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The Impact of Foreign Instructors on Lesson Content and Student Learning in Japanese Junior and Senior High Schools

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This study compared the perspectives of foreign and Japanese instructors regarding the impact of the former on lesson content and student learning. Participants consisted of 208 Assistant Language Teachers (ALT) and 96 Japanese Language Teachers (JLT) working together through the Japan Exchange and Teaching (JET) Program. Path models constructed to illustrate causal relationships among eleven selected variables revealed three findings: (a) Both groups observe a close interdependency between ALT motivation and student learning; (b) ALTs stress the educational benefit of non-duty related interaction with both staff and students, while JLTs emphasize the integration of foreign instructors in school life; and (c) JLTs are more likely than ALTs to perceive a relationship between the nature of team-taught lesson content and student learning.

Key Words: team-teaching, JET Program, professionalism, teacher collaboration

In industrialized East Asian countries, the utilization of native speakers of foreign languages as assistants in team-taught classes has become an increasingly familiar, if not established component of national education curricula. The recent proliferation and growth of large-scale, nationally funded teacher 'exchange' programs testifies to an intensifying effort throughout the region to improve students' linguistic competence, communication skills and cross-cultural awareness to facilitate integration into a rapidly shrinking world. Examples of such programs include the English Program in Korea (EPIK), the Primary School English Development (PSED) and Tsuen Wan Primary School Heads' Association English Teaching Support Network (TW-ETSN) schemes in Hong Kong, and Taiwan's "Challenge 2008", planned to begin in August 2003 (Carless, 2002, MOE, 2003). In Japan, The Monbusho English Fellows Program (MEF) and the British English Teacher Scheme (BETS), began in 1977 and 1978, respectively, were replaced in 1987 with the Japan Exchange and Teaching (JET) Program (Hattori, 1998). Having passed the 15-year mark, the JET Program is by far the largest provider of public school English teachers in this country, with over 6,300 foreign instructors from 39 nations employed as Assistant Language Teachers (ALTs) in Japanese public schools, 90% as Assistant English Teachers (CLAIR, 2002). With an annual budget of over US$500 million, it has been vaunted as the largest and most expensive single international exchange program in the world (McConnell, 2000).

In recent years, the increasing amount of literature dedicated to the JET Program testifies to both the Program's perceived significance and the degree to which team-teaching has become a familiar and established practice in Japanese public schools. McConnell (1991, 2000) presents a comprehensive review of the JET Program with a focus on anthropological and socio-political implications during its formative years. Feiler (1991) and Chandler and Kootnikoff (1999) offer largely anecdotal depictions of life in Japanese schools from the perspectives of both foreign and Japanese staff working with one another. Carless (2002) suggests ways

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to best capitalize upon the native speaker as an educational resource through contrasting the pedagogical strengths and weaknesses inherent to both native and non-native instructors in Korea, Hong Kong and Japan. Juppe (1998) calls for a more structurally developed practice of team-teaching in recognition of the temporary nature of each relationship (the ALT position is limited to a maximum of four years), while Lamie (1998, 2000) similarly concentrates on the matters of professionalism in English teaching. More informal discussion is found on many Internet web sites whereby JET Participants and other interested parties can engage in debate or tell their respective stories.

To date, literature has focused largely on administrative and bureaucratic complications involved in foreigners' living and working in Japan, including discussions of misunderstandings stemming from cultural difference. Emphasis on selected anecdotal accounts and individual perspectives is heavy, while concrete analysis as to the impact of foreign educators in Japanese public schools, and on student performance in particular remains comparatively light; there has been no thorough analysis of the Program's impact on students' abilities. Hattori (1998) and Gorsuch (2002) did investigate linguistic and pedagogical benefits to Japanese teachers who work with native speaking partners, yet again arguments of causality are ultimately defended on the basis of 'common sense' (Gorsuch, 2002, p. 22) or general observation. The valid point that 'no two JET experiences are alike' (McConnell, 2000, p. 166) is often made to explain that because every situation, every school and every environment is different, generalizations as to impact are inherently elusive. Existing academic literature therefore tends to discuss JET in largely descriptive terms, based on brief outside observations of ALT interactions with culturally homogenous faculties and student bodies, and is too broad in scope to adequately address the dynamics, or causal relations, of professional team- teaching relationships involving teachers from different cultures.

However difficult they might be to address in specific terms, questions as to the impact of foreign instructors on student performance, school environments and professional relationships among teachers are as important for Japan as they are for any nation engaging, or considering engaging in teacher exchange programs on a large-scale. How can student benefit be persuasively linked to the presence of native speakers and team-taught lessons in the curriculum? What is the potential for foreign instructors to contribute meaningfully to students' academic achievement, lesson content, pedagogical development or professional growth? In light of the increasing number and multicultural origin of instructors finding employment in Japan's public education sector, combined with the immense cost of the JET Program to taxpayers, an effort to define causal relationships among variables having discernable impact on lesson content and student learning would seem both necessary and timely.

