

Perceptions of the JET Programme

Part Two*

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ANALYSIS OF JTE QUESTIONNAIRES

A total of 44 Japanese Teachers of English were polled in this study. Out of that number, 24 teach at the junior high school level while 20 teach at the senior high school level. Teaching experience and the grades at which they teach vary; however, since the total number tapped is rather small, the results are shown in percentage figures and they reflect the overall opinions of all the teachers. The results obtained when they are divided into the respective school levels, or occasionally, the respective length of their teaching careers are referred to in the discussion section when such data are relevant.

Item 1

I am in favour of the team teaching system being continued.

0-No Reply	1	2	3	4	5
0	75	11.4	6.8	2.3	4.5

An overwhelming number of teachers support the current team teaching system, and also these teachers of English express their desire for the team teaching system to be continued. When the figures in 1 (strongly agree) and 2 (agree) are combined, the figure stands at 86.4%. The number of teachers who have here chosen 3 (neutral) is 6.8%, or 3 teachers. Those who do not agree with the statement have chosen either 4 (disagree) or 5 (strongly disagree). They represent a marginal 6.8%, or 3 teachers again.

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Item 2

I am in favour of the number of team teaching classes being increased.

0-NR	1	2	3	4	5
0	25	18.2	25	20.4	11.4

We have rather a mixed result to this statement. This is worth noticing especially when we take the result obtained for Item 1 into consideration. The number of teachers supporting the statement is less than half, and stands at 43.2%. In contrast, the number of teachers who either disagree or strongly disagree with the statement is 31.8%, while 25% of the teachers polled have chosen the neutral answer. The discrepancy observed between Item 1 and Item 2 will be taken up and examined in relation to some of the results for the following statements.

Item 3

Every school should have its own ALT.

0-NR	1	2	3	4	5
4.5	68.2	4.5	13.6	4.5	45.4

Similar to the results obtained for Item 1, an overwhelming number of teachers support this statement with 72.7% in the agree group (1+2). 13.6% of all the teachers have chosen the neutral answer, and the number of those who oppose this statement is only 4. This shows that the majority of the Japanese Teachers of English would like to see an ALT assigned to every school instead of a native speaker of English coming to each school on and off. This result can also be interpreted as indicating that the JET Programme has wide support among the practicing teachers of English.

Item 4

I have become quite accustomed to having a foreigner coming to school.

0-NR	1	2	3	4	5
2.3	79.5	4.5	4.5	6.8	2.3

An overwhelming number of teachers agree with this statement at 84% (1+2). This result is surprising when we consider the fact that not a single native speaker of English was seen anywhere near school only ten years ago or so. This is also remarkable in that the area where this questionnaire was administered is a rural prefecture and is remote from any major city in which foreigners of every nationality are a feature of daily life. Therefore the results, especially in options 1 and 2 above, indicate that considerable change has taken place in the minds of Japanese Teachers of English. It would be of some interest to see how foreigners are viewed by

the Japanese teachers of subjects other than English, which is only indirectly indicated in the responses to Item 6 below.

Item 5

I have been asked to function as an interpreter for my colleagues when an ALT comes to school.

0-NR	1	2	3	4	5
0	36.4	29.5	6.8	20.4	6.8

The number of teachers who agree with this statement stands at 65.9% (1+2). This result implies an increased workload for English teachers, which could be thought to be unwelcome. However, whether or not this is a cause of complaint from Japanese Teachers of English is doubtful, for Japanese teachers at school are usually a very well organized group of people and also additional contacts with a native speaker of English will always provide an opportunity to increase their English skills and knowledge of different ways of thinking.

Item 6

ALT's mix well with Japanese teachers of subjects other than English.

0-NR	1	2	3	4	5
2.3	40.9	31.8	9.1	13.6	2.3

This answers, partly, the question raised in discussing the results of Item 4 above. From the standpoint of English teachers, both ALT's and Japanese teachers of all subjects are generally on good terms. Since this result reflects the views of English teachers alone, it is uncertain how friendly Japanese teachers and ALT's feel toward each other. However, the above data do indicate that visiting ALT's and the JET Programme have become well established in the eyes of most Japanese teachers, regardless of their subjects.

Item 7

I have taken care of and helped ALT's in matters related to their daily life.

0-NR	1	2	3	4	5
0	6.8	31.8	13.6	20.4	27.3

The result here is mixed, as could be more or less expected. This sort of spread in responses is predictable mainly because it is up to the individual teacher to what extent they should be involved in the personal matters of ALT's. This is especially true when those personal matters are the kind that take place after school, rather than in school.

Item 8

My abilities in English have improved thanks to exposure to ALT's.

0-NR	1	2	3	4	5
0	9.1	63.6	13.6	6.8	6.8

72.7% of all the Japanese Teachers of English polled agree with the statement (1+2). This result alone should be sufficient to understand the reason why so many teachers are supportive of the JET Programme. It is likely that these teachers are the first to appreciate the advantage of having a native speaker of English around. They have quite a long experience of English (mostly through books), and the majority of them have a good command of the basics of the language. To the people who fit into this category, contact with natives is all they need to supplement linguistic abilities formerly neglected for various reasons such as the educational system and linguistic environment of this country. For some of the younger learners, the presence of ALT's in Japan might even become an incentive to go into a teaching career for the extended opportunity to apply their knowledge to an actual use.

Item 9

Most of the teaching activities with an ALT have little to do with the content of the coursebook in use.

0-NR	1	2	3	4	5
2.3	22.7	40.9	15.9	9.1	9.1

The combined results of options 1 and 2 yield 63.6%. This is a level of response which everyone involved in the teaching of English in the current JET Programme should be aware of. This is also the sort of result which makes us wonder whether or not teachers of English in this country are now obliged to run not one but two separate courses which are only nominally related to each other. Without effective means to reduce the level of response which has found its way into options 1 and 2, English education in Japan eventually might be faced with the ultimate alternative: use the course book and forget about ALT's, or vice versa. In either case, the result would please nobody, probably not least the students. To avoid the unproductive regression to the old days or an unwarranted course of quasi-ESL, the issue of team-teaching and its relation to course books should be most carefully examined, both at junior and senior high school levels.

Item 10

Team teaching activities will cause delay in the progress of the course book.

0-NR	1	2	3	4	5
2.3	22.7	40.9	15.9	9.1	9.1

Given the results in Item 9, it is evident how most Japanese teachers feel toward the negative aspect of having to go through team teaching at school. Teachers of English at all levels have only so many hours in a year to spend teaching their subject matter to students. It is often the case that completing the course book on schedule is imperative in the mind of any Japanese teacher of any subject. The current government policy to reduce the number of school days of public institutions by making Saturday a day free from school will not help improve the situation. Here again we see another example of a clash between 'new ideas' and 'traditional, familiar ways of teaching'. This issue, too, will be touched upon in the following discussion section which divides the results into related sub-groups.

Item 11

It usually takes more time for me to prepare for a team teaching class.

0-NR	1	2	3	4	5
2.3	27.3	38.6	22.7	9.1	0

The combined result for options 1 and 2 yields 65.9%. Only 9.1% of the teachers polled disagree with the statement. Also the data above shows not one teacher has chosen option 5, "strongly disagree". Although we have 22.7% in the "neutral" column, the overall result nonetheless points to an area of possible controversy in terms of the effectiveness of the team teaching scheme. If the JET Programme and resulting team teaching are to work most effectively, the time necessary for preparation should be kept to a minimum, for most Japanese teachers are required, in addition to their teaching loads, to carry out many other duties, including administrative paperwork or supervising students' behavior for long periods. Therefore, effective team teaching must become possible with a minimum time requirement for its preparation.

Item 12

It is often the case that I don't have adequate time to prepare for a team teaching class.

0-NR	1	2	3	4	5
0	43.2	38.6	9.1	6.8	2.3

The result here testifies to what has been discussed in the preceding section. What we can gather from these figures is that Japanese Teachers of English, along with a visiting ALT, teach a class without substantial preparation and in the absence of teaching materials specifically aimed at the target class or target teaching topic. In other words, teachers have only their own

experience to rely on. This is not a recipe for success. The team teaching scheme being only ten years old, it is still in the process of being developed as a viable teaching project; but many a practicing teacher seem unable to devote themselves fully to the effort primarily because of the time constraint on them.

Item 13

I think effective teaching materials best suited for team teaching have yet to be developed.

0-NR	1	2	3	4	5
0	52.3	40.9	2.3	4.5	0

The combined figure from 1 and 2 stands at 93.2%. This is probably one area in which almost all of the Japanese Teachers of English agree with each other. In spite of publication after publication of books and manuals intended for so-called communicative activities, none of those in use seem as practical and effective as they need to be. It is this result that shows in part the necessity for the current research project whose purpose is to evaluate and examine the JET Programme and reveal potential troublespots for both teachers and textbook writers and to pave a way for genuinely viable teaching materials or methods.

Item 14

I, as a partner, have accustomed myself to how I should act in a team teaching situation.

0-NR	1	2	3	4	5
0	38.6	36.4	9.1	13.6	2.3

In spite of the lack of effective teaching materials, most Japanese Teachers of English seem to be comfortable in a team teaching situation; by now, 38.6% of the 44 teachers polled have become quite confident in their role as a partner, followed by 36.4% of the teachers who more or less agree with the statement. This is a result that points to a more productive employment of native speakers of English in class, provided that appropriate materials can be devised. At any rate, we can conclude from the data above that JTE's believe their teaching skills have improved in this regard.

Item 15

I try to enjoy myself in a team teaching situation.

