実践研究

Team Teaching for EFL at the University Level: Student and Teacher Perspectives

PEARCE Daniel Roy / OYAMA Mayo

Abstract

Team teaching for English as a Foreign Language (EFL) has been practiced in Japan for over thirty years at secondary schools, and has since expanded to several different contexts, including primary schools and at select universities. Previous research has identified several unique issues and benefits to team teaching in each different context. At the tertiary level, team teaching between a native-English speaking teacher and a non-native teacher in purely language-oriented classes remains a relatively unexplored topic. This study presents an exploratory investigation of team teaching in this context. Two classes were conducted over a 15-week period with a total of 54 students. A thematic analysis of qualitative data obtained from a post-course questionnaire of team-taught students (n=48) and transcribed interactions between the teaching partners identified several areas of interest. These included positive student attitudes towards a question-friendly classroom environment and increased student-teacher interaction. Teacher collaboration was facilitated by the equal status of teachers, although an overly comfortable relationship between the teachers led to some unexpected friction in classroom management. This paper explores these new insights, alongside substantiation of some claims made by previous team-teaching research, providing insights for team teachers and curriculum designers, and suggesting areas for future research.

1 Introduction

Team Teaching for EFL, conducted between a native-English speaking assistant language teacher (ALT) and a non-native Japanese teacher of English (JTE), has become a common practice in Japanese secondary schools since the introduction of the JET Programme [1] in 1987. While not entirely pedagogically motivated (McConnell, 2000), the introduction of native-speaker ALTs at schools came

about in part due to a perceived lack of linguistic knowledge and English communication skills in JTEs (Bolstad & Zenuk-Nishide, 2016). The introduction of ALTs posed a threat to the authority of JTEs in the classroom, and thus much of the research to date has emerged from issues in practice between ALTs, who often have little educational experience, and local JTEs (Ogawa, 2010, Scholefield, 1996), or has investigated role conflict (Sakui, 2004) and power relationships (Miyazato, 2009), and has focused on overcoming such issues in order to conduct smoother team teaching (e.g., Glasgow, 2013, Mahoney, 2004, Miyazato, 2009). Other research has examined learner perceptions of team teaching (e.g. Gladman, 2015, Miyazato, 2012). Due to the prevalence of this type of team teaching in primary and secondary-level institutions, much of the previous research on team teaching in Japan has been conducted in these contexts. In other Japanese contexts, team teaching between a language specialist and a content specialist is a more recent practice, often conducted at tertiary institutions in content and language integrated learning (CLIL) classes, in which the English language is the medium for learning field-specific content. These classes are typically supervised by one language specialist and one content specialist, both (or neither) of whom may be native English speakers (Stewart, 2016). In both types of team teaching, individual teachers occupy different roles, either because of differing linguistic or cultural backgrounds (JTEs and ALTs), or because of the unique specialties (content or language) that they bring to the classroom. In both team-teaching contexts, research has also investigated learner perceptions of team-taught classes (e.g., Gladman, 2015, Tajino & Walker, 1998). Very little research has, however, been conducted on team teaching in purely language-focused classes at the university level. This may be in part due to the nature of foreign language education at Japanese universities, which has traditionally been to prepare students for the study of materials written in foreign languages in their academic fields, and thus oral communication skills have not been considered of great relevance (Nishiyama, 2016). Recently, increased emphasis on oral skills has led to an increase in the number native-English speaking instructors at universities, although simultaneous increases in the number of university students have raised doubts as to whether many have the language ability to understand all-English classes taught by instructors with insufficient Japanese language ability. Team teaching between native English and native Japanese teachers might be a viable approach to bridging this gap and responding to student needs.

This research is a pilot study to identify the issues related to, and pedagogical implications of, team teaching for EFL at the tertiary level. It investigates a sample of undergraduate students and two teachers at one private university located in western Japan. Data was collected from a student survey as well as pre- and post-class teacher interaction, and thematic analyses were conducted in order to identify student and teacher perspectives on the team-taught classes. The classes were the first attempt at team teaching for EFL at the university. It is hoped that this research will provide new insights for team teaching practitioners, researchers, and curriculum planners in a wide variety of EFL contexts.

2 Literature Review

2.1 Team Teaching for language learning in Japanese educational contexts

Team teaching for language learning first began on a large scale in Japan with the introduction of the JET Programme, and has since spread to a wide variety of EFL contexts in Asia and further afield. While team teaching had previously seen somewhat of a vogue in different educational contexts, including special needs education (Bauwens, Hourcade, & Friend, 1989), its introduction into EFL began with little theoretical or empirical support (Wada, 1994). Subsequent research into team teaching has been generally positive, however, recognizing team teaching as not only an excellent opportunity for cultural exchange, but also as having a positive effect on Japanese teachers' confidence in communicating in English (Koike & Tanaka, 1995, Gorsuch, 2002). Furthermore, the presence of ALTs encourages the use of communicative English in the classroom (Galloway, 2009). For learners, team teaching is claimed to be beneficial for language acquisition by increasing opportunities for language use, and the variety of viewpoints brought to the classroom by multiple teachers is thought to provide more opportunities for learners to understand course content, as well as to promote development of critical thinking skills (Carless & Walker, 2006, Gladman, 2015). Such results have been echoed in team teaching in English as a second language (ESL) contexts as well (Dove & Honigsfeld, 2010), where the practice is more prevalent at the tertiary level. Student perceptions of team-taught classes in Japan have also been generally positive, with secondary-level students reporting appreciation of the unique classroom atmosphere that ALTs bring into the local classroom (Miyazato, 2012).