This study is based on the assumption that there are observable constants in the team-teaching dynamic that transcend time, personality, and locale; focus is on the impact of foreign instructors on *lesson content* and *student learning* through an examination of causal relationships among these two and nine other selected variables in team-teaching environments. It is hoped that with information regarding these causal relationships, schools might be better able to tap the potential of foreign staff and administrators better equipped to put together orientation seminars which extend beyond the basics.

Method

Participants

A total of 208 responses was received out of 333 questionnaires sent to base-school (as opposed to 'regular visit') ALTs throughout Japan (for a response rate of 62.46 percent). Respondent characteristics were broken down as follows: 89 (42.8%) were 20-24 years old, 89 were 25-29 years old, 25 (12%) 30-34 years old, and 5 (2.4%) were above 35 years of age. Of the three-year program, 88 (42.3%) respondents were in their first year, while 84 (40.4%) were in their second year, with 35 (16.8%) completing their last contract year.

It was necessary to approach school principals first to solicit the voluntary participation of their staffs. The resulting number of JLTs that could be contacted was consequently lower than that of ALTs; 96 out of 176 base-school JLTs responded to the questionnaire (for a 54.55 percent response rate). Four respondents (4.2%) were between 20-24 years old, 12 (12.5%) between 25-29, 15 (15.6%) between 30-34, and 63 (65.6%) were above 35 years of age. Respondents with 1-3 years team-teaching experience numbered 52 (54.2%), with 35 (36.5%) having 4-8 years, and 8 (8.3%) having over 8 years working with an ALT.

Questionnaire

This study constitutes part of a larger investigation into the effects of the increasing presence of foreign instructors in

Japan on professional working environments in public junior and senior high schools. The impact of foreign instructors on *lesson content* and *student learning* is examined through 44 questions which were selected upon consideration of related literature, consultation with numerous present and former ALTs and JLTs, and personal experience (over eight years) working with Japanese educators at both the school and school board levels. The questionnaire was written in both English for ALTs and Japanese for JLTs, with translation confirmed for accuracy by back translation method.

One of the two main foci of this study, 'ALT impact on lesson content', is comprised of seven questions which attempt to gauge ALT and JLT perceptions as to the potential and actual impact of the foreign instructor on lesson planning and delivery. These include assessments as to the quality of staff human relations, degree of participatory decision making, and extent to which ALT input is perceived to be welcomed, effective and meaningful. Six questions make up the second focus of this study, 'ALT impact on student learning'. These questions aim to capture ALT and JLT perceptions concerning the ultimate objective of lessons, student performance, as linked to the presence of the foreign instructor in the classroom. Both team-teaching partners are asked in different ways whether or not the ALT impacts students' interactive abilities, and how.

Nine remaining variables concern other selected aspects of the team-teaching environment: (a) the ALTs' role in school administration (e.g., involvement in lesson scheduling, voice in school matters); (b) teacher motivation (universally recognized as prerequisite to good teaching); (c) the present state of, and degree of satisfaction with team teaching; (d) assessments as to the potential for structural improvement in team-teaching (i.e. progress toward a professional and enduring practice); (e) the quality of human relations within ALT-JLT team-teaching partnerships; (f) the depth of ALTs' integration in school environments and daily life; (g) the occurrence of any form of dispute with either students, staff or administrators; (h) non-duty related contact with staff, students (e.g., during free periods, between classes, via extracurricular activities, through everyday community contact); and (i) extent and nature of ALTs' responsibility in schools.

It is important at this juncture to emphasize that while ALTs and JLTs were presented with the same questions (only in different languages), responses required two kinds of reporting; while ALTs were asked to report on their own personal situations, JLTs, on the other hand, were required to take a kind of 'third perspective' in reporting their perceptions as to the ALT's situation. For example, while an ALT could be expected to easily answer the question, "I often associate or converse with various non-JTE staff members while at school", this would be difficult for JLTs to determine as they are obviously not directly implicated in the question. Therefore, specific behaviors and circumstances are reported upon from two different occupational and cultural perspectives.

Scaling

Questions were scored on the basis of a 5point scale: 2 strongly disagree, 1 disagree, 0 neither agree nor disagree, 1 agree and 2 strongly agree. Negative responses indicated unfavorable or unsatisfactory circumstances, while positive responses indicated favorable perceptions. Toward sound questionnaire construction, effort was made to strike a balance between questions written in the affirmative ("I get along with…"), or alluding to favorable circumstances, or written in the negative ("My school does not…"), or alluding to unfavorable circumstances. Twenty of the questions were negatively scored, while 24 were positively scored.