0-NR	1	2	3	4	5
0	52.3	27.3	9.1	11.4	0

When the figures for options 1 and 2 are combined, we have as high as 79.6% of all the

teachers polled on the agreement side. This indicates that those teachers have rediscovered what may be the secret of a successful class: in order for the student to appreciate and enjoy what is being offered, the teachers must first enjoy what they are offering to the student. Therefore, the figures for options 1 and 2 are encouraging; like the results obtained in Item 14, the results here also seem to promise that the full potential of the JET Programme will be realised in the long run.

Item 16

I understand that communication activities are equivalent to conversation-type exercises.

0-NR	1	2	3	4	5
0	9.1	27.3	25	20.4	18.2

For this statement we have rather a balanced spread of responses among options 2, 3, 4 and 5, with the figure for 1 being the smallest at 9.1%. When the figures in 1 and 2 are combined, we can see that 36.4% of all the teachers polled agree with the statement and think that exercises in speaking ought to be the focus of any communicative lesson. Yet, more than half of them do not agree with the same statement when the figures are added for the disagree group. On the one hand, it is not surprising that different people have different ideas about the notion of communicative activities. Some with an inclination toward literature might find reading is a way to communicate with an author or the protagonist in a given book; others who have a pen-pal abroad might find the proper way of communicating with others is writing letters, perhaps even using e-mail. Thus there is more than one avenue to define the notion of communicative activity. On the other hand, the lack of a common notion as to what exactly constitutes the very basics of communication activity will result in confusion, not animated discussion, in the educational scene, for if every teacher wants to go in a different direction, they are unlikely to do so hand in hand. The educational process is a collective effort and as such, a common ground shared by all teachers ought to be established, taking into account the cultural, educational and linguistic idiosyncrasies of the Japanese people.

Item 17

I think team teaching can motivate learners into studying English more than ever.

0-NR	1	2	3	4	5
0	45.4	45.4	6.8	2.3	0

The majority of teachers expect experiences in a team teaching class can provide an incentive for learners to learn English. The extent to which Japanese Teachers of English agree to this statement is such that, at present, the positive effects on the affective domain of the student can be thought to be foremost rather than increased skills in any specific linguistic area. Whether

or not teachers' expectation is echoed in the students' responses is one of the focuses of the student section of this study.

Item 18

I think team teaching can help students prepare for the respective entrance examinations.

0-NR	1	2	3	4	5
0	4.5	15.9	40.9	27.3	4.5

As we can see in the results above, option 3 has the highest figure at 40.9%, followed by option 4 ("disagree") with 27.3%. The result for 2 ("agree") comes in third. The two extremes have attracted the same figure of 4.5%. These figures need to be further analysed by dividing the teachers polled into the respective school levels at which they are teaching English, due to the different emphasis in the exam contents at the high school and college levels. For instance, it is customary for a high school entrance exam to include a certain number of questions aimed to measure the applicants' listening abilities, while most colleges are still contemplating the introduction of measurement of aural skills into their exam format. Nonetheless, comparatively low figures for options 1 and 2 reveal certain reservations the Japanese Teachers of English harbour in giving this statement their wholehearted support.

Item 19

The team teaching scheme is especially effective for underachievers.

0-NR	1	2	3	4	5
2.3	11.4	29.5	27.3	25	4.5

We have here a rather well balanced spread across options 2, 3 and 4. When the two figures in the agree group and the disagree group are combined, the results are 40.9% and 29.5% respectively, with the agreement group showing higher returns by 11.4%. Although the figure for 3 stands at 27.3%, a quite considerable proportion, Japanese Teachers of English tend to see ALT's as especially effective for underachievers. As with the results obtained in Items 17 and 18, this result also ought to be compared with those collected for the student questionnaire.

Item 20

As a result of experience in team teaching lessons, the students' overall skill levels in English has improved.

0-NR	1	2	3	4	5
2.3	2.3	27.3	50	11.4	6.8

This statement attracted the highest return for option 3 in all the 35 questions in this questionnaire. This alone indicates that most teachers are uncertain as to what sort of cognitive influence team teaching might have upon the student. This result is also in sharp contrast to the result obtained in Item 8, which tapped the teachers themselves for the possible influence of team teaching on their linguistic abilities. On the other hand, it is encouraging to see that about 30% of all the teachers have agreed that the team teaching scheme does have a positive influence on the linguistic skills of the student. Promising or not, this data too ought to be placed against the data extracted from the student's questionnaire before a stronger statement is made.

Item 21

A team teaching lesson is particularly effective for students at lower grades.

0-NR	1	2	3	4	5
2.3	34.1	31.8	18.2	9.1	4.5

The highest figure appears for option 1, and the following figures gradually decline as the option numbers go up. Further, the combined results of options 1 and 2 yield the rather high 65.9%. If the teachers' opinion revealed here proves right, this might turn out to be an impetus to introduce ALT-participated English lessons into elementary school. In fact, Monbusho is now experimenting with English education at certain designated elementary schools across the country, weighing the possibility of an all-out launch of English education at this level. Although the new proposals are not finally clarified and have not been made public, it is almost certain that English education in Japan will be extended. This result here therefore should be carefully examined in order to provide necessary data to determine in which direction English education ought to be steered and on what grounds.

Item 22

In team teaching lessons, fun activities such as games are predominant.

0-NR	1	2	3	4	5
2.3	22.7	38.6	25	6.8	4.5

The combined results of 1 and 2 give 61.3%, which is again rather a high figure. Given the results reported in this section so far, it is not difficult to understand the reasons why: lack of suitable teaching materials for team teaching, less than adequate time to prepare for the class, activities unrelated to the content of the course book in use. In addition, the results obtained here might reflect one aspect of teachers' perception of the role played by team teaching. Instead of trying to integrate team teaching into existing courses, the result reads as though Japanese Teachers of English tend to view it as an isolated feature, a view to be corrected if the JET Programme is to serve a meaningful purpose in the language education field in this country.

Item 23

In team teaching lessons, it is easier to maintain extended attention from the student.

0-NR	1	2	3	4	5
2.3	6.8	36.4	31.8	15.9	6.8

The short attention span of students has been always a cause of concern among teachers of any subject. It is true that the result for options 1 and 2 combined stands at 43.2% and is less than half, but it is not necessarily disappointing. Although other statistical figures to compare it against are not available at this stage, teachers of English should take heart from the fact that team teaching provides them with a useful instrument to maintain extended attention from the learner. This is another advantage brought about only in the field of English education as a result of the introduction of team teaching into the respective school levels, for teachers of other subjects can only dream about such a drastic measure.

Item 24

I make it a rule to give a related assignment to students prior to a team teaching class.

0-NR	1	2	3	4	5
2.3	4.5	20.4	20.4	36.4	15.9

The combined result for options 4 and 5 stands at 52.3%, a little over the majority. When the figure for option 3 is added to the former figure, we can assume that most Japanese Teachers of English do not systematically give any assignment to their students. The result here again shows that a typical team teaching class is viewed as an effort divorced from not only other customary lessons but also from individual learning activities done at home or elsewhere.

Item 25

I make it a rule to give a related assignment to students after a team taught class.

0-NR	1	2	3	4	5
2.3	11.4	13.6	25	22.7	25

Although each figure here differs from that of the result shown in the preceding analysis, what remains the same is the high rate in the disagreement group, with 4 and 5 jointly yielding 47.7%. When option 3 is added, the total figure jumps to 70.7%. The combined results of Items 24 and 25 help us envisage the situation in which the student comes to class completely unprepared, and comes back to school again the next day without having become any wiser. Any device on the assignment system, no matter how simple and easy, would be likely to reduce such wasted time and effort by all groups involved in team teaching.

Item 26

I try to take advantage of team teaching opportunities to improve students' writing skills in English.

0-NR	1	2	3	4	5
2.3	4.5	11.4	29.5	40.9	11.4

The result obtained for this statement is more or less in accordance with the customary teaching activities without ALT participation at school. That is to say, writing activities themselves are a rarity at both junior and senior high school levels. Secondly, most ALT's involved in team teaching are not trained linguists and therefore are not expected to be experts on some of the fine grammatical subtleties. And yet, the results above show that 14.9% of all the teachers here answer positively to this statement. Since the teaching content and curriculum of junior and senior high schools differ from each other in some respects, the results here merit a further analysis in the following discussion section.

Item 27

I try to take advantage of team teaching opportunities to improve students' pronunciation skills in English.

0-NR	1	2	3	4	5
2.3	11.4	29.5	27.3	25	4.5

The expected numbers for options 1 and 2 would probably be much higher than those observed herein. Such an expectation derives from our common sense knowledge that ALT's have been invited into the education system in Japan to improve the linguistic skills of students primarily related to the sound aspect of English. Accurate pronunciation being one of the cornerstones for satisfactory exchange of ideas in English, we are liable to take it for granted that emphasis should be placed on exercises in this skill-getting in most instances. However, we should comment here that almost 30% of the teachers polled do not agree with this statement, with an equal figure occupying option 3. This obviously contradicts our common sense view. It takes this kind of research, therefore, to reveal how ALT's are employed in the actual teaching scene in schools.

Item 28

I try to take advantage of team teaching opportunities to improve fluency in the students' spoken English.

0-NR	1	2	3	4	5
2.3	0	18.2	45.4	22.7	11.4

We have another clash between the reality and common sense expectation identical to the one stated above, only more magnified. Not one teacher has picked option 1 and only 18.2% have opted for 2. This result may come in part from the fact that past literature on English education has persistently failed to provide a viable definition of the term "fluency". Like the term "communication" or "communicative activities", teachers are obliged to work with an educational agenda which has been only vaguely defined for them by applied linguists and administrators alike. Another possible cause for this outcome is the sheer size of each class in schools in Japan and the limited number of contact hours of the student with an ALT. No realistic teacher would expect that skills in fluency, whatever it may be, will be instilled in the learner when the number of students approaches forty in one class.