Despite the generally positive reception of team teaching, and encouraging results from previous research, the practice has not been free from controversy. Both ALTs and JTEs have reported being unaware of exactly what their role should be in the classroom (Scholefield, 2001), which has lead to conflict between team teachers (Mahoney, 2004). It has been suggested that such conflict may be a result of an intentionally-designed power structure with native-speaking teachers being relegated to the position of assistant, in order to preserve the authority of Japanese teachers of English who may feel linguistically inferior (Miyazato, 2009). Indeed, at primary and secondary levels, ALTs are rarely included in the planning or evaluation stages of instruction, ostensibly to maintain this power balance, are thus deprived of key opportunities to develop as practitioners, and are as a result often unable to escape from their status as 'guests' (Beale, 2002). More recent classroom research has shown that this has lead to an interactional hierarchy in the classroom, and that all participants in the classroom (both learners and teachers, including ALTs) orient to that hierarchy, with the unfortunate consequence of disenfranchising both ALTs and JTEs, and forming a barrier to genuine communication in the classroom (Lee, 2015, Pearce, 2017). Such situations have a negative impact on student impressions of team teaching, with one alarming study in which almost two-thirds of learners surveyed reported that they did not see the necessity of having the JTE in the classroom if the ALT had sufficient Japanese language ability (Tajino & Walker, 1998). Similar conflict has been seen with the introduction of team teaching to the primary level, in which a native-speaking ALT teaches alongside a Japanese homeroom

teacher (HRT), the latter not usually trained in English education, and often with low communicative ability in English (Aline & Hosoda, 2006). Such team teaching has been labelled a 'deficit model' (Bolstad & Zenuk-Nishide, 2016), as the presence of each teacher in the classroom is intended to make up for a lack in the other (i.e., the native English speaker makes up for the Japanese teacher's lack of linguistic ability, and the Japanese teacher compensates for the ALT's lack of educational experience or local cultural knowledge).

More inclusive forms of team teaching have been proposed, including models of practice which capitalize on each teacher's strengths, such as the concept of 'team learning' (Tajino & Tajino, 2000, Tajino & Smith, 2016). Subverting the view of the teacher as the sole expert and controller of knowledge in the classroom has also been suggested as a strategy to improve collaboration in the classroom (Tisdell & Eisen, 2000). By assuming a degree of 'role fluidity', the teacher may on occasion take on the role of learner, thereby creating a learning environment which allows for all participants in the classroom to rely on the others' strengths, rather than deficits. Attempts to amalgamate other inclusive classroom approaches such as Exploratory Practice (see Hanks, 2017) and team teaching have also shown pedagogical promise (Hiratsuka, 2016).

2.2 Team Teaching for CLIL/CITT

At the tertiary level in EFL contexts, much of the previous research has focussed on team teaching in the content and language integrated learning (CLIL) context, occasionally labelled collaborative interdisciplinary team teaching, or CITT [2] (Stewart, 2016, Gladman, 2015). Such team teaching differs from the type of team teaching seen at the primary and secondary levels in several ways. First, the lessons are content-driven, with the content tailored to the particular academic fields of the students. The teachers also have equal status in the classroom (Stewart, 2016), although occupying different roles; one teacher is a language specialist, and the other a content specialist. It has been suggested that the nature of CITT lends itself to easier collaboration than team teaching in purely language classes, as each teacher, having their own speciality (language or content), is less threatened by the presence of another authority figure in the classroom. Furthermore, in CITT, collaboration is mutually achieved at all stages, with teachers "shar[ing] responsibility for all aspects of their course, including instruction, lesson planning, materials development, assessment, and evaluation" (Gladman, 2015: 131). Such a high degree of collaboration is likely to alleviate some of the power struggle issues that have appeared in the literature of team teaching mentioned above. Nevertheless, such an endeavor is not an easy undertaking. When CITT was first introduced in Japan, many faculty members, both of Japanese descent and otherwise, expressed similar bewilderment regarding the roles they should take in their classrooms (Stewart, 2016). Working to overcome such hurdles seems to have brought about positive results comparable to those seen in primary and secondary contexts. Teachers recognize the positive impact team teaching experiences have on their own professional development (Stewart, 2016), while from the students' perspective, they find that the presence of two teachers makes it easier to ask questions, and also helps to deepen their understanding of both language and content (Gladman,

2015).

Insights from CITT have helped to some degree to inspire more innovative and inclusive practice in team teaching in purely language-centered classrooms. Some of the models proposed in Tajino's team learning theory, including the ALT as a cultural informant, or the JTE or learners teaching ALTs about local culture (Tajino & Tajino, 2000), clearly recognize the necessity of content-driven lessons that are unthreatening to the status of any of the participants in the classroom, and thereby help to avoid pitfalls such as the 'deficit model' of team teaching.

2.3 Common issues in team teaching across contexts

As outlined in the above two sections, team teaching in EFL takes different shapes and forms depending on the educational contexts in which it is practiced. One commonality across different contexts seems to be in some of the benefits achieved through team teaching, including more open classroom atmospheres and increased opportunities for understanding. Conversely, barriers to successful team teaching seem to be unique to each educational context. The overt power hierarchy of the purely linguistic team-teaching context (Miyazato, 2009, Pearce, 2017) does not seem to be prevalent in the CITT context. On the other hand, the CITT context, with it's highly collaborative process, can be burdensome to teachers in the preparatory stages, or for teachers inexperienced with team teaching (Stewart, 2016).