Data Gathering Procedure

An alphabetical list of all nation-wide JET Program participants working in base schools, obtained with the assistance of the Council of Authorities for International Relations (CLAIR) and the Hiroshima Municipal Board of Education, provided the source of ALT subjects, which were selected by stratified sampling. ALTs were mailed questionnaires directly at their base schools. Self addressed, postage-paid envelopes were provided to encourage respondents' frankness by ensuring their anonymity. JLT subjects for this study were obtained by approaching the Hiroshima City and Prefectural Boards of Education for lists of public junior and senior high schools hosting ALTs full-time through the JET Program. Individual school principals were then asked to solicit the participation of their English-teaching staffs and to distribute the questionnaires and accompanying explanation, with a similar response procedure as outlined above for JLTs.

Analyses and Results of Data for Assistant Language Teachers

Pearson's Correlations

The means and standard deviations of questionnaire data collected from Assistant Language Teachers (ALTs) are presented in Table 1.

The first step of analysis was carried out using Pearson's correlations for all combinations of the eleven variables. As depicted in Table 1, almost all variable combinations indicated significant correlations. Seven combinations (indicated with shaded columns) showed correlation coefficients even higher than .50. The present study focused particularly on two aspects of impact, *lesson content* and *student learning,* which showed a high significant correlation (r=.574, p<.001), suggesting these two impact factors are closely related. Among combinations between the two impact and nine other scales, 'impact on lesson content' showed higher than .50 correlations with the three scales of 'motivation' (r=.557, p<.001), 'partnership' (r=.586, p<.001), and 'team-teaching structural development' (r=.531, p<.001). 'Impact on student learning', on the other hand, showed only one scale with a higher than .50 correlation with 'motivation' (r=.602, p<.001). 'Motivation', therefore, exhibits high correlations with both impact factors of 'lesson content' and 'student learning'.

Path Analysis

The correlation matrix in Table 1 cannot show the overall contributions of the eleven variables under consideration; the causal relations among all variables of the impact on *lesson content* and *student learning* were therefore further investigated by the use of standard partial regression coefficients at the .01 level of significant, calculated by the series of multiple regression analyses of the stepwise method. These relations are depicted in Figure. 1.

From the relations apparent in Figure 1, the present study is concerned primarily with how both lesson content and student learning are causally related to the nine surrounding variables. The variable 'impact on student learning' (R^2=.412) had significant causal relations with the variable of 'motivation' (β=.505, p<.001) and with 'non-duty related' (β=.242, p<.001). 'Motivation' is also affected by the 'impact on student learning' (β=.320, p<.001). The variable 'impact on lesson content' (R^2=.514) was affected by the five variables of 'partnership' (β=.310, p<.001), 'motivation' (β=.189, p<.01), 'team-teaching structural development' (β=.188, p<.01), 'non-duty related' (β=.169, p<.01) and 'depth of integration' (β=.149, p<.01). It is interesting to note that these were all one-directional relationships; ALT impact on lesson content was not seen to affect any of the other variables.

In addition to 'impact on student learning', four other variables make one-way contributions to 'motivation' (R^2=.579): 'responsibility'(β=.203, p<.001), 'partnership' (β=.213, p<.01), 'team teaching' (β=.218, p<.01), and 'team-teaching structural development' (β=.258, p<.01). Again, as was predicted by the Pearson's correlations in Table 1, motivation seems to be a common or shared 'link' of sorts between the two foci of this study.

Table 1. *Means, Standard Deviations and Pearson's correlations of Variables among Assistant Language Teachers (ALTs)*

	Variables	1	2	3	4	5	6	7	8	9	10	11
1	Impact on Lesson Content	—										
2	Impact on Student Learning	.574 ***	—									
3	Administration	.437 ***	.412 ***	—								
4	Motivation	.557 ***	.602 ***	.518 ***	—							
5	Team-Teaching	.401 ***	.372 ***	.448 ***	.541 ***	—						
6	Depth of Integration	.315 ***	.209 **	.234 ***	.145 *	.129	—					
7	Dispute	.215 **	.170 *	.172 *	.243 ***	.311 ***	.056 ***	—				
8	Non-Duty Related	.479 ***	.445 ***	.233 ***	.403 ***	.184 **	.269 ***	.217 **	—			
9	Partnership	.586 ***	.365 ***	.448 ***	.534 ***	.422 ***	.156 *	.240 ***	.415 ***	—		
10	Responsibility	.364 ***	.305 ***	.343 ***	.444 ***	.445 ***	.186 **	.086	.267 ***	.302 ***	—	
11	TT Structural Development	.531 ***	.478 ***	.457 ***	.600 ***	.442 ***	.241 ***	.189 **	.351 ***	.435 ***	.339 ***	—
	Means	21.94	19.33	8.00	9.40	12.14	12.95	10.76	9.95	10.28	14.25	13.60
	Standard Deviations	4.63	3.55	2.55	2.78	2.83	2.99	2.78	2.27	2.35	2.42	2.50