Item 29

I try to take advantage of team teaching opportunities to improve students' listening abilities in English.

0-NR	1	2	3	4	5
2.3	38.6	38.6	20.4	0	0

This is one statement in this questionnaire which has attracted no responses to options 4 and 5. Aside from the 20.4% in the third slot, the rest agree with the statement, meaning that improved students' listening ability has been one of the main concerns of practicing teachers of English. At the theoretical level, this makes sense, for there is plenty of literature that advocates the primary importance of listening ability in the course of linguistic development in the learner. Additionally, in practice, listening exercises are easy to administer, regardless of the class size. Moreover, students can participate in the class unprepared if all they have to do is sit and listen to whatever an ALT is saying. On the other hand, how hours spent listening to teachers actually contribute to the overall development of the language skills of the student remains to be seen. Although it would take another separate battery of research to estimate the possible contribution (or the lack of it) of exercises in listening to the development of other linguistic skills, records based on observation of classes and other anecdotal evidence show us that methods need to be devised so that students can become active participants in class even when the receptive skills are the predominant focus of the lesson.

Item 30

I try to take advantage of team teaching opportunities to improve students' reading abilities in English.

0-NR	1	2	3	4	5
2.3	0	15.9	27.3	40.9	13.6

The result for this statement makes a sharp contrast to that obtained in Item 29 above. This is partly because reading activities are more often than not a euphemism for grammar and translation exercises in Japan. This result implies that ALT's have played very little role in the field of reading; it was, and still is, a matter almost entirely handled by Japanese Teachers of English. Or rather, grammar and translation have occupied the core of English education, at the expense of all the other language aspects. While there is no denying the importance of the contribution which knowledge of grammar and translation makes to one's linguistic abilities, possible avenues should be explored so as to accept, not reject, involvement of ALT's in this skill area. The results above indicate that Japan is still a closed market as far as reading is concerned. While maintaining the obvious advantages of grammar and translation exercises, deregulation of a sort is necessary if ALT's are to be integrated into the educational scheme in this country.

Item 31

Team teaching lessons will benefit if an ALT has some knowledge of Japanese.

0-NR	1	2	3	4	5
4.5	31.8	38.6	15.9	2.3	6.8

A total of 70.4% of all the teachers polled agree with this statement when the figures for 1 and 2 are combined. This result indicates that the level of language used by an ALT and that of the student often do not correspond with each other. In addition, immersed in the grammar translation method for a certain period of time, students tend to ask for an explanation in their own language before they feel comfortable with the lesson in English. Given this tendency on the student's side, any ALT with a knowledge of Japanese is likely to be viewed in a much more positive light than otherwise.

Item 32

ALT's should try to learn Japanese.

0-NR	1	2	3	4	5
4.5	36.4	38.6	13.6	2.3	4.5

A total of 75% of all the teachers agree with this statement when the figures in 1 and 2 are combined. This result is obviously related to Item 31 above. Moreover, it might reflect the psychological strain Japanese teachers of English may endure when they have to go through an extended conversation in a language other than their own. This is probably an experience familiar to most foreign language learners, unless the person is a perfect bilingual by nature or by nurture. If so, the figures above can be interpreted as an unconscious manifestation of universal frustration suffered, to a varying degree, by all the foreign language learners

including the Japanese Teachers of English in this study. Even a small amount of Japanese from an ALT would alleviate the psychological burden of his or her partner, thereby creating a better working relationship between the two teachers.

Item 33

I would prefer ALT's to participate in marking exams.

0-NR	1	2	3	4	5
2.3	40.9	25	15.9	9.1	6.8

The combined results of 1 and 2 stand at 65.9%, indicating high agreement. If time permits, participation of ALT's in exam marking should be encouraged for several reasons. First, this kind of cooperation between Japanese Teachers of English and ALT's may help increase the sense that ALT's are a solid member of the school for which he or she is working. Secondly, the exams ALT's mark will be those the native speaker of English has prepared. This is the first step to be taken in order to integrate ALT's into English education. What has been offered in the lessons must be tested to see if it has been truly comprehended and retained. Third, from the student point of view, if the lessons of team teaching are included in the subsequent exam, this would help motivate the learner into adopting more serious learning habits when an ALT is present in class. This may sound a utilitarian view, but it is also a measure necessary to make everybody involved in team teaching realize that efforts made in team teaching class, or any class for that matter, will be definitely rewarded.

Item 34

I would prefer ALT's to participate in giving final grades.

0-NR	1	2	3	4	5
2.3	27.3	47.7	15.9	2.3	4.5

When the two results obtained from Item 33 above and from Item 34 are compared, we can see that the number for 1 has decreased here by 13.6%, whereas the number for 2 has increased by 22.7%, making an overall increase of 9.1% in the agreement group. In addition, the total number of the disagreement group coincidentally decreases by the same figure of 9.1%. When all is said and done, this result amounts to an acceptance of ALT's as colleagues by most of the Japanese Teachers of English.

Item 35

I think ALT's are working hard enough for the money they are getting.

0-NR	1	2	3	4	5
4.5	22.7	11.4	43.2	6.8	11.4

In this final question, a large number of the teachers have chosen option 3, which had been expected given the nature of the question. This is the kind of question people are usually happy to give a neutral answer to. Therefore, the return rate of 34.1% to the agreement group is rather surprising, given that anecdotal evidence suggests that some JTE's were resentful that ALTs' salaries were excessive in relation to their duties and responsibilities. A straightforward answer to this statement was possible partly because this questionnaire was intended to be anonymous. The results here are in accordance with some of the results in this section which apparently support the JET Programme.

DISCUSSION

The results obtained from Items 1 and 3 show that between 70% to 80% of the Japanese Teachers of English are in favor of the JET Programme and the concomitant team teaching system in school. The JET Programme has been around for almost ten years, and by now most teachers have become quite accustomed to having a native speaker of English in school, as has been shown in the results for Item 4.

As for Item 1 in particular, 83.3% (1+2) of all the teachers polled at the junior high school level support the statement, while 90% (1+2) of all the teachers polled do so at the high school level. These results are high enough to conclude that the JET Programme and team teaching are seen in quite a positive light by the majority of English teachers in this country. Although Japanese Teachers of English are often asked to assist ALT's in matters unrelated to teaching per se, both at school (Item 5=65.9%) and occasionally even after school (Item 7=38.6%), they are nevertheless willing to go out of their way and try to be of service to ALT's. This would not be plausible were it not for both kindness and willingness from the Japanese Teacher of English, and obviously ALT's brought to school through the JET Programme are so beneficial in many ways that they certainly deserve, in the mind of JTE's, the kind of treatment they are getting. Further, from the results of Item 3, we can state that most JTE's (1+2=72.7%) would like to see one ALT stationed on a permanent basis at each school. These data are all the more important because they reflect the sentiments of those who are actually involved in language teaching day after day. As we have seen in the results of Items 11 and 12, teachers of English often find it difficult to snatch necessary time off from daily chores in order to prepare themselves for coming team teaching lessons (1+2=87.2%). In addition, team teaching lessons usually require more time to prepare than regular classes (1+2=65.9%). These are some of the motives which have induced these JTE's to voice their preference for having an ALT around all the time in every school. The constant presence of an ALT at school would certainly help make up for the lack of sufficient preparation time for team teaching lessons.

The results for Items 33 and 34 partly illustrate how prevalent team teaching could become

within the school system. In this survey, the majority of JTE's agree with the statements and answer that they would like to cooperate both in marking exams and giving a grade to the students. The following table results after the teachers have been divided into the respective school levels.

	Item 33 (1+2)	Item 34 (1+2)
Junior High	41.6%	70.8%
Senior High	95%	80%

As we can see in the table above, the teachers of senior high school are more enthusiastic about the proposal than their counterparts at the junior high school level. In particular, the difference in the percentages in the column under Item 33 is prominent. This discrepancy in the results probably came about as a result of different curriculums at the two school levels. It is often the case that curriculums at the high school level include much more complex and extensive teaching content as well as target skills to be acquired by their students than at the junior high school level. One example to illustrate the point at issue is the responses at the two levels to Item 26, which centers on writing activities in English:

	Item 26 (1+2)
Junior High	0%
Senior High	35%

As is clearly shown in the table above, 35% of the senior high school teachers employ assistance from an ALT in writing activities, whereas none does so at the lower school level. In marking exam papers, then, it would be helpful if an ALT is present and helps mark the writing of the student. This serves well the student, the teacher and the JET Programme as a whole. First, the student can gain experience in writing skills, the importance of which are recognized by everyone but which are in practice often passed over. Secondly, the Japanese Teacher of English does not have to spend hours looking up in the dictionary correct usages for the grammatical errors committed; any ALT can provide the answer immediately, even if he or she may not be able to explain the reason based on fine grammar rules. Third, ALT's themselves are seen in a much more positive light if they prove to be part of the decision-making process. It is because of the third reason that the responses to Items 33 and 34 need to be recognized by everyone involved in the JET Programme.

The results obtained for Item 8 also explain the reason why the current JET Programme has such a strong foothold among practicing teachers. The following results have been tabulated after the teachers polled were divided up by length of teaching career.

	5 years or less	between 5 and 10 years	10 years or more
1+2 Item 8	80%	77.7%	66.6%

As we can see, the younger the Japanese teacher is the more appreciative they are of the effects on their linguistic abilities brought about through contact with ALT's. This table also shows that any teacher can gain in the skills of English if they are willing to learn. The increased English skills of the JTE's are such that most of them are able to feel comfortable in class with an ALT (Item 14=77%) and they can enjoy themselves in a team teaching situation (Item 15=79.6%).

As has been indicated so far, the Japanese Teachers of English are willing to embrace the JET Programme for various reasons; in contrast, however, when it comes to the number of team teaching classes they show more mixed results. The table below summarizes how they respond to Item 2 first at the junior high school level, followed by that of the senior high school level.