Team teaching for language learning at the tertiary level is as yet a relevatively unexplored area of research. While some broader definitions of team teaching consider a first semester course instructed by a native-speaking teacher, followed by a second semester course headed by a non-native speaking teacher to fall under team teaching (see, for example, Tajino & Smith, 2016), the term as it is typically used, to denote two teachers teaching in the same classroom at the same time, seems to be a relatively rare practice in tertiary EFL. The data for the present study was obtained through the first attempt by the university in question to conduct such team teaching for a compulsory English language class. Thus this data represents a unique and valuable opportunity to examine the dynamics of such team teaching in a university course.

2.4 Research questions

As team teaching in purely language learning-oriented classrooms is a relatively novel concept at universities, this exploratory study sought to answer the following broad research questions: (1) What are the students' views on team teaching for English language learning? And (2) What are the teachers' views on team teaching for English language learning?

3 Methodology

The research was conducted at a private university in the Kansai region of western Japan. The team teaching was conducted in a course lasting 15 weeks (one semester), and was a compulsory

English course for second-year students of the college of law. Two classes were conducted, with a total number of 54 students attending a majority of the lectures. The classes were the lowest ranked in English ability in the college of law, with the average English ability around A1 on the Common European Framework of Reference for Languages (CEFR). The teaching team consisted of one English-speaking Japanese teacher with five years of teaching experience at the university level, with a previous five years experience at English conversation schools, and one native-English speaking teacher with five years experience of instruction at the secondary level, but who was teaching a full-length course at the university level for the first time. Wishing to avoid the 'deficit model'-type teaching mentioned in the previous section, both teachers agreed that they would be responsible for all aspects of teaching equally, and thus did not decide upon any concrete division of roles, but rather would conduct each lesson in a dialogic manner (how this eventuated in practice is discussed further in section 5.2, below). Such collaboration was likely considered feasible because the teachers shared similar academic backgrounds, both having postgraduate degrees in foreign language acquisition and education, and similar linguistic ability, as both were fluent in the English and Japanese languages. For convenience, it was decided that each teacher would bear responsibility for creating half a semester's worth of class content.

Collaboration between the teachers began before the start of the 15-week course, with both teachers involved in planning all aspects of the course, from material selection through to assessment. Taking into account that the learners were students of law, the team mutually decided not to assign a textbook, but rather to employ political speeches as the class content. Political speeches from America and New Zealand were chosen. The topics and general outline of classes for the first half of semester, covering American political content, was prepared by the native-Japanese teacher, and the second half of semester, covering New Zealand content, by the native English-speaking teacher. A new video would be shown in each class, explanations given and discussions held. In-class explanations covered both linguistic and content areas, and were conducted in tandem by both teachers in both English and Japanese. The students were then required to submit a 100 to 200-word essay in English on a topic related to the class content before the next lesson. In the following lesson, students would present their assignments orally to other students in small groups, while the teachers would listen and give verbal feedback. Individual written feedback was also given to each student via the university's online LMS (learning management system) by one of the teachers each week, although both teachers reviewed the submissions. Overall assessment for the course was conducted based on the quality of the written assignments, and active participation in group discussion, and final grades were assigned after agreement between both teachers. Both classes covered identical content. The stated course objectives were 1) To be able to grasp the main ideas of English news published/broadcast for non-native speakers of English or edited for the purpose of English education and 2) To understand that there are several perspectives on current issues. The course outline for the semester is shown in Table 1, below.

Table 1 Course Outline

Content Area	Week	Topic (assignment topic)
America	1	Hilary Clinton's Democratic National Convention (DNC) speech (Who are the Japanese?)
	2	Khizr Khan's DNC speech (Japanese Constitution)
	3	John Oliver's review of the DNC (Comedy and social responsibility)
	4	Michelle Obama's "go to college" music video and DNC speech (Youth and university education)
	5	Michelle Obama's DNC speech (Role models; Youth experiences)
	6	Michelle Obama's DNC speech (Strong political leaders)
	7	Michelle Obama's DNC speech (Japanese political figures)
New Zealand	8	Jacinda Ardern's Guardian Australia interview (Women in politics; Politician's personal lives)
	9	Jacinda Ardern's Guardian Australia interview (Political engagement)
	10	Maurice Williamson's speech on gay marriage (Societal issues)
	11	Maurice Williamson's speech on gay marriage
	12	Andrew Little's immigration policy speech (Immigration)
	13	Andrew Little's immigration policy speech (Immigration)
	14	Tourism advertisement and Taika Waititi interview on New Zealand (Countries' images and realities)
	15	Recap of semester (no assignment)

Qualitative data was collected from transcriptions of pre- and post- class discussions between the two teachers, as well as cell phone messages sent between the team members discussing the class. Thematic Analysis was conducted on the data and coded into relevant themes, according to the six-step thematic analysis procedure outlined by Braun and Clarke (2006, see Table 2, below). In an attempt to increase the objectivity of the coding stage, a cooccurrence network was generated using KHCoder (Ver. 3. Alpha.13), and the resulting word groups were referred to during coding.

Table 2 Thematic analysis procedure (adapted from Braun & Clarke, 2006, p. 35)

Step	Description
1. Familiarizing yourself with your data:	Transcribing data, reading and re-reading data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each other (KHCoder implemented in this stage).
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking the themes work in relation to the coded extracts, and the entire data set.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, generating clear definitions and names for each theme.
6. Producing the report:	Final analysis. Selection of vivid, compelling extract examples, final analysis of extracts, relating back to research questions and literature.