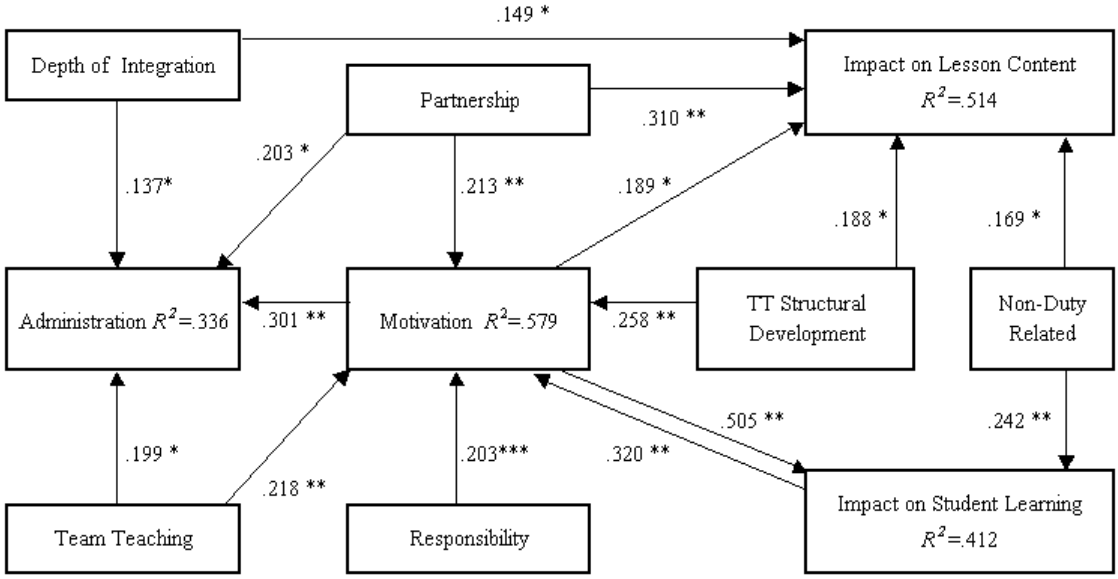

Figure 1 Causal Relations for Impact: ALTs
*Note1: n=208. * p<.01. ** p<.001.*
Note2: Path coefficients refer to standard partial regression coefficients calculated by multiple regression of stepwise method.

Discussion of ALT Results

The results of this study suggest that 'impact on student learning' results primarily from considerations of teacher motivation and interactions occurring during non-duty related activities. When ALTs perceive their duties as being meaningful, and that their partners are approaching teaching with dedication and enthusiasm, they feel that students will learn more from team-taught lessons. Mutual causal relations between 'impact on student learning' and 'motivation' further reflect that ALTs desire to teach, and to improve their teaching increases when they sense their lessons are having a positive effect on students' interactive abilities. That the only other variable seen to contribute directly to student learning was 'non-duty related' contact with staff and students was surprising, as this pertains to contact for which both ALTs and JLTs have planned for the least, if at all. The satisfaction of ALTs with the quality of their team-teaching partnerships, and the sense that Japanese teachers are comfortable with their presence leads them to believe that they are having an impact on lesson content.

Analyses and Results of Data for Japanese Language Teachers

Pearson's Correlations

The means and standard deviations of questionnaire data collected from JLTs are presented in Table 2. Pearson's correlations were determined for all eleven variables.

As shown in Table 2, almost all the combinations of the variables again indicated significant correlations. Nineteen combinations (indicated with shaded columns) showed correlation coefficients of higher than .50. As with the data for ALTs, focus was on 'impact on lesson content' and 'impact on student learning' which in the data for JLTs showed a high significant correlation (r=.456, p<.001). Among combinations between the two impact and other nine scales, 'impact on lesson content' exhibited higher than .50 correlation coefficients with the five scales of 'administration' (r=.628, p<.001), 'non-duty related' (r=.575, p<.001), 'partnership' (r=.548, p<.001), 'responsibility' (r=.589, p<.001) and 'team-teaching structural development' (r=.695, p<.001). Likewise, 'impact on student learning' revealed similar patterns of

Table 2. *Means, Standard Deviations and Pearson's correlations of Variables among Japanese Language Teachers (JLTs)*