		Junior High School				
	0-NR	1	2	3	4	5
Item 2	0%	29.1%	25%	25%	8%	12.5%

The total percentage in the agreement group amounts to 54.1%, more than half of all the teachers polled. The total figure in the disagreement group amounts to 20.5%. It is difficult to categorize the responses for option 3, but they can be taken as reflecting certain reservations about the idea of an increased number of team teaching classes. Compared with the results for Item 1, the number in the agreement group drops by 29.2% and that of the disagreement group goes up by 12.5%.

		Senior High School				
	0-NR	1	2	3	4	5
Item 2	0%	20%	10%	25%	35%	10%

This table shows more ups and downs in figures than the one for junior high school above. First, the percentage figures for 1 and 2 yield only 30%, down by 24.1% compared with the same result for the junior high school level; correspondingly, the totals in the disagreement group amount to 45%, up by 24.5%. The number for option 3 remains the same and stands at 25%. The numbers on each side are now reversed and we see more teachers belonging to the disagreement group. A possible negative attitude teachers might be entertaining against the team teaching scheme is revealed here more clearly than anywhere else.

One obvious reason for the misgivings many Japanese Teachers of English have toward team teaching hours being increased is the absence of appropriate teaching materials to teach with. To Item 13, JTE's at the junior high school level respond as follows:

	0-NR	1	2	3	4	5
Item 13	0%	55%	35%	0%	10%	0%

When the same statement is given to the JTE's at the high school level, they respond as follows:

	0-NR	1	2	3	4	5
Item 13	0%	50%	45.8%	4.1%	0%	0%

We can conclude from these results, therefore, that effective teaching materials are definitely in short supply both at junior and senior school levels. Heading for class without the proper teaching materials to work with would be equivalent to being sent to a front line unarmed.

While it is easy to lay the blame for the level of confusion we are now witnessing on textbook and manual writers, absence of workable materials might ultimately derive from the absence of a viable notion as to what should be achieved through English education in this country. Usually it is "communicative competence" and the resulting "communicative activities" which are often employed as catch words to explain the objectives of foreign language education in this country. However, as the results for Item 16 have shown, teachers do not agree with each other about exactly what it amounts to in an actual team teaching lesson. When there is no agreement on an issue of such a fundamental nature, pragmatic teaching materials will be very slow in coming.

In more practical terms, reluctance to expand the team teaching scheme seems to be related to the results for Items 9 and 10. Both of these asked the teachers how they would relate a team taught lesson to the content of the course book in use. The responses to these items are shown below separately.

Junior High School						
	0-NR	1	2	3	4	5
Item 9	0%	12.5%	50%	8%	16.6%	12.5%

Senior High School						
	0-NR	1	2	3	4	5
Item 9	5%	35%	30%	25%	0%	5%

At both levels, the majority of JTE's polled admit that team teaching and the course book have little to do with each other. The very small number seen for the disagreement option at the high school level further corroborates this conclusion. A similar result has been obtained for Item 10 where 62.5% of all the junior high school teachers agreed with the statement while 65% of all the teachers did so at the high school level. As we have seen in the results section, team teaching is employed very little in conjunction with reading activities, and the reasons have been discussed. In the following, data are divided into those for junior and senior high schools. In addition, the response rates for Items 26, 27, 28, and 29 are listed for reference:

Item 26 (writing)	Item 27 (pronunciation)	Item 28 (fluency)	Item 29 (listening)	Item 30 (reading)
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JH	0%	49.9%	33.3%	83.3%	20.8%
SH	35.0%	30%	0%	70%	10%

As we can see here, reading receives very few responses at each level: it is second to last after writing, which is 0% at the junior high school level; reading receives only a 10% response and is last at the senior high school level. This table also shows us that team teaching is seen as a teaching scheme whose primary aim is to foster the skills of the students primarily related to the sound aspect of English. The results for Item 29 bear witness to this view, and so does the result for Item 28 at the high school level. The result for Item 27 at the junior high school level more or less points in the same direction.

Given the result above, some may argue that ALT's and the team teaching classes involving them are doing what they are supposed to do in the first place. However, from the viewpoint of integration, in the true sense of the word, of team teaching into the school system, the results above are a far cry from the ideal state. The results obtained for Item 18 may offer one of the reasons why this is so.

		Junior High School					
		0-NR	1	2	3	4	5
Item 18	0%	4.1%	4.1%	54%	33%	4.1%	

		Senior High School					
		0-NR	1	2	3	4	5
Item 18	0%	5%	30%	25%	20%	20%	

These are the results obtained when the teachers are asked the degrees of usefulness of team teaching as a preparation method for the respective entrance exams. Although the JET Programme may not have been instigated to help the students gain a higher score in the entrance exams, it is now part of the school system and as such shoulders as much responsibility in this regard as any other teaching scheme. If teachers involved in team teaching turn a blind eye to this reality, the chances are that the number of team teaching classes would not increase and its potential effects on the learners will be kept to a minimum. Better approaches would be, therefore, to find ways to incorporate team teaching not only into activities based on the spoken language but also into activities based on the written language, for emphasis will be placed on the latter mode of language in most cases of school examinations. Improving teaching methods to do so is indispensable when we realize that teachers of English are obliged to use those course books which have been screened and approved by the Japanese Ministry of Education. Therefore, teachers of English in this country have by necessity to look for methods to incorporate team teaching and the course book while waiting for better teaching materials to arrive. Whichever comes first, Japanese Teachers of English would not like to see an increased number of team teaching classes until then.

CONCLUSION

In this section, perceptions of the JET Programme held by Japanese Teachers of English have been presented and analyzed. As a result of this examination, their views, both positive and negative, on the JET Programme and the resulting team teaching, have been elucidated. Along with the discoveries made, this research has helped us to understand possible directions the JET Programme could take before it becomes a fully fledged teaching project in Japan.

First of all, we have learned from the analysis of the data that the majority of JTE's stand by the JET Programme. The analysis of the data herein has provided us with some of the reasons why most JTE's are satisfied, in part at least, with the current innovations. Among the reasons are possible changes which might have included the students. The teachers polled in this study tend to report that they have perceived progress in both the affective and cognitive nature of the students. With the teachers themselves, most teachers seem to have been making good use of the opportunities with ALT's to promote their skills in English. Only a short while ago, this was close to an impossibility; now any teacher of English is given the chance to better their English if they are willing to do so. In fairness, this is certainly one of the merits of having the JET Programme institutionalized in the school system of this country. JTE's, in turn, seem to reimburse ALT's for their services by evaluating the JET Programme favorably and, on occasion, giving a hand to ALT's in need.

As with anything else, the JET Programme has its drawbacks which need to be addressed. First, there is the matter of viable teaching materials designed for team teaching lessons in particular. In order to produce such materials, however, we need to make sure both what we can achieve through team teaching and what we cannot, even with the help of a native speaker of English present in class. Related to this issue is the integration of team teaching with the usual lessons, such as reading. As has been noted in the literature review of this study, it is a mistake to conclude that team teaching and reading courses are incompatible. The prevalent view is not necessarily well-founded. However, ambiguity here leads to teaching objectives which are only loosely defined, both of which do disservice to materials development for team teaching lessons. As we have seen above, JTE's have largely excluded team teaching from reading classes across junior and senior high school levels. This is partly because the reading course has been viewed as the main responsibility of English teachers in Japan, and partly because reading has most to do with the respective entrance exams. The responses obtained in this research show that JTE's still cling to dogma here. On the other hand, if the JET Programme is going to function as it should, JTE's and ALT's together need to find ways in which both can participate in reading classes, as has been investigated by Jannuzi (1994). Doubt is cast also on the bias against team teaching as part of the preparation for the entrance exams. It should not be forgotten that English is English, regardless of the mode in which it is expressed. As the responses show, some teachers are experimenting with team teaching writing classes. This may be one possible avenue to explore in terms of the integration of team teaching with the existing educational system both at the junior and senior high school levels.

ANALYSIS OF ALT QUESTIONNAIRES

For this section of the study a total of 62 questionnaires were sent out and 41 were completed. In addition, 2 people chose not to fill in the questionnaire but wrote detailed comments instead. Therefore, the total number of responses was 43, a response rate of approximately two thirds. For a mailed questionnaire this was an excellent return rate, and perhaps an indication of the commitment to the programme by the ALT group. This may be reinforced by the fact that almost all those who responded to the questionnaire also wrote comments expanding on issues they felt were of importance and could not be adequately dealt with through the questionnaire format. These written comments will be summarised after the analysis of the table of results for the questionnaire.

It is worth pointing out that the number of ALT's has risen in each year of the programme. The Pilot Study dealt with an ALT community of 39 in Tottori Prefecture, and this had risen to 62 by the time of the present study, a rise of more than 50%. *Prima facie* this would seem to indicate that the Programme has been felt to be successful, as it is unlikely that numbers would increase if the Programme were judged to be a total failure. However, the expansion may be the result of many diverse factors of a political nature and may be out of the hands of those at the chalkface. Note also that the change in label from AET (Assistant *English* Teacher) to ALT (Assistant *Language* Teacher) reflects the introduction, in a numerically small way, of languages other than English into the Programme. This has affected Tottori Prefecture also, but all participants canvassed for this study are involved in teaching English to some degree.

Each item of the questionnaire will be considered one by one, comparing with the results of the Pilot Study where there is a substantial difference. There will be no examination of variables: sex or age, for example. Although this information was obtained, the ALT group is so small that the statistical significance of such subsets would not be great enough to draw useful conclusions. As before, note that all figures are percentages. 0=no reply, 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree.

Item 1

Team teaching is the best method for maximising the ALT's effectiveness.