A questionnaire designed to elicit exploratory data regarding the students' general impressions of team teaching was conducted, also via the university's LMS, between the 14th and 15th classes. 48 of the 54 students returned usable data, including open-response questions and a five-point Likert scale item regarding whether they would like to enroll in team-taught classes again in future. Data from the open-ended questions were once again analyzed with KH Coder in order to aid in developing codes for thematic analysis.

Both sources of qualitative data (teacher discussions and student questionnaire responses) were submitted, compiled, and analyzed in Japanese, and have been translated here by one of the authors.

The research was conducted in accordance with the guidelines of the Ethics Review Committee of the university where the research was conducted, and the consent of both the university and all of the participants was obtained.

4 Findings

Thematic analysis of the qualitative data generated three broad themes that were consistent across both the student and teacher groups. The first general theme was *students* (including codes such as questioning, understanding multiple viewpoints, etc.) and the second was *teachers* (including teacher relationships, classroom management, etc.), and finally *teacher-student relationships*. The individual coded features relative to each theme differed slightly between the groups, and the students' codes are presented in Table 3, and teachers in Table 4, below.

Table 3 Thematic analysis codes with descriptions and examples (Students)

Theme	Code	Description	Example
Students	Understanding	Student understanding of nuanced class content is enhanced by team teaching.	With a Japanese and non-Japanese teacher, the class became less one-directional, and it was much easier to understand the content.
	Questions	Students have more opportunities to ask questions due to team teaching.	Because there were two teachers, it was much easier to ask questions, and to communicate with them.
	Feedback	Team teaching affords more opportunities for students to receive personalised feedback.	It was difficult to do writing tasks every week, but I felt motivated because I received feedback every time.
Teachers	Multiple linguistic backgrounds	The presence of a non-native and a native teacher improves linguistic and/or cultural understanding.	Receiving explanations in Japanese, and hearing real native English made me feel that my own English ability was developing.
	Teacher relationships	Teacher relationships may be related to team teaching effectiveness.	[The teachers] discussed various topics, and were able to make the class fun with jokes... their banter was really interesting.
Teacher-student relationships	Teacher-student relationships	Team teaching allows for deeper relationships to develop between teachers and students	With one teacher, there aren't many opportunities to interact [with the teacher], so I think that two is better.

The codes 'understanding', and 'questions' appeared similar to results obtained in Gladman's (2015) survey of CITT students, although several other codes differed. Interestingly, the code 'participation' was absent from the students' data, but was initially present in the teachers. This may have been the result of the researchers (teachers) being aware of the previous research, or perhaps because much of the participation was in group activities, which was not necessarily directly related to team teaching. The initial 'participation' code was eventually amalgamated into 'teacher-student relationships' due to a considerable overlap in the coded categories. Coding of the teacher's data is shown in Table 4, below.

Table 4 Thematic analysis codes with descriptions and examples (Teachers)

Theme	Code	Description	Example
Students	Understanding	Teachers have more opportunities to observe students, allowing for the promotion of deeper understanding.	When I'm talking and just focussing on the next point, ...you're able to point out things I might have forgotten, or see where students aren't understanding.
	Feedback	Team teaching affords more opportunities for teachers to provide personalized feedback.	Feedback each time is much easier if I can do most of the feedback to start with and then just leave a few of the trickier ones. Teamwork!
Teachers	Class planning	Class planning can be more burdensome due to considerations of a teaching partner.	It can be a bit trickier than solo teaching, because we have to fill each other in on the content, and can't really leave it until the last minute.
	Roles & classroom management	Avoiding an imbalance in teacher participation can be difficult, although role conflict is rare.	Perhaps it might be easier for the start to take on a kind of 'sub-teacher' role... that might change as we get used to it, though.
	Professional development	Exposure to other teaching styles offers opportunities for reflection and development.	I think we have different approaches to starting the class. I tend to take time to have a look around and kind of gauge the mood, whereas you dive straight in!
Teacher-student relationships	Teacher-student relationships	Team teaching makes it easier for teachers to interact with students, as some may feel more comfortable or motivated to talk to either a native- or non-native speaker	Yeah, she seems to be really quiet with me, I don't think she doesn't like me, but she definitely finds it easier to talk to you.
			Yeah, seeing us teachers conversing bilingually is probably helping them feel more comfortable... I think they feel a lot of pressure with teachers who can't speak Japanese.

An in-depth discussion of the themes above will be carried out in the next section, with reference to characteristic items of feedback from the students and teachers.

Also included in the questionaire to students was one five-point Likert scale item, with respondents asked to rank whether they would choose to participate in a team-taught class in future, from "strongly agree" to "strongly disagree". The results were encouraging for both classes, with only

three students choosing "neither agree nor disgaree" and the remainder opting for either "strongly agree" or "somewhat agree". The results are displayed on Figure 1, below.
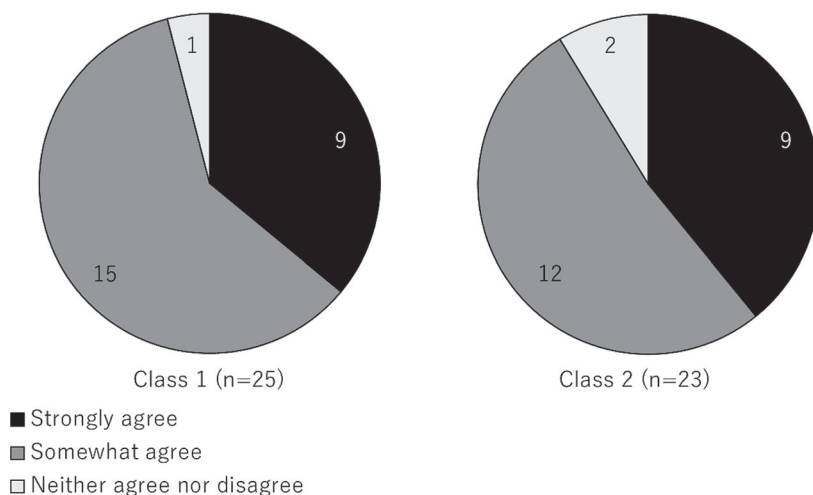

