you that the principal got a call from one of the inhabitants living in the school district, saying that they saw you walking across the street against the red light and insisting that the principal raise his/her teachers’ morals.</p>	<p>How would you feel?          Adjective:[ _____ ]</p> <p>Please circle the number.          1---2---3---4---5          not so frustrated      very frustrated</p>
<p><b>(6) Situation Six:</b>          You are planning to take a few days off. Your principal says to you, “It may sound rather nosy, but would you give us some information as to where you are planning to visit? This is because we want to make it sure that we are able to contact you in case some urgent business comes up. We ask Japanese teachers for the same thing.”</p>	<p>How would you feel?          Adjective:[ _____ ]</p> <p>Please circle the number.          1---2---3---4---5          not so frustrated      very frustrated</p>
<p><b>(7) Situation Seven:</b>          You are team-teaching. You introduce yourself as planned. After you are finished, you are ready to welcome some questions from your students. Then your JTE interrupts you and starts to translate all of your self-introduction in Japanese.</p>	<p>How would you feel?          Adjective:[ _____ ]</p> <p>Please circle the number.          1---2---3---4---5          not so frustrated      very frustrated</p>
<p><b>(8) Situation Eight:</b>          Your supervisor at the local board of education calls you, requesting that you work as a judge at a certain speech competition next Sunday. You are having a very busy week, so you feel like relaxing at home next Sunday.</p>	<p>How would you feel?          Adjective:[ _____ ]</p> <p>Please circle the number.          1---2---3---4---5          not so frustrated      very frustrated</p>

<p><b>(9) Situation Nine:</b>  Things are going well at five out of six schools that you go to, but you have one school where no one in the office speaks to you. You spend most of your time sitting at your desk, trying to figure out what is wrong.</p>	<p>How would you feel?  Adjective:[ _____ ]</p> <p>Please circle the number.  1---2---3---4---5  not so frustrated      very frustrated</p>
<p><b>(10) Situation Ten:</b>  You give a lecture on team teaching to a large audience of JTEs. After the lecture, you say to the audience, "Do you have any questions or comments?" There is no response.</p>	<p>How would you feel?  Adjective:[ _____ ]</p> <p>Please circle the number.  1---2---3---4---5  not so frustrated      very frustrated</p>

**4. Please share your experiences as an ALT.**

You might have had the similar experiences as those described above and you must also have had your own experiences of culture shocks and cultural dilemmas in your school(s). Would you please describe them? Would you also let us know how you have overcome some of your problems?

**(Problems you have experienced)**

**(Solutions you have attempted)**

**(Any other questions or comments?)**

**Thank you for your cooperation.**

## 要 約

外国語指導助手は日本人英語教員との職場での関係をどう認識しているか

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日本の外国語教育（英語教育）の改善，地域レベルの国際化の促進を意図して1987年に始まったJET プログラムには，近年二つの大きな変化が表れてきている。一つは，このプログラムによる外国青年（その大半は外国語指導助手，ALT）の招致人数の漸減であり，今一つは改訂された学習指導要領による小学校における外国語活動の必修化の流れによるALTに対するニーズの高まり，である。

こうした環境変化の中で，ALTと日本人教員（英語科教員及び学級担任）との相互理解という問題は，これまで以上に重要となつてこよう。筆者らは，過去においてALTと日本人英語科教員の相互理解に関わる課題を質問紙調査等を通して行ってきた（Tsuido 1997, Otani & Van Loh 1998, 築道 2000）。いずれの調査からも10年以上が経過した。そこで，過去の質問紙調査における主要な質問項目と上述の新たな変化要因を質問に取り込んで，中国地方のA県のALTに質問紙調査を2010年11月に実施した。68名のALTのうち，38名から有効回答を得た。本稿では，ALTの役割，仕事への満足度，10の葛藤場面に対するフラストレーションの程度，小学校と中学校との違いに関する認識等を中心に質問紙調査に対する回答を分析する。また，自由記述にみられる問題や解決策を質的に検討し，教員研修等における改善策を提案する。