0-NR	1	2	3	4	5
0	9.7	39	29.3	17.1	4.9

The problems of team teaching lie at the heart of any consideration of the JET Programme, as its main activity is to bring together a native speaker and a Japanese teacher of English in the classroom. This question in many ways measures the success of the Programme. The result is a clear indication that the majority of ALT's are in favour of the team teaching aspect, but the large number of those who disagree, over 20%, is troubling, as is the greater number who have no opinion. It is interesting that in the Pilot Study the number who expressed no preference was

very small, but there was almost equal agreement and disagreement on the value of team teaching. It could be said, therefore, that the shift towards the agreement side is an encouraging sign that earlier problems are being solved and there is less dissatisfaction amongst the ALT's in this area. Nevertheless, one must ask why, after almost ten years of the Programme, there are still doubts about team teaching being the best method for using ALT's.

Item 2

The emphasis for ALT's should be on activities outside of the classroom (e.g. English club, sports, informal contact with students, etc).

0-NR	1	2	3	4	5
0	9.7	21.9	19.5	43.9	4.9

This question addresses the issue of whether the main purpose of the Programme is language teaching or the cultural exchange aspect. Although a large proportion feel they would like to focus on extra curricular activities, far more consider their role in the classroom to be more important. This shows a slight drift to the 'disagree' side in comparison with the Pilot Study.

Item 3

JTE's feel that the classes with the ALT are worthwhile.

0-NR	1	2	3	4	5
0	12.2	53.6	24.4	9.7	0

It is assumed that ALT's can gauge how worthwhile JTE's feel their classes are from the observable behaviour of the JTE's, including any opinions they express. Presumably, if JTE's regularly refuse to work with ALT's, or seem uncooperative or uninterested, then a conclusion could be drawn that they do not value team taught classes. However, the responses to this question show that most ALT's feel that their classes are deemed worthwhile by the teachers they work with. It may be important here to take into account the reluctance of Japanese to confront directly people with whom they disagree and their ability to remain polite in the face of an unpleasant task.

Item 4

Students feel that the classes with the ALT are worthwhile.

0-NR	1	2	3	4	5
0	17.1	51.2	26.8	4.9	0

Presumably, students would be less able to conceal their true feelings than adult JTE's, and

ALT's can discern their true attitude to team taught classes through their eagerness or otherwise. As with Item 3, ALT's seem to feel valued by the students, with the emphasis firmly on the 'agree' side. One sticking point may be the interpretation of 'worthwhile'. Does this mean worthwhile in the sense of improving their examination results, or worthwhile in the sense that classes are enjoyable, for example? However, Items 3 and 4 together show a strong feeling amongst ALT's that both students and JTE's find their classes worthwhile in some sense.

Item 5

The JTE's with whom I work have adapted well to team teaching.

0-NR	1	2	3	4	5
2.4	21.9	26.8	24.4	19.5	4.9

Team teaching was introduced to Japanese classrooms with the JET Programme, and with any new technique there is always a period of adjustment required. Clearly, this process of adjustment is still underway, as almost half the ALT's are either neutral on the matter or disagree with the above statement. In fact, compared to the Pilot Study those answering 4 and 5 have increased. It may be that now expectations are higher. On the other hand, ALT's may not appreciate that most JTE's still spend a very small proportion of their time team teaching, at least perhaps not enough to register an improvement through familiarity with the technique. ALT's spend all their classroom time team teaching and may be more aware of what they require from the JTE, and hence more critical when they do not match those requirements. Whatever the underlying reasons, after several years it is rather discouraging that slightly less than half the ALT's are satisfied with the performance of the JTE's in one of the central pillars of the Programme.

Item 6

ALT's can be useful for students about to take examinations (either S.H.S. or university entrance).

0-NR	1	2	3	4	5
2.4	24.4	24.4	26.8	14.6	7.3

This question looks at the role of ALT's in the most important task of schools: preparation for entrance examinations. If ALT's are excluded from this, the implication is that the JET Programme is an adjunct, rather than an essential part of the education process. This in turn reflects the nature of the entrance exams: if exams are based on the Japanese version of the grammar translation method, and if ALT's are employed to improve only listening and speaking skills, then they are of limited use in the current system. It is a safe generalisation that ALT's are not included in exam preparation, but almost half would seem to feel that they have a place

in helping students in this respect. It has to be admitted also, however, that the majority either do not know or do not agree with the statement in Item 6. There may be several reasons why this is so. Most ALT's are not trained teachers and for most of them their degree subject is not English language. Even if ALT's felt able to, they may be unwilling to shoulder the responsibility of preparing students for the entrance exams which have such importance in determining students' futures. Furthermore, many ALT's may not wish such a role as they feel their main value lies in the cultural exchange feature of the Programme.

Item 7

ALT's should be allowed to decide the materials they use in the classroom.

0-NR	1	2	3	4	5
2.4	29.3	41.5	24.4	2.4	0

With the introduction of team teaching it is essential that suitable materials be developed to ensure its success. There is a marked dissatisfaction with the present Monbusho approved materials shown in the above result. What is surprising is that the level of those who disagree with the above statement has fallen from almost 20% in the Pilot Study to 2.4% here, indicating presumably a greater certainty amongst ALT's that the present materials are unsuitable. It would be expected that as time passes materials more suitable to the task in hand become available from the initiators of the Programme. Teaching materials are such a fundamental part of any system that the results of this item cause great concern.

Item 8

The relationship in the classroom between the ALT and the JTE should be an equal one.

0-NR	1	2	3	4	5
2.4	39	34.1	14.6	9.7	0

The respective roles of the JTE and the ALT in the classroom are obviously central to the whole notion of team teaching. Although the ALT is by definition an assistant, there is no significant desire expressed in the above figures for ALT's to take a subsidiary role. Perhaps the expectation is that the emphasis should be placed on the 'team' in team teaching. It can be imagined that for many experienced JTE's this outlook could be a source of friction as it requires them to cede complete control of their classroom, albeit temporarily. From a different perspective, it implies also that ALT's do not want to be simply left to teach the class independently with the JTE as an observer, as anecdotal evidence suggests occasionally happens.

Item 9

In lessons with the ALT only English should be used.

0-NR	1	2	3	4	5
4.9	17.1	29.3	12.2	34.1	2.4

There is clearly some disagreement amongst ALT's on the question of how much Japanese should be used in the classroom, if any. The balance is in favour of using only English, but a substantial group take the opposite view. On the one hand, many ALT's may feel that students have problems understanding English because too much Japanese is already spoken in the classroom and students are exposed to English only through translation of the textbook. What is the point of employing a native speaker if they have to speak Japanese? On the other hand, the opposing group may feel that if students do not understand then perhaps a limited amount of Japanese will be helpful in facilitating comprehension and thereby proving beneficial in the long term. The important point here may be the amount of Japanese used, and by whom. English lessons conducted almost exclusively in Japanese would seem to be indefensible, but total use of English may be counter productive if students cannot cope with it. It is not clear, either, whether ALT's would be happy if their sole use of English were to be supplemented by the JTE using some Japanese.

Item 10

ALT's should be allowed to teach without a JTE present in the classroom.

0-NR	1	2	3	4	5
2.4	36.6	31.7	19.5	7.3	2.4

Most ALT's would like to teach alone without a JTE present. How often they would like to do so is another matter. If this can be interpreted as a rejection of team teaching then the result here contradicts to some extent Item 1, in which almost half thought team teaching was the best method for maximising ALT's effectiveness. It is more likely that ALT's would occasionally like to teach alone, something which they are forbidden to do at present for legal reasons. It is not unreasonable for ALT's to wonder if the presence of the JTE acts as a barrier to communication with students, as they may be nervous about making mistakes in front of their regular English teacher. Some ALT's with previous teaching experience may, like their Japanese counterparts, feel a little frustrated at having to share a class, and those without previous experience may relish a challenge. However, as team teaching is so fundamental to the JET Programme, it is unlikely that any changes could be made on an official level in this respect.

Item 11

The orientation provided by Monbusho was useful for helping me to anticipate and overcome problems on the JET Programme.

0-NR	1	2	3	4	5
7.3	0	24.4	26.8	24.4	17.1

Good orientation procedures at the start can help to avoid problems later, and this is especially true when there are a large number of mostly young and inexperienced people entering an educational system in a culture about which they will probably have a limited understanding. Once again, one would expect that year by year orientation procedures would become more effective as problems are identified and solutions offered. As the above result shows, however, there is a great deal of dissatisfaction amongst ALT's with respect to the present orientation procedures provided by Monbusho. That no one expressed strong agreement with the above question is indicative that orientation procedures can be improved. Comparison with the Pilot Study reveals that with the passage of time fewer ALT's are satisfied with the orientations. In the previous study 15% of ALT's checked option 1 in the questionnaire. It is true that Monbusho has had to deal with a greatly increased number of ALT's in a wider variety of teaching contexts, and perhaps this has stretched resources, making it more difficult to provide a catch-all orientation. Nevertheless, perhaps greater efforts could be made at the start to save effort later in dealing with problems which arise.

Item 12

The support given by Kencho/City Office (where applicable) has been satisfactory.

0-NR	1	2	3	4	5
7.3	2.4	46.3	19.5	12.2	12.2

This item deals with support at a more local level than Item 11, and it can be seen that a much higher percentage of ALT's are happy with the present state of affairs. Dissatisfaction has been reduced to only approximately 25% of respondents, although this would seem to show that there is room for improvement.