	Variables	1	2	3	4	5	6	7	8	9	10	11
1	Impact on Lesson Content	—										
2	Impact on Student Learning	.456 ***	—									
3	Administration	.628 ***	.574 ***	—								
4	Motivation	.198 *	.346 ***	.180 *	—							
5	Team-Teaching	.412 ***	.331 ***	.336 ***	.384 ***	—						
6	Depth of Integration	.059	.167	.252 **	.158	-.136	—					
7	Dispute	.397 **	.210 *	.328 ***	.026	.307 ***	-.148	—				
8	Non-Duty Related	.575 ***	.635 ***	.522 ***	.360 ***	.413 ***	.181 *	.358 ***	—			
9	Partnership	.548 ***	.545 ***	.595 ***	.225 *	.359 ***	.127	.315 ***	.540 ***	—		
10	Responsibility	.589 ***	.552 ***	.522 ***	.290 **	.445 ***	.037	.247 **	.593 ***	.417 ***	—	
11	TT Structural Development	.695 ***	.556 ***	.610 ***	.308 ***	.541 ***	-.065	.331 ***	.582 ***	.462 ***	.635 ***	—
	Means	22.18	10.60	11.76	9.46	13.06	12.53	10.09	11.14	14.65	12.74	22.86
	Standard Deviations	3.47	1.97	2.05	1.94	2.96	2.43	2.31	1.84	2.29	2.13	3.46

Note. n=96. * p<.05. ** p<.01. *** p<.001.

significant correlation coefficients of higher than .05 with 'administration' (r=.574, p<.001), 'non-duty related' (r=.635, p<.001), 'partnership' (r=.545, p<.001), 'responsibility' (r=.552, p<.001) and 'team-teaching structural development' (r=.556, p<.001).

Path Analysis

The same statistical process used for ALT data was carried out using a path analysis to capture a larger picture of the dynamics between and among all eleven variables of JLTs (Figure 2).

The path model postulated three significant causal relations to 'impact on student learning' (R^2=.550), from 'impact on lesson content'(β=.496, p<.001), 'motivation' (β=.370, p<.001), and 'partnership' (β=.360, p<.001). Two of these relationships were also evident in the opposite direction, with both 'motivation' (β=.326, p<.001) and 'impact on lesson content' (β=.436, p<.001). Thus, 'impact on student learning' results primarily from teacher motivation, the quality of relationships between team- teaching partners and the extent to which the ALT is having an impact on lesson content.

Significant causal relations to 'impact on lesson content' (R^2=.606) were seen from the aforementioned 'impact on student learning', 'team-teaching structural development' (β=.272, p<.01), and depth of integration (β=.240, p<.01). These three variables were also significantly affected in the opposite direction from 'impact on lesson content' to 'impact on student learning', 'team- teaching structural development' (β=.439, p<.01), and 'depth of integration' (β=.467, p<.001). Similar to the findings for ALTs, 'motivation' (R^2=.550) showed a mutual causal relation with 'impact on student learning'. However, unlike ALTs, JLTs did not indicate any relation between 'motivation' and 'impact on lesson content'. The two variable showing stronger mutual casual relations with motivation were 'responsibility (β=.244, p<.01 andβ=.431, p<.001), and 'administration' (β=.272, p<.01 andβ=.460, p<.001).

Discussion of JLT Results

Data for JLTs, as with that for ALTs, supports that the motivation of visiting native English instructors strongly and mutually affect student learning. The more students learn, the more ALTs are motivated and vice-versa. Thus, according to JLTs, the ability of the ALT to make an impact on lesson content depends primarily on the ALT's sense that students are deriving academic benefit from team-teaching lessons, that they feel meaningfully integrated into school life, and that their efforts are helping in some way to strengthen team-teaching as an enduring practice in their school.

Impact on Student Learning

Results for both ALTs and JLTs further underscore the well documented, mutually reinforcing relationship between teacher motivation and student learning (e.g.,