Class 1 (n=25)   Class 2 (n=23)

■ Strongly agree
■ Somewhat agree
□ Neither agree nor disagree

Figure 1 Students' responses to "I would like to take a team-taught class again" (n=48)

5 Discussion

5.1 Team Teaching for the students

A number of the findings were consistent with previous studies into team teaching, specifically CITT, particularly in students' reporting of the perceived pedagogical benefits of team teaching. Included among these were increased opportunities for developing understanding, and the creation of an environment more conducive to question-asking. Less conspicuous in the data were similarities with primary- and secondary- level team teaching for EFL. A likely explanation for this similarity to CITT is that both teachers have an equal status in the university classroom. Encouragingly, not a single student responded that the class could have been conducted just as smoothly by one teacher, although there was a small amount of negative feedback, which will be discussed in this section.

Also consistent with the previous literature, and perhaps encouraged by the nature of the class content (political speeches from American and New Zealand contexts, with reference and comparison made to the students' native Japan), a large number of students responded about how being exposed to multiple viewpoints helped improve both their understanding and enjoyment of the material. In addition to the example shown in Table 3, above, other students made comments such as "it was useful to hear multiple different opinions in one class, rather than the usual, single opinion", and "the teachers were able to fill in gaps in [each other's understandings]". Several students remarked that the different cultural backgrounds of the teachers allowed for more nuanced, multifaceted lessons; "we were able to hear opinions from people of two different nationalities and two different ways of thinking". This

dynamic was also remarked upon by the teaching partners themselves in discussions outside of the classroom, exemplified by the example in Table 4, in which the nature of the team-taught class was perceived to allow for more opportunities to gauge, and adapt or adjust to, both student and teacher understanding in the classroom. While most students seemed to suggest that such classes stimulated their learning, one participant remarked that "although two teachers allowed the class to be deeper and progress faster, I am not sure if my scholastic ability improved as a result". Despite the hesistant nature of this remark, the student responded "somewhat agree" regarding her desire to participate in team-taught classes in future. Both teaching partners were also in agreement as to the improvement in the quality of the written assignments produced by the individual.

In a separately-coded, although related, category, several students remarked on the usefulness of having instructors with different linguistic backgrounds. A number of learners felt that having explanations given by each teacher helped to develop their English ability. One student remarked simply that "having a Japanese teacher in the classroom made it easier to understand". As both the native- and non-native speaking teachers delivered explanations in both Japanese and English, the Japanese-native teacher believed this opinion might have been a result of prior experiences in English-only classes with non-Japanese speaking faculty[3]. Whatever the motivation for the comment, both teaching partners believed that the balance of linguistic backgrounds was a positive factor in increasing student-teacher interaction, as some students in an EFL context may feel nervous about speaking English with a native speaker, or conversely, feel somewhat awkward about speaking in English to another native Japanese speaker[4].

Another commonality between the present study and the previous literature was that of an atmosphere conducive to asking questions. While this has been seen in studies in both secondary-level team teaching (Miyazato, 2012), as well as CITT (Gladman, 2009, 2015), the latter suggested that the cause might be a simple transitioning of students from more rigid high-school classes to the more multidirectional university classes. It is of interest, then, that the second-year students who were a part of this study also remarked, with a relatively high frequency, about the ease of asking questions. Aside from the obvious potential reason being the 'availability' of one teacher while the other is lecturing, for instance, another possible factor could be the nature of team teaching in this scenario, in which both teachers approached the lesson with slightly different knowledge and skill sets, and frequently asked questions of each other, as well as expressing interest in newly acquired information. Such interaction may have made the teachers appear more approachable, as teacher-teacher interaction had demonstrated individual teacher knowledge as being not all-encompassing, as well as showing individual teachers slipping into the role of a learner, apparently occupying an equal status with the students. It has been suggested previously that such role fluidity helps to develop deeper collaboration in the classroom (Tisdell & Eisen, 2000), and learner responses in the 'questions' category seem to further substantiate such claims.

The readiness of students to ask questions is likely to have been influenced by the nature of student interaction with the teaching partners. Due to a considerable number of responses regarding

teacher-student interaction that were not directly related to questions or understanding, a separate 'teacher-student relationship' code was applied. The responses that were coded as such were likely influenced to a degree by common factors in the 'questions' and 'teacher relationships' categories, such as the approachableness mentioned above. While the example in Table 3 above is a somewhat dry 'teacher availability'-type comment, another student commented along the lines of "I enjoyed how the teachers were so friendly with us". The sentiment of this particular student was seemingly shared by several others, who described student-teacher interaction as 'fun' – although interestingly, and also promisingly, not one learner specified interaction with a *particular* teacher, potentially implying that both teachers maintained harmonious relationships with the students. As one student remarked, however, that on occasion, teacher-student talk got "too excited", and "delayed the classes progress", team-teaching practitioners might struggle to find an appropriate balance (although the same could be said of solo-taught classes).