Item 13

The support given by my host teacher has been satisfactory

0-NR	1	2	3	4	5
7.3	34.1	26.8	17.1	9.7	4.9

The host teacher is the person with whom the ALT will have most contact on a day to day basis, and this is reflected in the result of this item. Clearly, most ALT's feel they have had satisfactory support from their host teacher. If Items 11, 12, and 13 are looked at together then it seems that, as the question comes closer to home, agreement rises as to support agencies. It is not surprising that the more remote and impersonal such agencies are then the less happy

ALT's are with them, and the more willing to express dissatisfaction. ALT's may be reluctant to express disloyalty to their host teacher, and when difficulties arise may be more understanding about the problems in dealing with them.

Item 14

My main motivation for coming on the JET Programme was to be involved in teaching English.

0-NR	1	2	3	4	5
4.9	4.9	19.5	24.4	26.8	19.5

This item looks at the dual aspects of the JET Programme: the language teaching side and the cultural exchange side. Although approximately a quarter of ALT's express agreement, they are outnumbered almost two to one by those who disagree. This may reflect a downgrading of the teaching side by Monbusho at the recruitment stage, in other words, favouring those whose interests lie outside language teaching. No detailed information regarding recruitment policy was forthcoming from CLAIR when requested. On the other hand, this may be a reflection of the perception of the Programme by those who apply to come to Japan. For them the classroom instruction is secondary to the broader cultural possibilities. If this is the case, then Monbusho may have to devote less time and resources to the language teaching aspect and decide how the ALT's can be used more effectively on a cultural exchange level. If language teaching takes precedence for Monbusho then perhaps some other employment criteria need to be developed.

Item 15

ALT's should be involved with testing students.

0-NR	1	2	3	4	5
0	61	24.4	12.2	0	2.4

In spite of Item 14, which indicated that most ALT's consider English teaching to be secondary for them, ALT's obviously overwhelmingly feel that in the teaching context they have to play a genuine role. This role can either consist of helping JTE's within the present examination system, presumably in preparation of test materials, their implementation, and/or their marking, or it can mean that ALT's have the power to give tests and grade students in the team teaching context, in which oral/aural skills would be assessed. There is no doubt that if students are to consider ALT's as 'real' teachers then this involves them doing what every teacher must do: give meaningful assessments of student performance.

Item 16

The Monbusho approved textbooks are suitable for team teaching.

0-NR	1	2	3	4	5
4.9	0	12.2	26.8	31.7	24.4

This question relates to Item 7, and the result gives strong support to the result of that question. Almost nobody feels that the present materials are suitable, and efforts have to be made to devise materials which can be used effectively in the team teaching context.

Item 17

My primary function is to teach students and teachers about the culture of my country.

0-NR	1	2	3	4	5
2.4	7.3	19.5	19.5	43.9	7.3

This item was intended to correlate to Item 14. If ALT's regard the language teaching aspect of the Programme as secondary, then presumably they would answer positively to the above statement. However, this is not the case as more than half disagree. The question has to be asked, therefore: What is the role ALT's expect to play in Japan? It may be that ALT's regard cultural exchange as something which does not happen formally in a classroom and that it does not come under the term 'teaching'.

Item 18

ALT's are more effective at junior high school level than senior high school level.

0-NR	1	2	3	4	5
7.3	2.4	12.2	63.4	9.7	4.9

This question was intended to discover if ALT's felt any difference in their suitability for junior or senior high, which might have relevance for their future placement. As senior high students can be generally assumed to be more advanced in English than junior high school students, then implied in the question was the suitability of ALT's to teach at different levels of language ability. However, as can be seen above the greater part of ALT's are neutral on the topic and the agreement/disagreement of the remainder is roughly equal.

Item 19

I feel that I am treated as an equal partner in the class by the JTE's.

0-NR	1	2	3	4	5
4.9	26.8	34.1	12.2	17.1	4.9

This result supports the result of Item 8 regarding the relationship between the ALT and the

JTE in the classroom. Over 60% feel that they are in fact treated as an equal. However, comparison with the Pilot Study shows that there has been more than a 20% decline in ALT's who feel this way. Does this indicate that JTE's have taken greater control of the team teaching class as they have gained in experience and confidence? It has to be remembered that while the ALT's come and go the JTE's remain constant and may feel more inclined to take the lead as the more experienced partner.

Item 20

ALT's should only be used for conversation classes.

0-NR	1	2	3	4	5
2.4	2.4	17.1	9.7	31.7	36.6

In some respects, this relates to Item 15, in which ALT's expressed a desire to be involved in testing. The limited role assigned to ALT's in the classroom is obviously not enough and ALT's seem to feel that they can help in other areas, presumably with grammar lessons, reading classes, or translation classes. This may indicate an awareness of their peripheral role within English teaching in Japan.

Item 21

A knowledge of Japanese makes ALT's more successful in their work.

0-NR	1	2	3	4	5
2.4	39	41.5	12.2	2.4	2.4

Item 9 dealt with use of Japanese in the classroom and showed opposing viewpoints on that issue. It has to be presumed, therefore, that this question has been interpreted in a more general way, dealing with Japanese in all situations at work, which may include activities outside school. Not surprisingly, there is overwhelming agreement on this point. If ALT's want to make contact with people other than English teachers, for example teachers of other subjects, office staff, or students outside the classroom, then Japanese is obviously essential.

Item 22

Orientation procedures have made me aware of the students' needs in their English studies.

0-NR	1	2	3	4	5
12.2	0	7.3	12.2	43.9	24.4

This question deals with orientation procedures and the result is consistent with Item 11. However, this question is more specifically concerned with ALT knowledge of student needs,

which is a prerequisite for any teacher. Anecdotal evidence suggests that problems arise because ALT's are ignorant of the Japanese English teaching system and have unreasonable expectations and demands. Orientation procedures could perhaps reduce friction in this respect. The above figures show that such orientation procedures are not taking place or are not satisfactory. A significant percentage did not respond to this question. This may indicate that they did not understand the question, perhaps because the concept of student needs was alien to them, which would seem to show that orientation in this respect was absent rather than deficient.

Item 23

ALT's should teach English in elementary schools.

0-NR	1	2	3	4	5
2.4	46.3	29.3	17.1	4.9	0

Two issues are implied in this question. First of all there is the aspect of expansion of the Programme. If the Programme is judged to be a failure, then expansion would seem inadvisable. In addition, there is the issue of a starting age for foreign language learning; most would agree that 'the earlier the better'. ALT support for elementary school language classes is evident. It may be also that ALT's are thinking about the pleasures of teaching in a much less formal environment. Without examinations looming in the background ALT's could presumably place more emphasis on the fun aspect of learning, and perhaps future students' attitudes towards language learning could be shaped differently than at present.

Item 24

An important part of my job is to help improve the English of the JTE's.

0-NR	1	2	3	4	5
7.3	24.4	46.3	14.6	4.9	2.4

There is negligible disagreement with this proposition. Clearly, then, ALT's are willing to become involved, either formally or informally, with the language needs of their JTE colleagues. Whether this is done through arranged classes for JTE's, through team teaching together, or through informal social contact is not covered by the question. How much ALT's as a language resource are exploited at present is not known.

Item 25

ALTs' performance should be regularly evaluated.

0-NR	1	2	3	4	5
7.3	24.4	58.5	7.3	2.4	0

ALT's probably share the belief that the members of any profession expect to be evaluated on a regular basis. As other items have already shown, ALT's want to be taken seriously and not as an unimportant adjunct to English teaching in Japan. If ALT's are assessed, then this would be an indication that they are integral to the teaching system and not merely 'visitors' to the schools. Additionally, a regular complaint of ALT's is that they do not know if what they are doing is good or bad, as they get no feedback other than polite assurances that they are doing a good job. The Japanese tendency to avoid direct criticism has already been noted, but a very high proportion of ALT's feel that to improve they must be given explicit comments about how they can perform more effectively. This would seem to be evidence of a serious attitude to the job amongst ALT's. However, if they get the impression that it does not matter what they do then this would confirm that ALT's are excluded from the real business of education in Japan.

Item 26

I would like to teach English in the subject in which I have a degree.

0-NR	1	2	3	4	5
7.3	9.7	19.5	26.8	21.9	14.6

This item addresses the issue of modification of the Programme to use ALT's in an effective way. It may be that teaching content subjects in English, as happens at university level in Japan, for example, could have a greater effect on the motivation and success of students in English studies. Language across the curriculum is much under discussion these days and may be a way forward for the Programme. However, the results of the questionnaire show that there is a wide spread of opinion, with the balance falling slightly on the disagree side. Difficulties can be seen in subject areas in which ALT's have degrees: they may not always be on the timetable of secondary schools in Japan. A first degree in a subject may not be adequate preparation for teaching that subject to non-native speakers.

Item 27

The grammar translation method used in Japanese schools should be replaced with a method more suitable for developing oral skills.

0-NR	1	2	3	4	5
2.4	65.8	21.9	9.7	0	0

In this question there is no disagreement at all. ALT's feel strongly that oral skills can not be fostered using the present methods. The effect of the entrance examinations has meant that the

focus is almost exclusively on grammar and translation, in spite of Monbusho changes to the curriculum. JTE's have a duty, however, to prepare their students for the examinations and have little flexibility in this until the nature of the exams change.

Item 28

The ALT's role includes being involved with the activities of the community in which they live.

0-NR	1	2	3	4	5
4.9	46.3	34.1	12.2	2.4	0

This question relates to ALTs' lives outside of the schools and their perceived role in the cultural exchange aspect of the Programme. There is minimal disagreement with the proposition. As Tottori is a largely rural prefecture, it may be easier for ALT's to become involved with their local communities. It would be interesting to compare with a group of ALT's living in the heart of Tokyo who may not have the same opportunities in this regard.

Item 29

Part of the ALT's role is to make JTE's aware of the advantages of different teaching methods.