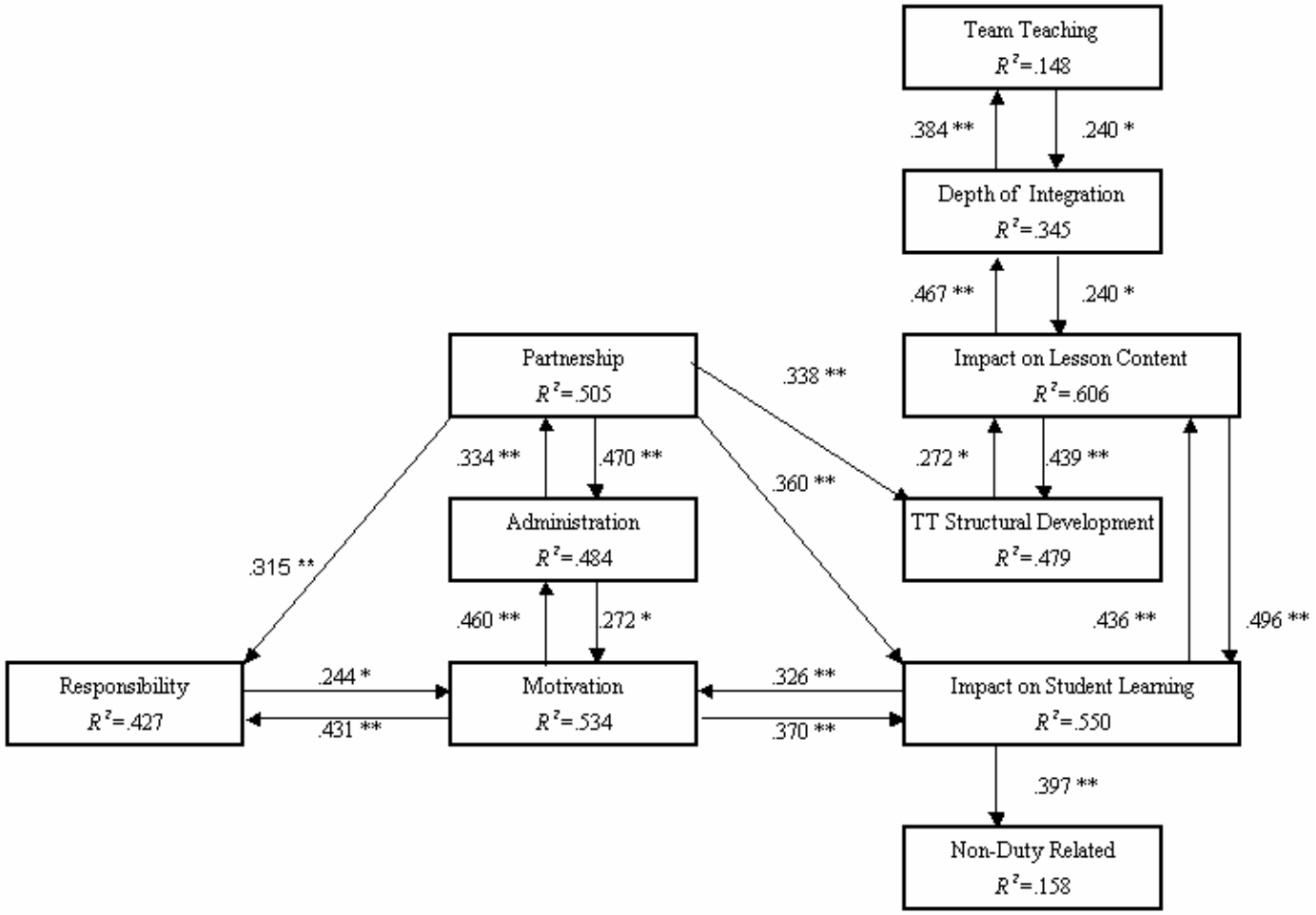

Figure 2 Causal Relations for Impact: JLTs
*Note1: n=.96 *p<.01. **p<.001.*
Note2: Path coefficients refer to standard partial regression coefficients calculated by multiple regression of stepwise method.

Ames, 1990, 1992; Anderman and Maehr, 1994; Skinner and Belmont, 1993, Zimmerman, Bandura, & Martinez-Pons, 1992). A message commonly repeated by more experienced JET Program participants at orientations, team-teaching workshops and seminars is that student energy levels invariably reflect the attitude of the ALT in the first five minutes of team-taught lessons. 'Faking *genkiness*' (liveliness) in the face of redundant or hastily planned lesson material, student apathy or other, unforeseen environmental obstacles is extolled as a reliable – if initially superficial-antidote for periodic student or teacher lethargy, or both. A vast majority of JLTs cite immediate and lingering, positive motivational effects of ALT visits on students' attitudes toward learning English (McConnell, 2000). The presence of a 'real foreigner' in the classroom shows students that English is a living language, a necessary tool for communication rather than merely a subject to be studied (Ministry of Education, Culture, Science, Sports and Technology, 1994).

ALT responses establish a strong link between interactions that occur with both staff and students outside of their official teaching duties and student learning. JLTs do not observe this trend, largely because they are not directly involved in many informal ALT-student exchanges, and therefore are not always in a position to adequately judge their impact. This perceived importance of casual, natural exchanges reflects the aforementioned motivational influence of the ALT's classroom presence, and speaks to the textbook-dominated and relatively contrived nature of solo-taught Japanese English lessons (Juppe, 1998; Laufer, 1999). Juppe (1998) cites findings that over 90 percent of such lessons consist of preparation, explanation and

discipline conducted in the Japanese language. Unplanned, unstructured meetings necessitate and promote spontaneous effort to communicate and therefore are the most meaningful kinds of cross-cultural exchange. Examples of such interaction range from brief greetings in the hallway or questions between classes, to more prolonged contact of sharing lunchtime with one another or club participation. Student questions in such instances focus on matters of interest to them that are seldom voiced during classroom time. Allowing ALTs to become better acquainted with the particular character traits, interests, weaknesses and talents of each student; such informal interaction contributes to the preparation of more relevant and interesting lessons. Efforts should therefore be made to foster opportunities for such unstructured contact with students.