Another code applied to the students' responses was teacher relationships, i.e., the relationship between the two teachers as independent from the students. This has been commonly raised in the literature as an important factor in team teaching, and in the present context too, many students expressed enjoyment of the teachers' willingness to poke fun at each other, ask questions, and engage in animated dialogue with each other. One student stated that "I feel that even teacher-teacher talk was directed at us students, so it felt like we were all actively participating in the class". It would seem that once again, the data indicates the importance of a congenial relationship between practitioners. On the other hand, whether a mere play of geniality may be sufficient is a more difficult question to answer, as one respondent expressed doubts as to the genuineness of the teaching partners relationship [5], and furthermore, the student in question responded ambivalently in regards to her desire to take part in future team-taught lessons.

Finally, the last coded category was 'feedback', which indicated both in-class verbal feedback to presentations (each week both teaching partners would circle amongst the groups, listen to verbal oral presentations, and provide feedback), and written feedback to the weekly writing assignments was appreciated. Many of the responses were particularly positive, including such comments as "[we] were required to produce assignments in English each week, which I think really helped my English ability to improve", as well as how feedback was motivating to students as mentioned in the example on Table 3. Both teaching partners also recognized that giving feedback to over 50 students would not have been possible without two teachers to review and give comments.

5.2 Team Teaching for the teachers

As much of the teachers' comments on the 'student' and 'teacher-student relationship' themes have been covered above, this section will deal mainly with the 'class preparation', 'roles & classroom management' and 'professional development' codes.

Under the 'class preparation' code, the burden of team teaching was briefly touched upon, consistent with previous research in both CITT and more standard team-teaching practice, in which

teachers frequently remark that team teaching is one of the most difficult areas of their practice (Mahoney, 2004, Tajino & Tajino, 2000, Stewart, 2016). Interestingly, this was most frequently brought up by the native-English speaking teacher, and typically in the context of the example given in Table 4. However, this may have had a positive influence, as in an early post-class discussion between the two partners, he admitted to "rely[ing] on being a native speaker, and not giving enough attention to the materials to realize where the students might have had difficulty understanding, or grasping all of the key points". As the semester progressed, comments about the difficulties involved in class preparation within time constraints ceased to appear.

In a similar vein, classroom management and teacher roles did not necessarily cause conflict, but did require an amount of trial-and-error in the earlier weeks of the course. As shown in Table 3, the native-speaking teacher considered settling into a 'sub-teacher' role. This may have been partly because the course content for the first half of semester was principally created by the Japanese teacher, and partly due to the native-speaker's prior experience as a high-school ALT, in which he typically took on the assistant role. The Japanese teacher displayed a somewhat mixed reaction to this attitude, recognizing that the native-speaker showed "a great deal of respect for my teaching style", but also encouraged more proactive involvement in a 'lead' role. This encouragement, which allowed even for interruption when necessary, was likely a major factor in developing a successful collaborative partnership, as the native-speaker subsequently expressed feeling greater freedom, and was quickly able to step beyond his self-imposed 'sub-teacher' role. Interestingly, while this type of comment was absent from data collected after the second week of the course, it reappeared at around the tenth week. In this context, the Japanese teacher recognized that she occasionally got caught up in the content of the class, and thus did not afford many opportunities for the native speaker to interject. The closest the teachers came to overt conflict during the semester is well represented in the following comment from the native-speaker:

> you know, in the second period, when you picked up on some of the points that I had introduced in the first period and introduced those, then turned to me and asked if I had any extra input, I didn't feel that I had anything extra to add, and that the class had been hijacked a little...

Upon reflection, both teachers realized that as they had become more comfortable in their teaching partnership, they had become slightly negligent of their partner. This incident, although isolated, may serve as a cautionary tale to team teachers not to become complacent regarding their partners' needs, and to be mindful of each other's teaching styles and personalities. In this case, however, the same comfortability between the partners that had led to occasional neglect of each other also allowed for honest discussion between the teachers, and for the issue to be quickly overcome.

In terms of professional development, much of the discussion between teachers in the first two or three weeks took the form of a sort of mentor-mentoree guidance. While the native-speaking teacher was not inexperienced in foreign language education, it had been some time since he had been in an

instructional role for a full semester, and the first time at a university. Much initial advice centered around the amount of effort being put into written feedback, and concern that he might experience burnout. As the semester progressed, and the native-speaker developed more confidence (he was simultaneously instructing several solo-taught classes), the nature of the conversations became more reflective, such as the example in Table 4. Other instances were more dialogic, and often revolved around relatively minor traits of the teachers:

> Japanese teacher: "I notice the way you say 'hi' or 'good morning' to students who come late to class. I'm not that nice, I just tend to ignore them". Native-speaking teacher: "Oh no, I'm not being nice (laughter)! That's just my way of not-so-subtly drawing the attention of every one else to them!"

Interestingly, it seems that the teachers did not seem to grow much more alike in teaching style, but rather used the opportunities afforded by such noticing to reflect on why they taught the way they did. The relatively short 'mentor-mentoree' period, followed by reflection on individual styles and practices may also have been a result of the equal status occupied by the teaching partners.

A final category, while not mentioned frequently enough in the teacher discussions to warrant a code of its own (but could potentially fall under 'feedback'), was that both teachers remarked on the added sense of objectivity in assessment that was brought about in grading students' written work, much of which was on relatively subjective topics. A reduction of the burden in weekly feedback was also mentioned by both partners several times.