0-NR	1	2	3	4	5
2.4	41.5	34.1	21.9	0	0

Item 27 evidenced a rejection of the grammar translation method used in Japan. According to this item, ALT's overwhelmingly feel that they have to raise the awareness of JTE's in respect of different methodologies. This assumes, of course, that JTE's are not aware of alternatives, rather than their rejection of the alternatives. It assumes also that ALT's are knowledgeable about English teaching methodology. It is a safe assumption that they are not, given that most have no training or experience. It is not hard to imagine the friction which could arise if ALT's take up this role of methodology instructor.

Item 30

The grammar translation method used in Japan is the most effective teaching method for the present examination system.

0-NR	1	2	3	4	5
4.9	9.7	19.5	31.7	21.9	12.2

There is an almost even spread on the agree/disagree sides, with a large number uncommitted. This may reflect uncertainty as ALT's are largely excluded from preparing students for examinations.

ALTs' WRITTEN COMMENTS

Almost all the ALT's who responded to the questionnaire added written comments expanding on their answers to the questionnaire or bringing up issues which the questionnaire did not address. Many of the comments were extremely detailed and provided a useful supplement to the answer tables. What follows is a summary of the points which came up most often; inevitably, not every suggestion or comment can be included here.

The issue of ALT evaluation provoked comments from a large number of respondents. One ALT suggested that a formal assessment should be mandatory, with the result that, 'JTE's will take the ALT's role with more seriousness and respect.' Another pointed out that 'some evaluation of my performance would be invaluable for motivating myself and for enabling me to set particular goals.' This was echoed by several ALT's who considered that evaluation would clarify what was expected from them and would be useful as a basis for improvement. However, an equal number expressed concern at who would do the evaluations and what the criteria would be. A couple of ALT's objected to being assessed by JTE's, and hoped that if there were an assessment procedure, JTE's would also be placed under scrutiny.

The English ability of JTE's raised some comments. While it was pointed out that there was a wide range of abilities and generalisations could not be made, some ALT's clearly experienced difficulties in this respect. A couple spoke of being ignored by JTE's who were insecure about speaking in English with a native speaker. As one ALT wrote, 'If the JTE and the AET cannot communicate, the lessons suffer.' This ALT saw the solution as more informal conversation between the two to improve the JTE's comprehension. Several ALT's thought that JTE's should be given the opportunity to study abroad, and that funds and time could be diverted by Monbusho to enable them to do so. In the experience of one respondent, 'The best JTE's at my school have been abroad studying English for a year. I think that should be a compulsory part of a B.Ed. in English degree.' One ALT suggested that at the same time better Japanese language preparation for ALT's before coming to Japan would be time and money well spent to help communication.

Aside from language ability, the topic of JTE teaching experience came up. Several expressed a desire that newly qualified JTE's not be required to team teach in their first year. This was a typical comment, 'The new teachers themselves need to become used to their new environment. Having an ALT in the classroom often makes them nervous, especially about their language ability. ALT's themselves generally do not have teaching experience, and if both are new to the situation, I don't think the most effective team teaching will be possible.'

Most ALT's who expressed opinions seemed to be sympathetic to the difficulties of the JTE's, especially when it came to time available for preparation. The JET Programme has added to an already heavy work load. In relation to changing teaching methods, one ALT wrote, 'The JTE's I work with have a big basic problem: no time, even if they'd love to spend more to try other ways of teaching.' One ALT proposed that the formal allocation of time for meetings between JTE's and ALT's would avoid the problem of other JTE responsibilities taking priority.

The integration of ALT's into the school system was the focus of some comment. For one, the ALT's task is impossible because they are 'not fully integrated within the Japanese system.' Another states, 'The most frustrating and worrying aspect of my work at present is near constant exclusion to peripheral involvement in day to day life. ALT's will remain ineffective in their jobs until both students and teachers come to recognise them as an integral and beneficial aspect of school life.' Others complain of 'boredom' and 'frustration' because, for example, 'Many schools do not fully utilise their ALT.' A couple mention that they have become 'disillusioned.' For several, this lack of involvement stems from the ALT's having no role to play within the present exam setup which dominates school life. The view was frequently expressed that until the exam system changes ALT's will continue to have a limited role and be an underused resource.

Also mentioned was the gap between the ideal and the reality. Some blamed the orientation procedures which had left them unprepared, although there was a plea in mitigation from one ALT, 'I think the orientation had its uses, but I do not believe any orientation, no matter how good, can prepare a person for living and working in a foreign culture. You can't possibly cover every possible eventuality.' Some felt that a more realistic approach to the goals of the Programme, coupled with greater honesty from all parties involved, would be beneficial.

CONCLUSION

There is a clear concensus of opinion in several areas covered by the questionnaire. These will be summarised here before discussion in the general conclusion, after the three groups have been compared in Part 3 of this paper.

1. Orientation procedures are inadequate to prepare ALT's for the Programme. In addition to the teaching situation such procedures should include instruction in the Japanese language, to which many ALT's attach great importance.
2. ALT's do not see their role in the classroom as confined to conversation classes. They feel that they can be useful in a broader context to enable students to pass the entrance examinations. This includes their being involved in the testing of students, and the sharing of their teaching and linguistic knowledge with JTE's, as well as broader community involvement.
3. The teaching materials in use at present are inadequate for team teaching.
4. Some formal evaluation procedures have to be instituted, to enable ALT's to get feedback, allowing them to operate more effectively, and to raise their professional standing.
5. ALT's feel the Programme should be expanded into elementary schools.
6. ALT's believe the grammar translation method in use in Japanese schools is not suitable for communicative language learning.
7. ALT's want to be able to teach alone in the classroom.

Appendices

APPENDIX 1

1-C) JTE QUESTIONNAIRE (JAPANESE)

1-D) JTE QUESTIONNAIRE (ENGLISH TRANSLATION)

1-E) ALT QUESTIONNAIRE

APPENDIX 2

% TABLES NOS. 26-27

TABLE 26-ALT'S

TABLE 27-JTE'S

APPENDIX 1-C

PERCEPTIONS of the JET PROGRAMME JTE QUESTIONNAIRE

次の設問について、先生のご意見・御感想と一番良く一致する番号を、回答欄の1から5の中から一つ選んで○をお付け下さい。

1. Team-Teaching の制度は、今後も継続していくことが望ましい。
2. Team-Teaching の回数は、今後さらに増加していくことが望ましい。
3. ALT は、一校に一人年間を通じて常駐することが望ましい。
4. 英語の授業のために学校に外国人が来校するというに、違和感はない。
5. 学校に外国人が来ると、英語の教師が他の先生方の通訳などをまかせられることができる。
6. ALT は、英語以外の教化の先生方とも交流を深めていると思う。
7. 学校以外の日常生活においても、ALTの世話をすることがある。
8. ALT との接触で、自分の英語力はかなり向上した。
9. Team-Teaching では、授業内容が教科書から離れがちとなる。
10. Team-Teaching があると、教科書の進度が遅れがちになる。
11. Team-Teaching の準備には、普通の授業の時より時間がかかる。
12. Team-Teaching をする前に、打ち合わせの時間が十分に取れないことがある。
13. Team-Teaching 用の有効な教材はまだ不足している。
14. Team-Teaching の授業方法（教室内での役割分担など）にはだいぶ慣れてきた。
15. Team-Teaching では、自分も英語を楽しもうという気持ちで授業するように努めている。
16. Communication 活動とは、英会話的な授業のことであると思っている。
17. Team-Teaching は、生徒の英語学習に対する動機付けになる効果が期待できる。
18. Team-Teaching は、生徒の入試準備にとって効果的である。
19. Team-Teaching は、英語の苦手な生徒にとって役に立っている。
20. ALT が英語の授業に参加するようになって、生徒の英語力は従来より全般的に向上していると思う。
21. Team-Teaching は主に低学年で行う方が有効である。
22. Team-Teaching では、ゲーム的な授業活動が多くなりがちである。
23. Team-Teaching では、生徒の集中力を持続しやすい。
24. Team-Teaching の前では、生徒に課題などを与え授業の準備をさせるようにしている。
25. Team-Teaching の後、授業の内容に沿った宿題を出すようにしている。
26. Team-Teaching では、生徒のライティング力を伸ばすために利用している。
27. Team-Teaching では、生徒の発音を良くするような指導を心がけている。
28. Team-Teaching では、生徒に流暢な会話を身に付けさせることを中心にしている。
29. Team-Teaching では、生徒のリスニング力を伸ばすことを心がけている。
30. Team-Teaching では、生徒のリーディング力を伸ばすことを心がけている。
31. ALT が少しでも日本語を知っている方が、授業が効果的となる。
32. ALTは日本語を学ぼうとする努力が必要である。
33. 試験の採点には、ALTにも加わってもらった方が良いと思う。

- 34. 成績の評価には、ALTの意見も考慮した方が良いと思う。
- 35. ALTは、給料に見合った仕事をしていると思う。

基礎データ

I 次の項目について、当てはまる番号に○を付けて下さい。

- 36. ご勤務校 1. 中学校 2. 高等学校
 - 37. 担当学年 1. 1年 2. 2年 3. 3年
 - 38. 教職歴 1. 5年未満 2. 5年～10年未満 3. 10年以上
 - 39. Team-Teaching の回数 (年間) 1. 10回以下 2. 10～20回 3. 20回以上
- II JETプログラム、ALT、もしくはTeam-Teaching につきまして、何かご意見ございましたら、ご自由にお書き下さい。

ご協力、誠にありがとうございました。

APPENDIX 1—D

QUESTIONNAIRE ON THE JET PROGRAMME FOR JTE'S

1. Statements on ALT's

Choose an appropriate number on the answer sheet for each item.