Given the ALTs motivational potential (McConnell, 2000) and the strong causal relationships between student learning and non-duty contact found in the present study, perhaps enhanced ALT participation in club activities are the best way to reconcile what at first might appear to be a contradictory proposal (i.e., to plan for unstructured interaction). The low interest level in English (ESS) clubs, as compared to the more popular sports clubs, demonstrates a great need for ALT participation in these activities. However, participation in ESS clubs is not always especially appealing to ALTs in that students may not necessarily be there to learn English as much as to be a member of *something*. An even larger obstacle to attaining ALT involvement is the fact that ESS is held (along with other club activities) after the general 8-4 working hours of most ALT contracts; participation would depend on the willingness of foreign instructors to make time investments that are not officially required. Cultural differences with respect to working hours, contracts and culturally specific senses of obligation with respect to work expectations are exactly what have been keeping Japanese schools from asking more of their ALTs, particularly with respect to involvement in clubs (Miyashita, 1999).

JLTs perceive that the quality of a team-teaching partnership has a direct impact on student learning. Considering the length of time the JET Program has been in place, and that the average JLT is considerably older than their foreign partner, it can be assumed that JLTs are often in a position to retrospectively evaluate the success of present partnerships in comparison with previous ones. A 'good' ALT can contribute more to lesson creation and delivery in a way that capitalizes upon the strengths of each partner. Smooth partnerships allow for easy communication (given linguistic capacity), which fosters effective lesson planning as well as in-class interaction, the quality of which is easily perceived by students. Model dialogues or conversations between teaching partners can be motivational or disillusioning examples. JLTs further consider the degree to which the ALT is involved in school administration as affecting partnership and motivation very strongly in both directions, both of these in turn indirectly affecting student learning. JLTs also indicate a stronger mutual, indirect effect of ALT responsibility via motivation and partnership to impact student learning, highlighting JLTs' concern with more technical aspects of the role of foreign instructors in schools.

Impact on Lesson Content

Both ALTs and JLTs perceive efforts to develop team teaching as a professional practice as having a positive impact on lesson content. Sharing and documenting experiences are important for the long-term refinement of team-teaching; when ALTs feel their contributions are valued and will endure following their departure from Japan, they are likely to make a greater personal investment in preparing future lesson content. Findings for JLTs show that the relationship as being especially strong in the reverse direction, which is again testimony to their awareness of being faced with more than four years of team teaching. The lack of just this kind of documentation was found by Juppe (1998) to be a perennial worry for Japanese teachers who lack either experience or know-how in working with a foreign assistant in the classroom, a problem akin to receiving a new machine without a manual explaining how best to use it. Both partners benefit from the creation of compilations of lesson plans which can be built upon over the years, as well as used at different schools.

JLTs perceptions emphasize the benefits of ensuring the adequate integration of foreign instructors into school environments through providing sufficient meaningful responsibilities, as well as allowing for greater participation in school (i.e., team-teaching) administration. This is not necessarily a surprising finding: one year after the inauguration of the JET Program, a *Daily Yomiuri* submission noted that, 'The key to effectively utilizing the ALT is to officially recognize the ALT as part of the teaching staff and to incorporate the ALT as much as possible into the daily life of the school with all the attendant responsibilities' (AETs, Schools, 1988). A fully integrated ALT, as a part of a team with a united purpose, is more capable even in culturally homogeneous environments to contribute to the professional

work environment (Goodson & Hargreaves, 1996). A broader knowledge of students' lives and individual interests furthermore equips ALTs to prepare more relevant and enjoyable classroom material.

JLTs perceptions emphasize the need to adequately integrate ALTs into the school environment through the provision of meaningful and sufficient responsibilities, as well as greater participation in school (or at least team-teaching) administration. ALTs themselves have repeatedly indicated their desire for more meaningful responsibilities and participation in their schools (CLAIR, 1995-2000). It would not be unreasonable to ask ALTs to become actively involved in non-teaching duties as are regular Japanese staff members. There are a number of ways that this could be accomplished without violating the working hours of existing contracts. Assuming cleaning or lunch duties, participating in club activities, testing and test preparation, non-English subject classes, sports day and other cultural celebrations held at the school, or running simple errands all work towards ALT integration as well as they make for a richer work experience. Meaningful participation gives an ALT the feeling that they are a necessary part of the base school, rather than a guest with token responsibilities.