6 Conclusion

The study presented in this paper was an exploratory study into student and teacher attitudes regarding team teaching in purely language-oriented classes at the university level. Thematic analysis was conducted on data from a post-course student questionnaire, as well as transcripts of conversations and messages sent between the teachers. The analysis resulted in the labeling of three broad themes, 'student', 'teacher', and 'teacher-student relationships', that were consistent amongst both groups, with differently coded subcategories for the student group and the teacher partnership.

The first theme for the students consisted of the sub-categories 'understanding', 'questions', and 'feedback'. In this category, students commonly praised team teaching for increased understanding of content due to exposure to multiple viewpoints and interpretations. Students also expressed appreciation for an atmosphere that facilitated question-answering and similarly seemed to value the individual feedback that they received weekly. These responses were perhaps encouraged by the 'multiple linguistic backgrounds' and positive 'teacher relationships' in the second category type, with students enjoying linguistic explanations from both the native-English speaking and native-Japanese speaking teachers. A warm and humorous atmosphere was credited with creating a constructive

learning environment. Students were generally positive about 'teacher-student relationships' that developed, enough to warrant it becoming a theme of its own. The teachers also considered the balance of the two teachers (native English and native Japanese) conducive to relationship-building.

The teachers' comments on 'understanding' and 'feedback' were generally in line with the students' thoughts, but raised some interesting insights into the categories 'class planning', teacher 'roles and classroom management' and 'professional development'. Both teachers found professional development value as individual teachers through exposure to different teaching styles and practices, despite an initial somewhat 'mentor-mentoree' relationship, likely due to the equal status the teachers enjoyed. Class planning and the necessity to share content was initially recognized as a burden, consistent with previous research suggesting that team teaching can increase a teacher's workload, although it did not seem to be a major issue. Finally, a certain degree of friction in classroom management was identified as a result of the teaching partners becoming too comfortable in their partnership.

This study was a first exploratory attempt at investigating attitudes towards (non-CITT) team teaching at the university level. As such, it had several limitations. Follow-up interviews with students may have provided more insight into questionnaire responses that were vague or ambiguous, and pre- and mid-course surveys or interviews may have provided valuable information about changes in student perceptions of team teaching. As the value of multiple viewpoints for cultivating critical thinking skills is touted as a benefit of team teaching, an investigation of the effects of team teaching on the quality of the students' writing and spoken communication could help to substantiate claims to the scholastic effectiveness of the teaching style, and is a potential avenue for future research. Nevertheless, as an exploratory study, this research provided valuable information regarding perceptions of team teaching in the largely positive responses from both the students and the teacher partnership. In a paradigm of globalized communication and an increasing need for university graduates with critical thinking skills, the authors hope that this research has indicated some of the potential that team teaching in university language classes may have in fulfilling the present needs of university language education.

Notes

1 ） The JET Programme is the largest program of its type in the world, organized jointly between the Japanese the Ministry of Internal Affairs and Communications (MIC), the Ministry of Foreign Affairs (MOFA) the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and administrated by the Council of Local Authorities for International Relations (CLAIR). Every year, it recruits several thousand ALTs for placement at elementary, junior, and senior high schools around Japan (see CLAIR, 2015).

2 ） Content and language integrated learning refers to the teaching specialized subjects such as hard sciences, history or economics through a foreign language, with the aim to gain both linguistic and subject knowledge, and is usually conducted by one teacher. Collaborative interdisciplinary team teaching refers to the collaborative efforts of two teachers from different disciplines (linguistics/language teaching and a specialized

field such as biology), in which the classes are usually conducted in the target language. Teaching patterns and roles can vary from class to class. For a comprehensive description, see Gladman (2009).

３） The classes conducted were at the lowest and second-lowest levels of English ability for the law school. This may have exacerbated any potential previous negative experiences in English-only classes.

４） A comment was also made by the native-Japanese teacher that the balance of one male teacher and one female teacher may have facilitated communication.

５） The teaching partners do, in fact, maintain a cordial relationship outside of the workplace. While the partners were acquainted prior to teaching together, the relationship developed into a friendship over the course of the team-teaching project.

References

Aline, D., & Hosoda, Y. Team teaching participation patterns of homeroom teachers in English activities classes in Japanese public elementary schools. *JALT Journal, 28*, (1), 2006, pp.5–22.

Bauwens, J., Hourcade, J.J., & Friend, M. "Cooperative teaching: A model for general and special education integration". *Remedial and Special Education 10*, (2), 1989, pp.17–22.

Bolstad, F., & Zenuk-Nishide, L. "Beyond the deficit model: Co-constructing team teaching to address learner goals and needs". In A. Tajino, T. Stewart & D. Dalsky (eds.) *Team teaching and team learning in the language classroom: Collaboration for innovation in ELT.* UK: Routledge, 2016, pp.78–93.

Braun, V., & Clarke, V. "Using thematic analysis in psychology." *Qualitative research in psychology, 3,* (2), 2006, pp.77–101.

Beale, J. "EFL in Japan: Whose English is it anyway?". *Babel, 37*, (2), 2002, p.26.

Carless, D., & Walker, E. "Effective team teaching between local and native-speaking English teachers". *The Journal of Language and Education, 20,* (6), 2006, pp.463–477.

CLAIR (2015). "Introduction [to the JET Programme]". (http://jetprogramme.org/en/about-jet/ 2018.10.08)

Dove, M.G., & Honigsfeld, A. "ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning". *TESOL Journal, 1*, (1), 2010, pp.3–22.

Tisdell, E.J., & Eisen, M. "Team teaching and learning in adult education: From negotiating relationships to implementing learning alternatives." *New Directions for Adult and Continuing Education, 2000*, (87), 2000, pp.83–89.