1. I am in favor of the team teaching system being continued.
2. I am in favor of the number of team teaching classes being increased.
3. Every school should have its own ALT.
4. I have become quite accustomed to having a foreigner coming to school.
5. I have been asked to function as an interpreter for my colleagues when an ALT comes to school.
6. ALT's mix well with Japanese teachers of subjects other than English.
7. I have taken care of and helped ALT's in matters related to their daily life.
8. My abilities in English have improved thanks to exposure to ALT's.
9. Most of the teaching activities with an ALT have little to do with the content of the course book in use.
10. Team teaching activities will cause delay in the progress of the course book
11. It usually takes more time for me to prepare for a team teaching class.
12. It is often the case that I don't have adequate time to prepare for a team teaching class.
13. I think effective teaching materials best suited for team teaching have yet to be developed.
14. I, as a partner, have accustomed myself to how I should act in a team teaching situation.
15. I try to enjoy myself in a team teaching situation.
16. I understand that communication activities are equivalent to conversation type exercises.
17. I think team teaching can motivate learners into studying English more than ever.
18. I think team teaching can help students prepare for the respective entrance examinations.
19. The team teaching scheme is especially effective for underachievers.
20. As a result of experience in team teaching lessons, the students' overall skill levels in English have improved.
21. A team teaching lesson is particularly effective for students at lower grades.
22. In terms of teaching lessons, fun activities such as games are predominant.
23. In terms of teaching lessons, it is easier to maintain extended attention from the student.
24. I make it a rule to give a related assignment to students prior to a team teaching class.
25. I make it a rule to give a related assignment to students after a team taught class.
26. I try to take advantage of team teaching opportunities to improve students' writing skills in English.
27. I try to take advantage of team teaching opportunities to improve students' pronunciation skills in English.
28. I try to take advantage of team teaching opportunities to improve fluency in the students'

spoken English.

29. I try to take advantage of team teaching opportunities to improve students' listening abilities in English.
30. I try to take advantage of team teaching opportunities to improve students' reading abilities in English.
31. Team teaching lessons will benefit if an ALT has some knowledge of Japanese.
32. ALT's should try to learn Japanese.
33. I would prefer ALT's to participate in marking exams.
34. I would prefer ALT's to participate in giving final grades.
35. I think ALT's are working hard enough for the money they are getting.

2. Basic Data

Choose an appropriate number on the answer sheet for each item.

36. School level you are teaching at: 1. Junior High 2. Senior High
37. Grade(s) you teach: 1. 1st grade 2. 2nd grade 3. 3rd grade
38. Length of teaching career: 1. less than 5 years 2. Between 5 and 10 years 3. over 10 years
39. The number of teamteaching you do in a year: 1. less than 10 times
2. between 10 and 20 times
3. over 20 times

APPENDIX 1 — E

ALT QUESTIONNAIRE

- 1) Team teaching is the best method for maximising the ALT's effectiveness.
- 2) The emphasis for ALT's should be on activities outside of the classroom (e.g. English club, sports, informal contact with students, etc.).
- 3) JTE's feel that the classes with the ALT are worthwhile.
- 4) Students feel that the classes with the ALT are worthwhile.
- 5) The JTE's with whom I work have adapted well to team teaching.
- 6) ALT's can be useful for students about to take examinations (either S.H.S or university entrance).
- 7) ALT's should be allowed to decide the materials they use in the classroom.
- 8) The relationship in the classroom between the ALT and the JTE should be an equal one.
- 9) In lessons with the ALT only English should be used.
- 10) ALT's should be allowed to teach without a JTE present in the classroom.
- 11) The orientation provided by Monbusho was useful for helping me to anticipate and overcome problems on the JET Programme.
- 12) The support given by Kencho/City Office (where applicable) has been satisfactory.
- 13) The support given by my host teacher has been satisfactory.
- 14) My main motivation for coming on the JET Programme was to be involved in teaching English.
- 15) ALT's should be involved with testing students.
- 16) The Monbusho approved textbooks are suitable for team teaching.
- 17) My primary function is to teach students and teachers about the culture of my country.
- 18) ALT's are more effective at junior high school level than senior high school level.
- 19) I feel that I am treated as an equal partner in the class by the JTE's.
- 20) ALT's should only be used for conversation classes.
- 21) A knowledge of Japanese makes ALT's more successful in their work.
- 22) Orientation procedures have made me aware of the student's needs in their English studies.
- 23) ALT's should teach English in elementary school.
- 24) An important part of my job is to help improve the English of the JTE'S.
- 25) ALT's performance should be regularly evaluated.
- 26) I would like to teach in English the subject in which I have a degree.
- 27) The grammar translation method used in Japanese schools should be replaced with a method more suitable for developing oral skills.
- 28) The ALT's role includes being involved with the activities of the community in which they live.
- 29) Part of the ALT's role is to make JTE's aware of the advantages of different teaching methods.

- 30) The grammar translation method used in Japan is the most effective teaching method for the present examination system.

Information section

AGE: _____ SEX: _____ NATIONALITY: _____

YEAR ON JET PROGRAMME (Please circle): 1/2/3

ACADEMIC QUALIFICATIONS:

PREVIOUS TEACHING EXPERIENCE:

TEACHING SCHEDULE (Please write your weekly schedule, e.g. 3 days base SHS, 2 days regular visit JHS):

COMMENTS (Please write about any topic which you feel needs more comment):

TABLE 26 % ALT's

	<u>0-NR</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Q1	0	9.7	39	29.3	17.1	4.9
Q2	0	9.7	21.9	19.5	43.9	4.9
Q3	0	12.2	53.6	24.4	9.7	0
Q4	0	17.1	51.2	26.8	4.9	0
Q5	2.4	21.9	26.8	24.4	19.5	4.9
Q6	2.4	24.4	24.4	26.8	14.6	7.3
Q7	2.4	29.3	41.5	24.4	2.4	0
Q8	2.4	39	34.1	14.6	9.7	0
Q9	4.9	17.1	29.3	12.2	34.1	2.4
Q10	2.4	36.6	31.7	19.5	7.3	2.4
Q11	7.3	0	24.4	26.8	24.4	17.1
Q12	7.3	2.4	46.3	19.5	12.2	12.2
Q13	7.3	34.1	26.8	26.8	9.7	4.9
Q14	4.9	4.9	19.5	19.5	26.8	19.5
Q15	0	61	24.4	17.1	0	2.4
Q16	4.9	0	12.2	24.4	21.7	24.4
Q17	2.4	7.3	19.5	12.2	43.9	7.3
Q18	7.3	2.4	12.2	26.8	9.7	4.9
Q19	4.9	26.8	34.1	19.5	17.1	4.9
Q20	2.4	2.4	17.1	63.4	31.7	36.6
Q21	2.4	39	41.5	12.2	2.4	2.4
Q22	12.2	0	7.3	12.2	43.9	24.4
Q23	2.4	46.3	29.3	17.1	4.9	0
Q24	7.3	24.4	46.3	14.6	4.9	2.4
Q25	7.3	24.4	58.5	7.3	2.4	0
Q26	7.3	9.7	19.5	26.8	21.9	14.6
Q27	2.4	65.8	21.9	9.7	0	0
Q28	4.9	46.3	34.1	12.2	2.4	0
Q29	2.4	41.5	34.1	21.9	0	0
Q30	4.9	9.7	19.5	31.7	21.9	12.2

TABLE 27 % JTE's

	<u>0-NR</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Q1	0	75	11.4	6.8	2.3	4.5
Q2	0	25	18.2	25	20.4	11.4
Q3	4.5	68.2	4.5	13.6	4.5	4.5
Q4	2.3	79.5	4.5	4.5	6.8	2.3
Q5	0	36.4	29.5	6.8	20.4	6.8
Q6	2.3	40.9	31.8	9.1	13.6	2.3
Q7	0	6.8	31.8	13.6	20.4	27.3
Q8	0	9.1	63.6	13.6	6.8	6.8
Q9	2.3	22.7	40.9	15.9	9.1	9.1
Q10	2.3	25	38.6	15.9	11.4	6.8
Q11	2.3	27.3	38.6	22.7	9.1	0
Q12	0	43.2	38.6	9.1	6.8	2.3
Q13	0	52.3	40.9	2.3	4.5	0
Q14	0	38.6	36.4	9.1	13.6	2.3
Q15	0	52.3	27.3	9.1	11.4	0
Q16	0	9.1	27.3	25	20.4	18.2
Q17	0	45.4	45.4	6.8	2.3	0
Q18	0	4.5	15.9	40.9	27.3	11.4
Q19	2.3	11.4	29.5	27.3	25	4.5
Q20	2.3	2.3	27.3	50	11.4	6.8
Q21	2.3	34.1	31.8	18.2	9.1	4.5
Q22	2.3	22.7	38.6	25	6.8	4.5
Q23	2.3	6.8	36.4	31.8	15.9	6.8
Q24	2.3	4.5	20.4	20.4	36.4	15.9
Q25	2.3	11.4	13.6	25	22.7	25
Q26	2.3	4.5	11.4	29.5	40.9	11.4
Q27	2.3	11.4	29.5	27.3	25	4.5
Q28	2.3	0	18.2	45.4	22.7	11.4
Q29	2.3	38.6	38.6	20.4	0	0
Q30	2.3	0	15.9	27.3	40.9	13.6
Q31	4.5	31.8	38.6	15.9	2.3	6.8
Q32	4.5	36.4	38.6	13.6	2.3	4.5
Q33	2.3	40.9	25	15.9	9.1	6.8
Q34	2.3	27.3	47.7	15.9	2.3	4.5
Q35	4.5	22.7	11.4	43.2	6.8	11.4
Q36	0	54.5	45.4	0	0	0
Q37	15.9	34.1	29.5	20.4	0	0
Q38	2.3	22.7	20.4	54.5	0	0
Q39	4.5	25	20.4	50	0	0