It is interesting to note that data for JLTs revealed very strong mutual causal relations between 'ALT impact on lesson content' and 'ALT impact on student learning', while data for ALTs did not directly relate one to the other at all. This again may be related to the issue of perspective, and which of the two groups is better positioned to observe particular relationships. Only JLTs can compare student behavior and performance of classes that are team taught, versus those that are taught by the JLT alone. Similarly, ALTs cannot fully know the extent to which their original contributions, natural pronunciation, grammatical, linguistic and cultural expertise affect the quality of English lessons. ALTs are largely unaware of what is being taught in English classes when they are not there. For ALTs to participate in lessons outside their team-teaching schedules, if even passively, would seem a positive step in working towards the three goals of increased unstructured contact, integration in school life, and knowledge of their impact on lesson content and student learning.

Conclusion

This study compared the perceptions of native and non-native English teachers working together through the JET Program in Japan focusing on the impact of foreign instructors on lesson content and student learning. Observations that can be drawn are useful not only to the host country in question, but also to other nations engaged in similar, large-scale invitation of foreign instructors.

Fostering opportunities for meaningful teacher- student interaction in the interests of student learning and enhancing the extent to which foreign instructors are integrated into the life of the school are goals which are not simply accomplished. This is especially the case where cultural attitudes toward work expectations, including contractual obligations, are fundamentally different. The impact of foreign instructors on lesson content and student learning would ultimately be enhanced if contractual obligations were more reflective of the pedagogical goals of engaging foreign instructors, as well as the unique circumstances of each work environment. Collaborative innovation in exploring more varied forms of *school*-level involvement for foreign instructors is called for in aspiring towards positive dividends at the *student* level.

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APPENDIX

Scale 1 Impact on Lesson Content / Procedure

1. I have sufficient latitude for personal input in lesson planning.
2. I often feel as though I am disrupting things when I visit.
3. I have played a key role in starting a lasting, positive practice or activity in the school.
4. JLTs are often uncomfortable to approach me when other teachers are nearby
5. I have been invited to participate in classes in subjects other than English.
6. I have ample opportunity to share teaching ideas with the JLTs
7. I have no role in deciding scheduling or other administrative matters.

Scale 2 Impact on Student Learning

1. Students are better able to interact in English due to my lessons.
2. Students will probably forget what I have taught them.
3. As employed at this school, I can make little impact on students' English abilities.
4. My lessons have helped both teachers and students to better understand their own culture in some way.
5. Students take my disciplinary measures seriously.
6. JLTs rarely ask me for help in explaining rules of grammar and appropriate usage

Scale 3 Role in School Administration

1. My base school clearly explained from the beginning what was expected of me in terms of duties and responsibilities.
2. The team teaching schedule is always prepared well in advance, and known to all involved.
3. My base school has at times kept me sheltered from knowing things I should have been told.

Scale 4 Motivation

1. Duties and tasks to which I am assigned are meaningful.
2. English teaching at this school is conducted with dedication and enthusiasm.
3. My motivation to teach at this school has declined over time

Scale 5 Team Teaching

1. Much more should be done to improve team-teaching at this school.
2. The JLTs at my base school are adequately trained to team-teach.
3. I have either been monopolized by a single JTE, or have somehow found myself teaching with only one of the school's JLTs on most occasions.
4. I received adequate prior training (orientation, workshop, conference, etc.) to prepare me to do this job well.

Scale 6 Depth of ALT Integration

1. I am voluntarily involved in school activities not related to English teaching.
2. I am actively involved in a club activity.
3. Students regard and treat me as a regular staff member.
4. I have a good idea of how English lessons are conducted when I am not in class.

Scale 7 Dispute

1. I have at least once had a dispute with this school's or school board's administrators.
2. I have at least once been involved in a dispute with a JTE.
3. I have at least once been involved in a dispute with students.

Scale 8 Non-duty Related Interaction

1. I rarely meet base-school teachers outside of regular working hours.
2. I often associate or converse with various non-JTE staff members while at school.
3. My most meaningful contact with students occurs outside the classroom.

Scale 9 ALT/JLT Partnership

1. I work well with this school's JLTs in class.
2. Teachers at this school are comfortable with my presence.
3. The JLTs and I rarely meet to evaluate our lessons together.

Scale 10 Responsibility

1. I am underused at my base school.
2. I am satisfied with the amount of overall responsibility I have at my base school.
3. I am overworked at my base school.
4. I can leave school earlier on days when I have fewer lessons.

Scale 11 Team-Teaching Structural Development

1. I have made a conscious effort to improve my team-teaching skills since coming to this school.
2. My team teaching lessons are improving over time at this school.
3. I have little or no opportunity to observe other team-taught lessons (at this or another school).
4. This school has been a comfortable and rewarding place to work