Galloway, N. "A critical analysis of the JET Programme". *The Journal of Kanda University of International Studies, 21*, 2009, pp.169–207.

Gladman, A. "Collaborative interdisciplinary team teaching (CITT): A study of practitioner and student perspectives". (Unpublished doctoral dissertation). Macquarie University, Sydney, Australia, 2009.

Gladman, A. "Team teaching is not just for teachers! Student perspectives on the collaborative classroom." *TESOL Journal 6,* (1), 2015, pp.130–148.

Glasgow, G.P. "The impact of the new national senior high school English curriculum on collaboration between Japanese teachers and native speakers". *JALT Journal, 35*, (2), 2013, pp.191–204.

Gorsuch, G. "Assistant foreign language teachers in Japanese high schools: Focus on the hosting of Japanese teachers". *JALT Journal, 24*, (1), 2002, pp.5–32.

Hanks, J. *Exploratory practice in language teaching: Puzzling about principles and practices*. New York: Springer, 2017.

Hiratsuka, T. "Actualizing Exploratory Practice (EP) principles with team teachers in Japan." *System, 57,* 2016, pp.109–119.

Koike, I., & Tanaka, H. "English in foreign language education policy in Japan: Toward the twenty-first century". *World Englishes, 14*, (1), 1995, pp.13–25.

Lee, J. "The interactional organization of bilingual co-teaching in South Korea". (Unpublished doctoral dissertation). University of Hawaii, Hawaii, 2015.

西山教行（2017）「京都大学における文法教育の起源とその特徴」*Revue japonaise de didactique du français*, Etudes didactiques, 11, 1, 65-81.

McConnell, D.L. *Importing diversity: Inside Japan's JET program*. Berkeley: University of California Press, 2000.

Mahoney, S. "Role controversy among team teachers in the JET Programme". *JALT Journal, 26*, (2), 2004, pp.223–244.

Miyazato, K. "Power-sharing between NS and NNS teachers: Linguistically powerful AETs vs. culturally powerful JTEs". *JALT Journal, 31*, (1), 2009, pp.35–62.

Miyazato, K. "Students' views on JTEs and AETs". In A. Stewart & N. Sonda (eds.) *JALT 2011 Conference Proceedings*. Tokyo: JALT, 2012, pp.637–645.

Ogawa, C. "Perceptions about team teaching: From assistant language teachers and Japanese teachers of English". In A. Stewart (ed.) *JALT 2010: Creativity: Thinking outside the box*. Tokyo: JALT, 2010, pp.473–486.

Pearce, D.R. "A conversation analysis of interaction in the team-taught EFL classroom". (Unpublished doctoral dissertation). Kyoto University, Kyoto, 2017.

Sakui, K. "Wearing two pairs of shoes: Language teaching in Japan". *ELT Journal, 58*, (2), 2004, pp.155–163.

Scholefield, W. "What do JTEs really want?". *JALT Journal*, *18*, (1), 2001, pp.7–25.

Stewart, T. "The dynamics of team learning in the creation of a higher education learning community: A narrative inquiry". In A. Tajino, T. Stewart & D. Dalsky (eds.) *Team teaching and team learning in the language classroom: Collaboration for innovation in ELT*. UK: Routledge, 2016, pp.127–142.

Tajino, A., & Smith, C. "Beyond team teaching; An introduction to team learning in language education". In A. Tajino, T. Stewart & D. Dalsky (eds.) *Team teaching and team learning in the language classroom: Collaboration for innovation in ELT*. UK: Routledge, 2016, pp.11–28.

Tajino, A., & Tajino, Y. "Native and non-native: What can they offer? Lessons from team-teaching in Japan". *ELT Journal, 54*, (1), 2000, pp.3–11.

Tajino, A., & Walker, L. "Perspectives on team teaching by students and teachers: exploring foundations for team learning". *Language Culture and Curriculum, 11*, (1), 1998, pp.113–131.

Wada, M. "Team teaching and the revised course of study". In M. Wada, & A. Cominos (eds.) *Studies in team teaching*. Tokyo: Kenkyusha, 1994, pp.7–16.

大学の英語授業におけるティーム・ティーチング
—学生と教師それぞれの視点—

PEARCE Daniel Roy（Part-time Lecturer（Jyugyou Tantou Koushi）, College of Law, Ritsumeikan University）

OYAMA Mayo（Part-time Lecturer（Hijoukin Koushi）, College of Law, Ritsumeikan University）

要旨

　EFL でのティーム・ティーチング（以下 TT）は、日本では中等教育で 30 年以上にわたり実践されているほか、小学校や一部の大学へも拡大している。従来の研究で様々な教育状況での TT の課題と利点が解明されているが、高等教育での外国語の授業での英語のネイティブ教師とノンネイティブ教師による TT はほぼ未開拓のテーマである。本研究はこのテーマの探索的調査を提示する。TT による授業を受けた学生への質問紙調査と、教師間で行われた対話の書き起こしから得られた質的データに対しテーマ分析を行い、いくつかの関心領域を特定した。そこには、質問しやすい教室環境に対する学生の肯定的態度や、学生と教師との交流の増加が含まれる。教師間の協働は教師が同等の地位を保つことによって促進された。本稿はこれらの点に加え、従来の TT 研究による主張のいくつかを実証し、また高等教育における TT の課題を同定することにより、TT を行う教師やカリキュラム開発者に対して有益な情報を提供するとともに、さらなる研究領域を提案する。

キーワード

ティーム・ティーチング、外国語としての英語（EFL）、高等教育、ネイティブ教師とノンネイティブ教師、テーマ分析